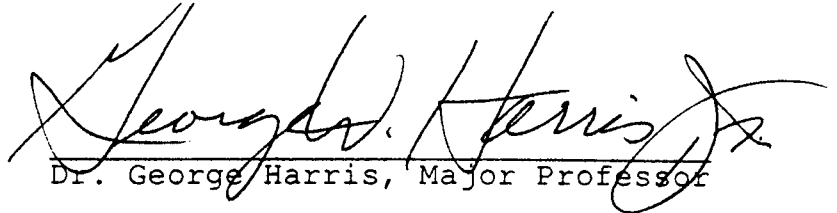


To the Graduate Council:

I am submitting herewith a dissertation written by Michelle Releford Dalton entitled "The Long Road to Recognition: A Historical Investigation of the Activities of the Association of Colleges for Negro Youth, 1913-1934." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

  
Dr. George Harris, Major Professor

We have read this dissertation  
and recommend its acceptance:

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THE LONG ROAD TO RECOGNITION: A HISTORICAL INVESTIGATION  
OF THE ACTIVITIES OF THE ASSOCIATION OF COLLEGES FOR  
NEGRO YOUTH, 1913-1934

A Dissertation Presented  
for the  
Doctor of Education  
Degree  
The University of Tennessee, Knoxville

Michelle Releford Dalton  
August 1991

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## DEDICATION

This dissertation is dedicated to my son, Rhett Wescott Dalton. His ability, even as a child, to understand and endure a mother in "academic exile" has contributed more than words could ever express.

In addition, this project is dedicated to my father, Dr. Charles C. Releford, and my brother, Mr. Charles C. Releford, Jr. Their faith, support, and prayers gave me the "will" to go forward when faced with what seemed, on several occasion, to be unsurmountable odds.

Lastly, this work is dedicated to the memory of my mother, Mrs. Edna Price Releford, who I am certain would have been pleased with my academic and personal growth as a direct result of this work.

## ACKNOWLEDGEMENTS

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Special recognition is also given to my neighbors and comrades: Evelyn Brager, David Brewer, Christopher Goudlock, and Charles Shelby. In addition, a special note of thanks is extended to Cassandra Ghosten, Camille Hazeur, and Marva Rudolph who were always there; to Deidre Stewart for arriving in time to take up the rear; and to all those whose names do not appear, but were there nonetheless, is tendered my sincere gratitude.

## ABSTRACT

The purpose of this study was to assemble and document an account of the Association of Colleges for Negro Youth's (ACNY) more significant activities, 1913-1934, with particular emphasis on the organization's work to standardize black institutions in its membership. In addition, the researcher sought to provide an analysis of ACNY's efforts to encourage the development of its member colleges in harmony with those white institutions recognized by the Southern Association of Colleges and Secondary Schools (SACS). Specifically, this investigation sought to discover and present information concerning: (a) ACNY's origin and establishment; (b) ACNY's activities from 1913-1934, including the reasons for its reorganization to the Association of Colleges and Secondary Schools for Negroes (ACSSN) in 1934; and (c) ACNY's efforts to standardize its member colleges based on SACS's institutional membership requirements.

A historical research method was used in the collection and analysis of the data gathered. Componential analysis, an ethnographic research tool, was also utilized to determine ACNY's efforts to standardize its member colleges in accordance with the by-laws and standards created by the Southern Association.

The results of the study show: (a) that ACNY was

founded in November, 1913 by George E. Haynes as the result of his work with the National League on Urban Conditions Among Negroes; (b) that, although, ACNY operated as a rather loose organization, it did attempt to standardized its member colleges; (c) that ACNY's reorganization in 1934, was the result of SACS's assumption of the rating function for black colleges, and subsequently, its threat to discontinue that function; (d) that ACNY did attempt to develop its member colleges in harmony with those recognized by SACS; and (e) that where ACNY did not address certain issues relative to SACS's requirements, it was presumably due to the financial hardships imposed on its member colleges as a result of the constricting segregative framework in which they endeavored to operate.

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LIST OF ABBREVIATIONS

|               |                                                                    |
|---------------|--------------------------------------------------------------------|
| <b>ACNY</b>   | Association of Colleges for Negro Youth                            |
| <b>ACSSN</b>  | Association of Colleges and Secondary Schools for<br>Negroes       |
| <b>AMA</b>    | American Medical Association                                       |
| <b>CIICN</b>  | Committee for Improving the Industrial Conditions<br>for Negroes   |
| <b>CUCAN</b>  | Committee on Urban Conditions Among Negroes                        |
| <b>GEB</b>    | General Education Board                                            |
| <b>HBCU</b>   | Historically Black College or University                           |
| <b>NADRCS</b> | National Association of Deans and Registrars in<br>Colored Schools |
| <b>NATCS</b>  | National Association of Teachers in Colored Schools                |
| <b>NLPCW</b>  | National League for the Protection of Colored Women                |
| <b>NLUCAN</b> | National League on Urban Conditions Among Negroes                  |
| <b>NUL</b>    | National Urban League                                              |
| <b>NYC</b>    | New York City                                                      |
| <b>SACS</b>   | Southern Association of Colleges and Schools                       |
| <b>YMCA</b>   | Young Men's Christian Association                                  |

There is a certain hesitation about dwelling on events of the past. On the one hand, it creates an atmosphere of determinism which removes the volitional possibilities of people to alter their conditions. It tends to excuse the perpetuation of past events which could be altered simply by initiative.

It preoccupies people unnecessarily and purposelessly with old hurts, tending old wounds. It is an emotional tirade that ultimately provides no constructive solutions for the present. But, those who deny the lessons of the past are doomed to repeat it. Those who fail to recognize that the past is a shaper of the present, and the hand of yesterday continues to write on the slate of today, leave themselves vulnerable by not realizing the impact of influences which do serve to shape their lives.

From Na'im Akbar's  
Introduction to  
Chains and Images  
of Psychological Slavery  
1984

## CHAPTER I

## FORMULATION AND DEFINITION OF THE PROBLEM

## I. INTRODUCTION

On December 9, 1986 the Southern Association of Colleges and Schools (SACS) voted to drop three colleges from its accreditation roll: Bishop, Knoxville and Morristown. These three private historically black institutions were cited for failing to comply with the financial standards established by the accrediting body's Commission of Colleges. Trapped in what Thomas (1987) referred to as a "fiscal . . . , and legal limbo" (p. 1), these schools' abilities to solicit funds, attract students and faculty, and remain credible in the academic arena were gravely impaired (p. 8).

Robert Albright, President of Johnson C. Smith University, was one of many black college educators to openly express concern over the status of the institutions affected. In an address to the Southern Education Foundation, on January 7, 1987, he stated that the Southern Association's decision

virtually assures that these troubled institutions may be forced to close their doors after providing a historic legacy of over 100 years of serving students and communities when other institutions and agencies showed little interest in or inclination to educate or provide assistance.  
(p. 2)

In one instance, Albright's prediction was correct. After over a century of service, Bishop College was forced to close its doors in 1988. Morristown and Knoxville Colleges, after some deliberation, were placed on probation by the Southern Association. Later, Knoxville College corrected its deficiencies, had its accreditation reinstated, and in 1989, acquired Morristown College through a merger agreement.

Since 1895, the Southern Association of Colleges and Schools has been responsible for defining the standards of higher education institutions in the South. It assumed its accrediting function in 1912 after developing the Commission on Secondary Schools. However, black colleges, the majority of which were located in the South, were not considered for membership since the Southern Association preferred "not to meddle in the affairs of their Negro neighbors" (Snively, 1945, p. 488). This state of affairs was irrevocably changed "as a result of the stimulation and guidance" of a group of black college educators and administrators: the Association of Colleges for Negro Youth (ACNY) (T. E. Jones, 1934b, p. 256).

In December, 1928, a representative of that body attended the thirty-third annual meeting of the Southern Association. "The duty assigned . . . him was, to present that Association the facts of the . . . situation with reference to accrediting colleges for Negro youth, and to

seek its rectification" (M. W. Adams, personal communication, December, 19, 1928). While allowed time to present ACNY's position, it was not until 1929, after numerous discussions, that the Southern Association decided to form a Committee on the Approval of Negro Schools to consider the matter of accrediting black colleges in the South.

Based on recommendations offered by that committee, an approved list of black institutions of higher education appeared as a portion of the Southern Association's 1930 Proceedings. While this "approved" status was highly revered and eagerly sought after, it did not imply accreditation as in the case of white institutions. It was not until 1957 that black colleges in the region were considered for full-membership in the Southern Association. By 1961, separate institutional lists for black and white colleges had also been eliminated. According to Stanford (1961), that event signaled the end of "second-class citizenship for negro institutions" (p. 161), and assured their assimilation into the mainstream of American higher education.

The full significance of the Association's work was perhaps best articulated by Johnson (1938) in an excerpt from The Negro College Graduate:

This organization can be fully appreciated only when it is realized that there were no formal controls of the work of these schools, and even less of a formal basis

of relationship between the colleges. Although loosely accomplished, this proved for the Negro colleges the first serious attempt at standardization. (p. 295)

T. E. Jones (1934a) further insisted that it was via ACNY's membership application review process that standards for black institutions of higher education were perceptibly raised. Goodwin (1956/1957) revealed the Association as the "mainspring" (p. 91) in the development of a system of accreditation for black colleges. That system according to Adams (1923), Campbell and Rogers (1979), Goodwin (1956/1957), Payne (1957/1958), and Perry (1975) was intended to assist ACNY's member colleges, the bulk of which were located in the South, by bringing them in-line with their recognized white counterparts that were members of the Southern Association of Colleges and Schools.

Credited with working for the recognition of black colleges in the South, the Association of Colleges for Negro Youth appears to have performed a valuable service during one of the most chaotic periods in America's history. Yet, there is little information to explain ACNY's historical development or its early efforts to standardize and improve institutions in its membership. In addition, the literature concerning its reorganization in 1934 to the Association of Colleges and Secondary Schools for Negroes (ACSSN) lacks the clarity necessary to discern the causative factor(s) which actually precipitated that event.

## II. STATEMENT OF THE PROBLEM

Various literature has cited the Association of Colleges for Negro Youth as one of the first organizations to work collectively for the standardization, improvement, and recognition of black colleges in the South (Adams, 1930; Bacote, 1962; Brawley 1917; Campbell & Rogers, 1979; Goodwin, 1957/1958; Holmes, 1934b; Johnson, 1938; Jones, 1934a; Goodwin, 1957; McCorey, 1935; Payne, 1957/1958; and Perlman, 1972). Much of that same information also suggested that the Association's activities were directed toward the development of its member colleges along the same lines as those white institutions recognized by the Southern Association of Colleges and Schools. Nowhere, however, is ACNY's history, or specific efforts to standardize its member colleges addressed in more than a cursory fashion.

Given the absence of such information an investigation needed to be made that would close the existing literature gap concerning the history and activities of the Association. In addition, such a study would also seek to corroborate what the literature suggested as ACNY's efforts to develop its member colleges in accordance with those of the Southern Association's.

### III. STATEMENT OF THE PURPOSE

The purpose of the study was to assemble and document an account of the significant activities of the Association of Colleges for Negro Youth, 1913-1934, with particular emphasis on that body's work to standardize black colleges. In addition, the researcher sought to provide an analysis of ACNY's efforts to encourage the development of its member institutions in harmony with those white colleges which held membership in the Southern Association of Colleges and Schools. Specifically, this investigation sought to discover and present information concerning: (a) the origin and establishment of the Association of Colleges for Negro Youth; (b) the development of the Association from 1913-1934 including the reasons for its reorganization to the Association of Colleges and Secondary Schools for Negroes (ACSSN) in 1934; and (c) the work of the Association to standardize its member colleges according to the Southern Association's membership requirements.

### IV. SIGNIFICANCE OF THE STUDY

Knight (1934) suggested that present day problems were perhaps best met and solved by understanding them from a historical perspective. That position was supported by Englehart and Monroe (1936) who held "that many current absurdities in education would not be extant if the

educators to blame for them had heeded the lessons of the past" (p. 159).

Historical studies in education also have the potential to assist administrators in the development of realistic expectations of the educational process since "comprehensive and realistic thinking about education must depend upon a knowledge of the origins which influence its present state" (Reisner, 1928, p. 384). Watson (1914) recommended that all persons associated with education have some knowledge of past events in the field so that they may intelligently discuss issues and be able to equitably compare and make judgments on such issues. He warned of the danger of developing what he termed as a "Sir Willoghby Patterne spirit, ready to drink in the awaited homage of the future, and to let sink into oblivion the obligations of the past" (p. 82).

Lemelle and Lemelle (1969), suggested that this was exactly what black colleges did when they adopted, without question, "the principles and practices of 'mainstream' American education" (p. 25), rather than to sustain their original goal which was to provide for the social development of blacks. As a result of their "inflexible adherence" (p. 25) to white educational ideologies and methodologies, these institutions were reported to have "aborted" their intended mission. That original mission was to provide for the social development of the race (blacks)

via education. By not continuing to foster that mission, these colleges denied the very population they were designed to serve; thus, they also failed to acknowledge the necessity of creating programs designed specifically to meet the need of black students.

With this as its major rationale, the study sought to provide insight into the relationship between the development of institutional and regional accrediting standards for historically black colleges and universities and the problems currently experienced by them. With 78 of the 98 ("Data File," 1987) HBCUs in the nation under the auspices of the Southern Association, and with that body's development of increasingly more stringent standards, many of these institutions have found it difficult to maintain their accredited status (Junod, 1987). The related literature suggested that this difficulty had existed for black colleges in the South, since the onset of their accreditation, over fifty years ago (Holmes, 1934b; Goodwin, 1956/1957; Payne, 1957/1958). It was not, however, the intent of the researcher to focus exclusively on the accreditation process for black colleges in the South, but to describe and provide an analysis of ACNY's contributions to this process. Kells, Kells, and Neal (1984) recommended that this information would help to close a significant literature gap in the literature on the post-secondary accreditation of black institutions prior to 1970.

Morgan (1985) noted that the culture of these colleges and universities was being lost amid the diversity of available options and opportunities as increasing numbers of black students and educators were forced to choose "between the colleges and universities of the mainstream [and] the often assaulted underfinanced black institutions" (p. 1). Furthermore, the preference of most researchers wishing to study some facet of black higher education, was generally to select some contemporary problem as opposed to a historical one--a practice, maintained Louis (1978), that produced gaps in the literature concerning the development of black higher education. For this study, the gap was evidenced by the lack of information on the historical development and activities of the Association of Colleges for Negro Youth. While the Association was mentioned in other works related to the accreditation of black colleges and universities. No systematic inquiry had ever been done. There was also no cumulative collection of the Association's minutes or proceedings.

Hence, this study served to close the existing literature gap regarding an organization that helped to set the stage for the assimilation of black colleges in the South into the mainstream of American higher education. In addition, the investigation sought to provide a more thorough understanding of the events leading to the accreditation of black colleges in the South, thereby

extending not only the history of the Southern Association, but that of black higher education as well.

#### V. ASSUMPTIONS

In conducting the investigation the following assumptions were made:

1. The information available from primary sources (minutes, proceedings, and organizational correspondence) were sufficient to provide an account of ACNY's activities.
2. The information available from secondary sources (books, periodicals, and research studies) were sufficient to provide an account of ACNY's activities.

#### VI. LIMITATIONS

1. The study was limited to ACNY's activities between 1913-1934.
2. The study was limited to an examination of ACNY's activities as documented by extant primary and secondary sources which could be located by the researcher.

## VII. DEFINITIONS OF TERMS

The following definitions of terms were used in the investigation:

Accreditation: Full recognition of an educational institution which has met certain established criteria for admission to one of six, nationally recognized, regional accrediting bodies in the United States.

Approved: Status afforded black educational institutions of higher education which met the criteria established by the Southern Association of Colleges and Schools from 1930-1957.

Association of Colleges for Negro Youth (ACNY): Also referred to as the Association.

Association of Colleges and Secondary Schools for Negroes (ACSSN): The name used after the Association of Colleges for Negro Youth reorganized in 1934.

College and University: These words are used interchangeably and do not suggest a difference in the type of institution referred to.

Black Colleges: Institutions of higher education principally designed to serve blacks

Conference of Colleges for Negro Youth: The first meeting of the Association of Colleges for Negro Youth. Also referred to as the Conference.

General Education Board (GEB): Also referred to as the Board.

Historically Black Colleges and Universities (HBCUs): Those institutions which were initially founded for blacks.

Negro Education: A Study of the Private and Higher Schools for Colored People in the United States (T. J. Jones, 1917): Commonly referred to in the literature and herein as the 1916 report, government's 1916, report, Phelps-Stokes Report, and Bureau's 1916 report.

National Association of Collegiate Deans and Registrars in Negro Schools: Also referred to as the deans and registrars.

Southern Association of Colleges and Schools (SACS): Also referred to as the Southern Association, and the Association of Colleges and Secondary Schools of the Southern States.

Standardization: Action taken by institutions of higher education to ready them for possible accreditation by their regional accrediting body.

Survey of Negro Colleges (Klein, 1929): Commonly referred to in the literature and herein as the 1928 survey or Bureau's 1928 report. Also referred to herein the same.

The Majority: Refers to the white American population.

The South: The eleven states defined by the Southern Association: Alabama, Florida, Georgia, Kentucky, Louisiana,

Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

#### VIII. DESIGN OF THE STUDY

The design of the study was based on the general purposes of the study, to assemble and document an account of the significant activities of the Association of Colleges for Negro Youth, 1913-1934, and to provide an analysis of ACNY's efforts to standardize its member institutions in accordance with those colleges which held membership in the Southern Association.

A historical research method was used in the collection and treatment of all data gathered from both primary and secondary sources. These were then interpreted in light of the study's objectives. This methodology involved the completion, in the order listed below, of five steps outlined by Brickman (1949) in a description of the application of the historical method to educational research.

1. Classification of Sources. Sources were collected and classified as either primary or secondary. Primary sources were defined as "original" or "underived" (p. 92) first-hand accounts of a given event. These included ACNY's minutes, proceedings, and organizational correspondence. Secondary sources were identified as those found to be

"derived" (p. 92) from another source. These included books, periodicals and other research studies.

2. Criticism of Sources. Once classified, sources were internally and externally criticized. Internal criticism entailed the determination of "why, where, how, and by whom a document under examination was written" (p. 93). This was followed by the documents external criticism which helped to analyze the intent of statements and their "accuracy" and "trustworthiness" (p. 94).

3. Determination of Facts. After sources were classified and criticized, they were reviewed to establish the facts. While this process was dependant on extant information, it should be noted that given the lack of catalogued archival material in the black college libraries visited, the facts presented may not reflect the whole of ACNY's activities during the period under study.

4. Interpretation of the Facts. The facts gathered were subjected to an interpretation inside the context of the social, political, and economic conditions of the period. Specifically, this process assisted in the researcher's determination of causative factors which influenced the Association's activities.

5. Presentation of the Data. The facts concerning ACNY's history and activities while generally chronological in nature, were presented in thematic units.

Componential analysis was also used to guide the researcher's examination of ACNY's efforts to standardize its member colleges in accordance with those of the Southern Association. Defined by Spradley (1980) as "the systematic search for the attributes [dimensions of contrast] associated with cultural categories [domains]" (p. 131), this technique was designed to allow for the search of contrasts between different domains based on questions having "yes" or "no" values. This process called for the identification of domains, and the development of corresponding questions relative to the information desired concerning those domains. Entered into a worksheet, the domains and questions serve to create a chart where the answers, with regard to each domain, are placed in their appropriate cell. Once completed, the worksheet is reviewed and interpreted to provide an analysis of the contrasts of a particular domain.

In the case of this study, basic elements drawn from each of SACS's by-laws, first, and standards, second, were listed down the left-hand columns of two individual worksheets, under the headings "By-laws" and "Standards," respectively. Next, questions, which could be answered "yes" or "no", were placed under the heading: ACNY's Dimensions of Contrast across the top of the worksheets. Thus, two charts were created where, after a review of the Association's activities, answers in relation to each by-law

or standard were placed in their corresponding cell. The following inquiries were made of each by-law and standard:

1. Did ACNY discuss issues relative to the essential elements of a particular by-law or standard?
2. Did ACNY devise a similar by-law or standard?
3. If ACNY did not devise a similar by-law or standard, did it assume a position through a resolution or recommendation to its member institutions?

Once completed, the prepared worksheets were reviewed and interpreted in an effort to corroborate what the literature suggested were similarities between ACNY's development of its member colleges and those of the Southern Association (Adams, 1923; Campbell and Rogers, 1979; Goodwin, 1956/1957; Payne, 1957/1958; Perry, 1975). This information is presented as separate narratives, on each of the Southern Association's by-laws and standards. Each narrative is preceded by a complete citation of SACS's by-law or standard. Inferences to explain plausible reasons for ACNY's posture in relation to each of the by-laws and standards is also included. Such inferences, however, are not intended to be an exhaustive exploration of every possible causative factor, but to render at least some reasonable grounds for ACNY's posture based on events of the period under study.

The use of both the aforementioned methods assisted in the collection and presentation of data concerning the three areas outlined below:

1. Origin and Establishment of the Association of Colleges for Negro Youth. Having established the historical background and setting for the study in Chapter II, a biographical sketch of George E. Haynes, ACNY's founder, is provided in order to relate his philosophies, educational and research background, as well as his experiences with black colleges, to his purpose in calling for the first Conference of Colleges for Negro Youth. This is followed by a detailed description of the Conference and the resulting decision to form a permanent organization.

2. Development of the Association of Colleges for Negro Youth, 1913-1934. Prefaced by the origin and establishment of the Association, a historical account of ACNY's significant activities, with an emphasis on that body's work to standardize black colleges in the South, is provided. Primary references for this account came from the Association's minutes, proceedings, and personal correspondence of many of the Association's member colleges' representatives. In addition, secondary accounts are used, particularly for the years that primary accounts are not available. In line with this, references, where applicable, were made to the following organizations and certain of their constituents:

1. The National Association of Collegiate Deans and Registrars in Negro Schools

2. The National Association of Teachers in Colored Schools (NATCS)

3. The General Education Board (GEB)

4. The Southern Association

This is done in order to demonstrate the impact of outside forces which either affected the work of the Association, or assisted in its reorganization in 1934 to the Association of Colleges and Secondary Schools for Negroes. Accounts for this information are drawn from both primary and secondary sources, as well as the personal correspondence of individuals associated with the organizations outlined above. In addition, a complete list of ACNY's officers, member institutions, and a copy of its constitution and by-laws appears in the appendices of the study.

3. Efforts made by ACNY to standardize its member colleges in accordance with those institutions recognized by the Southern Association for Negro Youth. Having established the general history and more significant activities of the Association from 1913-1934, an analysis of that body's efforts to develop its member colleges in accordance with the institutional membership requirements of the Southern Association was made. Initially, this involved a review of SACS's by-laws and standards used at the time of ACNY's founding in 1913, and until its decision to approach

the Southern Association in 1926 regarding the evaluation and rating of black colleges and universities in its territory. That review revealed that SACS's membership requirements for four-year institutions were embodied at the time of ACNY's founding in its by-laws. These by-laws were not officially dropped until 1921, when SACS revised its constitution and by-laws in order to define the accreditation process. It was discovered during that process that SACS originally accredited institutions of higher education based on their ability to comply with some eighteen standards; it was not, however, until 1921 when that number increased to twenty, that the most complete development of the standards employed during ACNY's existence was realized. Thus, the by-laws became the researcher's first units for componential analysis, followed by the twenty standards.

Finally, a collective summary of ACNY's efforts to develop its member colleges, in harmony with those of the Southern Association was provided.

#### IX. A SELECTED REVIEW OF THE LITERATURE

A careful investigation of the literature concerning ACNY and its member colleges; as well as other events, persons, and organizations related to the educational process during the period under study suggested that no systematic inquiry had ever been made regarding the

historical development or activities of the Association of Colleges for Negro Youth. However, ACNY was mentioned as a part of larger works which dealt with specific phases of its activities, or with persons or institutions affiliated with the Association.

T. E. Jones's (1934a) reported on the cooperative efforts of black colleges to improve their academic programs and to discuss problems of mutual interest. The organization's history was briefly recounted as an introduction to an article concerning the reorganization and constitutional revisions of the Association of Colleges for Negro Youth in 1934. In the report, ACNY was reported to have met on a regular basis for some fifteen years to discuss the various problems of its constituent colleges and to scrutinize the programs of other institutions which applied for membership. While standards were developed as a part of that process, "no attempt was made to legislate for the various schools or to force the opinion of the group upon college administrators" (p. 256). Jones further contended that it was not until 1930, when the Southern Association assumed the responsibility of rating black colleges in its region, that these institutions took the matter of their being rated seriously.

McCorey's (1935) editorial published in the Quarterly Review of Higher Education Among Negroes described the importance of ACNY's reorganization in 1934 to the

Association of Colleges and Secondary Schools for Negroes as a "significant forward step" (p. 82) given the addition of secondary schools which had, up until that time, never been included. ACNY was heralded for its decision to reorganize in an effort to provide financial assistance for the Southern Association's continued examination of black colleges and schools.

An unpublished investigation by Payne (1957/1958) assessed the need for ACSSN to reevaluate its role as a policymaking body after the May 1954 Supreme Court decision in Brown v. the Board of Education, Topeka, Kansas. The study's findings indicated the need for ACSSN to re-appraise its role given that the court's decision signaled a "less restricted pattern of life for Negroes...and inaugurated an 'interim period' between the removal of the legal basis of segregation and eventual full integration" (p. 6). In line with this inquiry, Payne presented material on the development of the Association of Colleges for Negro Youth and cited it as the motivating force behind the 1928 study. This study was also revealed to have paved the way for ACNY's approach to the Southern Association regarding the examination of its member colleges. In addition, Payne asserted that it was always the intent of ACNY to develop its member colleges in terms of the "standard practices of institutions of higher education for white students" recognized by the Southern Association (p. 43).

Goodwin (1956/1957) provided a detailed historical account of the accreditation process for black public and private colleges from 1927-1952. That study spoke to the factors which influenced the accreditation process, particularly for colleges located in the South. In addition, the investigation presented a overview of the accreditation process in America and a description of the various groups which played a significant part in providing for that function. ACNY's influence in securing the attention of the Southern Association was revealed, but Goodwin considered the organization a failure for having to approach the white accrediting body (Southern Association) rather than assuming the function itself.

A dissertation by Perlman (1972) provided a comprehensive account of the life and work of George E. Haynes, ACNY's founder. The primary focus of this work was directed toward Haynes's work as the co-founder of the National Urban League (NUL), however the rationale for ACNY's establishment was discussed. Perlman suggested that Haynes's founding of ACNY was directly related to his work for the precursor to the National Urban League (NUL), the National League on Urban Conditions Among Negroes (NLUCAN). In addition, Haynes reportedly realized that some "steps had to be taken to upgrade the general level of Negro colleges" (p. 99) so that more could qualify for affiliation with NLUCAN. That realization was said to have resulted in the

establishment of the Association of Colleges for Negro Youth.

Brooks and Parris (1971) supported Perlman's contentions in their history of the National Urban League. There, ACNY was also characterized as an organization that worked to set admissions requirements and standards of instruction for black institutions of higher education. Conversely, in Weiss's (1974) history of NUL, the Association was not mentioned, although excellent information was provided concerning Haynes's educational background and the development of his philosophies in relation to his work with NLUCAN.

Johnson's (1938) work, The Negro College Graduate, described several important movements in the development of the black college. ACNY's lead in providing for the second national survey of black colleges, as well as its efforts to standardize these same institutions were clearly indicated in a discussion concerning the early studies done to evaluate and rate black colleges. Haynes's rationale for selecting the Association's first member colleges, was also mentioned. Johnson intimated that Haynes sought to involve only those schools listed in Dubois's 1910 study as "first-grade" colleges, given the substitution of Wilberforce and Talladega for Leland and Wiley.

Cozart (1967), in a history of The Association of Secondary Colleges and Schools, 1934-1965 (formerly the

ACSSN), traced the development of that organization until its functions were assumed by the Southern Association in 1965. This work offered little information regarding ACSSN's predecessor, the Association of Colleges for Negro Youth. Moreover, while Cozart reported ACNY's founding date as "1932" (p. 2), and credited it as the parent body of the Association of Colleges and Secondary Schools, his work did not speak to or strongly suggest that ACNY existed prior to that time.

Perry (1975) outlined the history of the National Association of Teachers in Colored Schools (NATCS) from its inception through its merger with the, predominately white National Education Association. ACNY was discussed in relation to the founding of the Association of Colleges and Secondary Schools for Negroes. According to the author, ACNY's primary purpose was "to obtain accreditation machinery for black Southern schools and, ultimately, acceptance into the Southern Association" (p. 215). While Perry admitted that much of the information found in this section of his outline came from Cozart (1967), ACNY's founding date appeared as "March 1930" (p. 217) rather than 1932 as indicated by Cozart. It was also revealed that there was such an overlapping of membership between NATCS and ACSSN that most of the active members of one organization belonged to the other.

Cade (1951) stated that one reason for the development of the National Association of Collegiate Deans and Registrars in Negro Schools, in 1926, was due to the Association's concern with only colleges in its membership. As a result of that practice, ACNY was reported to have had practically no influence on institutions outside of its membership. In addition, Cade stated that information generated by the Association which might have helped to improve other institutions was rarely circulated. That practice was said to have heightened what the author described as an existing "jealousy and misunderstanding between many of the college presidents and supporters of the different [black private and state supported] colleges" (p. i).

Holmes (1934b) explored The Evolution of the Negro College from just after the Civil War in 1865, through the early 1930s. While primarily concerned with the general historical development of black higher education as a whole, ACNY was revealed as having played a rather significant part in that development. Holmes credited the Association with having laid the foundation for the rating of black colleges in the South by their regional accrediting body.

Several brief accounts of ACNY's activities also appeared in a number of its member colleges' published histories. Brawley's (1917) history of Morehouse College explained that the Association was founded due to the demand

for more "economy and cooperation" (p. 145) among black colleges. Also noted were the benefits received by Morehouse as a result of its relationship with the Association. A history of Lincoln University by Bond (1978), suggested that ACNY devised the first standards for admissions and transfer students for black colleges. In Mississippi the View from Tougaloo, Campbell and Rogers (1979) indicated that the Association acted as an accrediting agency parallel to that of the Southern Association. Bacote (1962) and Adams (1930) chronicled the history of Atlanta University, and in both works, ACNY was heralded as having played a major role in perceptibly raising the standards of that institution, as well as those of its other member colleges. Bacote further indicated that the Association was developed as a direct result of "the educational world's adoption of a policy which based 'recognition' on the college rather than on the individual" (p. 154). This act was said to have placed black colleges, the bulk of which were located in the South, at a distinct disadvantage since they were unable to make application to the Southern Association.

ACNY was also mentioned in a perfunctory way in Agnew's (1970) history of the Southern Association. Therein, its founding was reported to have been the result of a meeting initiated by SACS in March of 1929. Conversely, its reorganization, was attributed, in an historical and

statistical review of black colleges in the South prepared by SACS (1971), as the result of a merger with "the Association of High School Education" (p. 5).

## X. ORGANIZATION OF CHAPTERS

Chapter I contains the introduction, statement of the problem, statement of the purpose, significance of the study, assumptions, definitions and terms, design of the study, a selected review of literature, and the organization of chapters.

Chapter II presents the historical background and setting of the study.

Chapter III traces the origin and establishment of the Association of Colleges for Negro Youth and presents the history of the Association through its reorganization to the Association of Secondary Schools and Colleges for Negroes.

Chapter IV examines the efforts made by the Association to standardize its member colleges in accordance with those institutions recognized by the Southern Association.

Chapter V contains a summary, conclusions, and implications for further study.

## CHAPTER II

## HISTORICAL BACKGROUND AND SETTING OF THE STUDY

## I. INTRODUCTION

Because the literature review suggested that no inquiry into the historical development or activities of the Association of Colleges for Negro Youth had ever been conducted, a traditional review of the literature does not appear in this chapter. Extant information available and directly related to the investigation was presented in Chapter I. Chapter II seeks to provide the reader with a historical context in which to view the need for and the activities of the Association of Colleges for Negro Youth via an overview of black higher education from 1865-1935. Particular attention is given to the problems associated with the development of the black private liberal arts college, as well as several early attempts to evaluate and classify institutions belonging to that group. Information concerning the growth of the regional accrediting function in American higher education and the problems associated with that function as it negatively impacted black colleges and their graduates, is also provided.

## II. A HISTORICAL OVERVIEW OF BLACK HIGHER EDUCATION, 1865-1935

The evolution of black higher education is inextricably linked to both the South and the development of the black private liberal arts college. Its beginnings can be traced to the period just after the Civil War in 1865. With the majority of the black American population concentrated in the seventeen Southern and border states during the period, it logically followed that it was in this region that a number of what Pifer (1973) termed "embryonic colleges" (p.11) for blacks were created. These institutions emanated from the zealous efforts of Northern missionaries, as well as other philanthropic and religious organizations, both black and white, that rushed to the aid of the newly emancipated slaves after the Civil War (Anderson, 1988; Holmes, 1934b). Albright (1987) concluded that these groups' work were "one of the most demanding assignments in the history of higher education--namely to educate and provide for advocacy for a race of people largely ignored by society in general" (p. 3).

While these various groups' energies in this enterprise were commendable, most early black institutions of higher education were "colleges and universities" in name only (McCuistion, 1933). Johnson (1938) stated that "the Negro college was named before it was born" (p.288). Essentially,

these institutions were actually little more than elementary and secondary schools until well into the twentieth century (Ballard, 1973; Pifer, 1973). Anderson (1988) further explained that between 1860 and 1935, neither public elementary or high schools were available for the majority of Southern black children, and as a result, most black colleges were forced to maintain rather large preparatory departments.

This situation was further compounded, prior to the 1920s, by a controversy over the purpose and type of education that should be provided to blacks. On one hand, there were numerous black colleges established after the Civil War which were based on the traditional liberal arts curriculum. These institutions were patterned after the previous educational experiences of their founders, many of whom had been educated in some of the finest New England colleges. For them, black higher education existed not only to train leaders, but also to teach those things necessary for the survival of civilization, "life and culture" (Dubois, 1932, p. 61).

Meanwhile, some whites in the agrarian South were strongly opposed to educating blacks in any manner. In due time, many of these same individuals came to realize that some rudimentary training was necessary if blacks were to become the "skilled and faithful laborers" needed to drive the Southern machinery (Dubois, 1932, p. 62). This

training, however, was not to be received in colleges but in schools designed to teach only the "techniques of industry and make men learn by doing" (p. 62). This educational ideology became quite popular even among some Northerners, an achievement asserted Cash (1941), that was based on the majority of white Americans' opposition to the thought of having blacks as their equals in the educational arena or elsewhere. The majority opinion, overall, tended to favor the minimal education of blacks in some type of vocational tract (Wright, 1939).

Rapidly gaining popularity, this sentiment helped to provide the basis for what Pifer (1973) termed the "so-called industrial education experiment" (p. 16), first introduced into the South in the 1860's through agents of the Freedman's Bureau. Industrial education readily found two of its strongest supporters in General Chapman Armstrong, founder of Hampton Institute (1868), and his prize student, Booker T. Washington, founder of Tuskegee Institute (1881). It was Washington who convinced a number of blacks to embrace the industrial education philosophy as a result of his belief that it was only through the development of an "intelligent laborer, . . . trained farmer, and . . . skilled artisan" that their economic independence would be assured (Dubois, 1932, p. 62). While the original intent of industrial education, for whites, was to train workers for responsible positions in a modernizing

economy; for blacks, this concept was distorted, according to Cash (1941) into their being trained "to plow a straight furrow . . . milk a cow and perhaps" receive some training in a "mechanical trade such as blacksmithing" (p. 231).

Black public or land-grant colleges helped to extend industrial education through a curriculum based on agriculture, mechanical arts, and military education (Orr, 1959). Largely established as a result of the second Morrill Act of 1890, which set up a separate system of black state supported colleges, these early institutions were of poor quality, with sub-standard teaching staffs, and facilities (Fleming, 1981).

Consequently, until the mid 1930s, the fundamental basis for a "genuine" higher education for blacks in the South was provided for through a system of private liberal arts institutions, ninety percent of which were located in that region (Anderson, 1988). Plagued by a

. . . narrow range of course offerings, insufficiently prepared teaching personnel, excessively heavy teaching loads, sad lack of working libraries, pitifully inadequate science equipment, antiquated buildings, negligible endowment fund, primitive method of student discipline, [and] ineffective administration, (Green, 1931, p. 8),

these schools continued to turn out some of the most outstanding black intellectuals and professionals of the period (Dabney, 1936; Green, 1931; Pifer, 1973). Pifer (1973) commented that this was no small undertaking, given the confines of the South's rigid caste system.

Originating from what Holmes (1934a) referred to as a "missionary motive" (p. 168), these colleges, based primarily on the classical curriculum, functioned at the expense of the denominations which founded them. By the turn of the century most of these groups were "rapidly diminishing in scope and activity," leaving the future of the black private liberal arts college in jeopardy (Anderson, 1988, p. 248).

Missionary support was replaced during this period by various northern philanthropic groups which had previously given only to schools like Hampton and Tuskegee. These included the Slater, Julius Rosenwald, Peabody, Carnegie, and Laura Spelman Rockefeller Funds, as well as the Anna T. Jeanes Foundation. However, the most powerful philanthropic effort was organized in 1901 as a result of the Fourth Annual Conference of Education in the South. There, philanthropist from the North and educators from the South decided to create two organizations, the Southern Education Board and the General Education Board (GEB). The former was to serve as "an investigation and 'preaching board' for carrying on a propaganda of education" to convince blacks of the importance of an industrial education. The latter's more powerful role was to "provide funds and to follow-up and give effect to the work of the propagandists" (cited in Anderson, 1988, p. 85). Accordingly, the GEB concentrated its support on colleges espousing the industrial education

curriculum. Shortly after B. T. Washington's death in 1915 however, this group discovered that industrial education as it had been offered blacks, did not adequately prepare them to work in the industrialized North to which they were moving to in substantial numbers as a result of agriculture's decline in the South (Fleming, 1981). In addition to this migrating frenzy, blacks no longer satisfied with staying in their legally defined "place," as expressed in Plessy v. Ferguson, 1896, began demonstrating their displeasure after World War I. One of the first manifestation of their chagrin was evidenced by the race riots of 1919 which occurred in cities like: Omaha, Nebraska, Chicago, Illinois, and Longview, Texas. This violence was followed by the rumblings of the Harlem Renaissance in 1920, and Marcus Garvey's 1922 movement which advocated "self-determinism" for blacks in white America (Anderson, 1988; Bergman, 1969; Quarles, 1987; Pifer, 1973). (For a detailed explanation of these events see Quarles, 1987, pp. 192-193; 199-202; and 195-197 respectively.)

Such marked events called for decisive action on the part of the wealthy white industrial philanthropists. Realizing the impact which the aforementioned activities might have on the economic, political, and social structure of a society firmly rooted in a theory of white supremacy, the GEB solicited the cooperation of several of the larger charitable groups to encourage blacks maintenance of the

existing "status-quo." Serving as the lead organization, the General Education Board rapidly acquired "virtual monopolistic control of educational philanthropy for the South and the Negro" (Harlan, 1968, p. 87).

Miller (1933) described how this new "syndicated philanthropy" (p. 416) went about its work, in the following statement:

It is an old maxim that corporations have no souls. These Foundations do not confess to hold any commission from on high . . . . They do not even profess to love the Negro. The general and higher education of the race is encouraged as a means of making the Negro less menacing, more useful, better satisfied, and a more efficient factor in the prosperity of the South and the well being of the Nation. (p. 416)

Based on this philosophy, a secret plan was devised by the newly organized philanthropic conglomerate. Its purpose was threefold:

1. To develop a more conservative black leadership by targeting for funding "one or two" black liberal arts colleges (Anderson, 1988, p.263). Initially Fisk was selected as the organization's institution of choice, over time however, other private black liberal arts colleges were added. This practice assured the GEB that teachers and others with leadership potential were taught, and would carry to the masses, the idea that they should remain a subordinate class. Guaranteed by the threat of an institution's financial support being terminated, it was envisioned that this plan would also

set new standards for black higher education and thus stigmatize the "inferior" or less fortunate ones [colleges] possibly pressing them to discontinue or convert to secondary schools; (p. 263)

2. To reintroduce, in institutions like Hampton and Tuskegee, a revised form of industrial education with enough liberal arts coursework to insure that teachers graduating from these institutions met the states' various educational requirements; and

3. To provide a more competent workforce for Northern factories (Anderson, 1988, 1975; Dubois, 1930/1932; Green, 1931; Miller, 1933).

Throughout the 1930s, this highly organized philanthropy virtually controlled the black liberal arts college. Had it not been for administrators who believed in the classical curriculum, and feared that "industrial training would prevent blacks from achieving social, economic, and political equality" (Heintz, 1985, p. 86), all might have been lost given the GEB's powerful influence (Anderson, 1988; Richardson, 1980).

According to Davis (1933), the original mission of these colleges was one that

should be regarded as cultural. . . . keep idealism alive. . . . contribute to the welfare of humanity in the conservation of the benefits of the past and in the enrichment of the present and future. . . . furnish criteria for the judgement of values. . . . furnish background for a catholic interpretation of human and social problems. . . . [and] prepare [students] for adequate living. (p. 299)

Dubois (1932), Edmunds (1938), Lewis (1949), Woodson (1933), and others, charged that the distortion of this mission by the industrial philanthropists had a profound effect on the institutions' development. They blamed the teaching of racial subordination and "educating young Negroes away from an appreciation of the racial group" (Edmunds, 1938, p. 262), for producing students and faculty who found themselves lost during the 1930s in a type of black "bourgeoisie" complacency (Dubois 1930/1932), clouded by their own "self-contempt" (Edmunds, 1938).

Anderson (1988) considered these views "excessively harsh" (p. 278), given the dependence of the private liberal arts college on the philanthropic dollar. He stated that

black college educators had no noble path out of this contradiction and sought to contain it by placating northern industrial philanthropists while training black intellectuals who would help lead black people toward greater freedom and justice. Indeed, it was a painful and difficult course to steer. (p. 278)

Even with their attendant problems, black colleges in the South rapidly improved between 1865 and 1935. One of the most significant events for these institutions was the recognition afforded them in 1930 by the Southern Association. This event in part, was precipitated by several surveys completed between 1900 and 1928, which attempted to evaluate black educational facilities (Anderson, 1988; Thompson, 1938). Initiated by private groups as well as the Federal government, these surveys

supplied information to various groups "for different reasons, depending upon their views on the issue of industrial versus liberal arts education" (Smith-Browning & Williams, 1978, p. 78). Of particular interest to the industrial philanthropists was the continued justification for the expenditure of funds to colleges selected to carry out their imposed edict (Smith-Browning & Williams, 1978). Black colleges also became seriously concerned with the examination and evaluation of their own educational programs as a result of the "silent influences of [white] standardizing agencies" (Greene, 1931, p. 9).

W. E. B. Dubois was the first to examine black colleges in more than a purely descriptive manner. This report, published in 1900 by the Atlanta University Negro Conference focused only on schools having actually graduated students from a college course between 1889 and 1899. Some thirty-four institutions with a combined college enrollment of 726 students, were identified. In turn, Dubois suggested that ten well-supported colleges, rather than thirty-four, could more effectively and efficiently serve such a small number of students. In addition, the survey revealed that only Howard's admission requirements were comparable to those of the smallest white New England colleges. In turn, Dubois called for a more "careful sifting" (p. 4) of prospective freshmen to assure that they were adequately prepared to enter higher education.

Ten years later in 1910, Dubois and Atlanta University completed the second survey of black higher education. In that study, Dubois applied the standard units for admission used by the Carnegie Foundation for the Advancement of Teaching to black colleges in order to determine which should be considered actual colleges. Thirty-two were listed, but only thirteen of them were found to have a reasonable number of students and to be worthy of being classified as leading colleges. Dubois ranked eleven of the thirty-two as first grade colleges; three, as second grade; and the remaining eighteen as "other" colleges. They, along with their respective college enrollments, appeared as follows:

#### **FIRST GRADE COLORED COLLEGES**

(14 or more units of entrance requirements and more than 20 students of college rank).

|                   |     |                     |    |
|-------------------|-----|---------------------|----|
| 1. Howard         | 238 | 7. Clark            | 35 |
| 2. Fisk           | 117 | 8. Knoxville        | 29 |
| 3. Atlanta        | 78  | 9. Spelman          | 27 |
| 4. Wiley          | 50  | 10. Claflin         | 23 |
| 5. Leland         | 43  | 11. Atlanta Baptist | 22 |
| 6. Virginia Union | 36  | [Morehouse]         |    |

#### **SECOND GRADE COLORED COLLEGES**

(12 to 14 units of entrance requirements and over 20 students)

|                 |     |
|-----------------|-----|
| 12. Lincoln     | 132 |
| 13. Talladega   | 30  |
| 14. Wilberforce | 19  |

## OTHER COLORED COLLEGES

(A) Those with 14 or more units of entrance requirements, but 20 or fewer students.

|                |    |                    |    |
|----------------|----|--------------------|----|
| 15. Lane       | 20 | 21. Bennett        | 13 |
| 16. G.R. Smith | 20 | 22. Morgan         | 10 |
| 17. State,     |    | 23. Straight       | 9  |
| Louisville,    |    | 24. Lincoln        |    |
| Ky.            | 18 | Institute          | 4  |
| 18. Bishop     | 18 | 25. Hartshorn      | 3  |
| 19. Walden     | 18 | 26. Miles Memorial | 2  |
| 20 New         |    |                    |    |
| Orleans        | 15 |                    |    |

(B) Those with less than 12 units of entrance requirements and more than 20 students.

|              |    |
|--------------|----|
| 27. Shaw     | 51 |
| 28. Benedict | 36 |

(C) Colleges with less than 12 units of entrance requirements and few college students.

|            |    |                  |   |
|------------|----|------------------|---|
| 29. Morris |    | 31. Langston     | 6 |
| Brown      | 20 | 32. So. Carolina | 3 |
| (p. 12-13) |    |                  |   |

The social and economic characteristics of some eight-hundred graduates from the schools identified above were also examined. From that data, Dubois concluded the work of the "college-bred American Negro" to be of "inestimatable value" (p. 99) and called for a more comprehensive account of black higher education than the project's meager finances could provide.

In 1914, this call was answered by the Phelps-Stokes Fund when the first extensive study of black education was begun. Completed in 1916 under the direction of Thomas Jessie Jones, the report was published as a government document in 1917 by the United States Bureau of Education.

It included information on the names, locations, presidents, enrollments, faculties, academic offerings, and financial assets of every known educational facility for blacks in America. Recommendations were also included for every individual institution. Overall, Jones found "inadequacy and poverty" to be "the most outstanding characteristics of every type and grade of education for Negroes" (p. 9). Highly critical of the liberal arts colleges, the survey determined Howard and Fisk to be the only facilities worthy of the term "college." Industrial education was, however, highly encouraged, and Hampton and Tuskegee received high marks. In addition, Jones called for a major redistribution of black colleges given the small number of students enrolled in actual college courses.

For over a decade, this report served as the definitive work regarding the elementary, secondary, and higher education of blacks in America. Even so, many in the black community perceived this report as a blatant effort to discredit, "with arrogant ridicule," the black liberal arts college (Johnson, 1938, p. 296). Nonetheless, it performed what Johnson viewed as a "painful but invaluable service" (p. 296), generating interest for black education among powerful foundations and state governments (Holmes, 1934a) and stimulating a number of institutions to upgrade their academic programs (T.J. Jones, 1919).

About 1920, black colleges "were compelled to seek admission to the society of standardized colleges . . . on terms defined by all-white regional and national rating agencies" (Anderson, 1988, p. 251). By 1925, educators working toward this goal realized that a more current source of information than the 1916 report was necessary given the vast improvements made in many of their institutions as a result of the first survey. Focusing exclusively on higher education, a second investigation was eventually secured by the Association of Colleges for Negro Youth. With \$5,000, in seed money from the Phelps-Stokes Fund, ACNY convinced the United States Bureau of Education to assume the task. Only institutions requesting examination and paying the nominal fee required to underwrite some of the \$23,000 it took to complete the study were included (Holmes, 1934b).

Completed in 1928 under the direction of Arthur Klein, the Survey of Negro Colleges and Universities thoroughly inspected 79 schools and reported on the remarkable progress made by them since the first survey to develop their financial resources and academic programs. Holmes (1934b) found that this investigation dealt exceedingly well with the "facts," but left the question of rating those institutions located in the South unanswered. Consequently, it became an important device in attracting the attention of the Southern Association, which began examining black colleges for their approval in 1930, an act which eventually

led to their full acceptance some twenty-seven years later, in 1957.

Accounts vary as to the first organization to use accreditation as a form of external control for the enforcement of educational standards. Selden (1960) cited the Board of Regents of New York, 1787; Haggerty and Zook (1936) the U. S. Board of Education, 1870; and Goodwin (1956/1957), the Methodist Episcopal Board, 1888, as the originator of this function. They all agreed however, that regional accrediting agencies provided the earliest, most complete development of the "accrediting principle" (p. 34).

Initially, that function was not the objective of any of the six regional associations of colleges and secondary schools. Sanders (1959) explained that these agencies were generally designed to "promote good relations between secondary schools and higher institutions and to improve college admissions standards and requirements" (p. 10). In 1906, the Carnegie Foundation for the Advancement of Teaching's process of determining retirement benefits for professors forced these agencies to reassess their roles.

Established in 1905, with a gift from Andrew Carnegie, colleges and universities in the United States and Canada, not controlled exclusively by the state, or requiring a majority of their "trustees, officer, faculty or students to belong to any specified sect or which imposed any

theological test," were considered for participation (Carnegie Foundation, 1906, p. 8). That consideration was based on their ability to meet or exceed the requirements described below:

An institution, must have at least six (6) professors giving their entire time to college and university work, a course for four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation or its equivalent [14 units], in addition to the preacademic or grammar school studies. (p. 77)

Later, the Foundation also added an institutional endowment requirement of at least \$200,000 in invested income producing funds. While this program was designed "without regard to race, creed or color" (p. 8), Fisk was the first black college to become affiliated with the Carnegie Foundation in May of 1921 (Carnegie Foundation, 1921).

Basically, this program, coupled with the rapid growth of complex universities and professional schools during the 1920s, forced regional agencies to consider the development of reliable standards which could be used to evaluate their particular institutions. Thus, the regional accrediting movement was begun in earnest.

While the New England Association of Schools and Colleges was the first regional association to be established, it was the last to accredit educational institutions in its territory. This association was formally organized in 1885 as the Massachusetts Classical and High

School Teachers' Association. At the time of its founding, this groups' primary purpose was "the advancement of the cause of liberal education by the promotion of interests common to both colleges and preparatory school" (NEACSS, Proceeding, 1892, p. 1). Prior to 1927, membership in the organization was individual, rather than institutional. In that same year, steps were taken to provide for institutional membership based on a definitive set of standards. While these standards were carefully observed, the association did not seriously consider accrediting institutions until 1952, when graduate and professional schools began to require a student's graduation from an accredited institution. Prior to that time, its member colleges were reported to have "cherished their individualism" so highly, that they were "unwilling to be subjected to the critical scrutiny of outsiders" (Blewett, p. 48).

Two years after New England's formation in 1887, a group of Pennsylvania college educators met and created the Middle States Association of Colleges and Schools. Primarily emanating from the desire of its founders to discuss the chaotic state of college admissions practices, this association went on to provide some uniformity in college entrance requirements through the creation, in 1900, of the College Entrance Examination Board of the Middle States. It was the expansion of this concept nationwide that resulted in

the formation of what remains today as the College Entrance Examination Board.

The act of accrediting institutions of higher education was not begun until after 1919, when a Commission on Institutions of Higher Education was formed. In 1921, this group submitted its first list of accredited colleges (F. T. Jones, 1959).

The first regional educational association in America to accredit institutions on a regional basis was the North Central Association of Colleges and Schools. Founded in 1895, this organization recognized early the need for some definitive criteria to determine what constituted a standard college. By 1909, a set of standards for institutions of higher education were approved and adopted, although it was not until 1913 that the first list of accredited colleges appeared (Pfnister, 1959). Organized in 1895 was the Southern Association of Colleges and Schools. The background and development of this association will be treated in detail later in this study.

The Northwest Association of Schools and Colleges held its first meeting in 1917. Concerned with the elevation and maintenance of educational standards, its purposes were not unlike other regional associations developed during the period. This was evidenced by the adoption, in 1921, of the same standards for accrediting institutions of higher

education as those used by the North Central Association (Stetson, 1959).

Given the geographic location and size of the state of California, institutions of higher education located therein banded together in 1924, to form their own organization, the Western Association of Colleges and Schools. It was not until 1948, after studies revealed the need for a regional accrediting agency to service the area, that the Western Association voted to become the official accrediting body for that area (Briggs, 1959).

In 1905, many of the aforementioned agencies in existence at that time, coordinated their efforts for the development and maintenance of standards for colleges and universities through the establishment of the National Conference Committee on Standards. By 1923, this committee was dissolved and surrendered the task of coordination to the American Council on Education. In 1935, that body, "felt that the attempt to co-ordinate the standards of the . . . accrediting agencies had served its purpose." Consequently, its partnerships with the regional accrediting bodies were terminated (Haggerty & Zook, 1936, p. 43).

Greene (1931) argued that the accrediting movement was voluntary in nature in as much as only those institutions applying to their regional body were assessed. "But despite the voluntary aspect of . . . accreditation, it was virtually impossible for a college to exist as an important American

institution without the approval of these rating bodies" (p. 9). Prospective employers, graduate and professional schools, and state certification boards all favored graduates of recognized colleges and universities. In turn, graduates of non-accredited institutions encountered great difficulty once outside the ivy covered walls (Anderson, 1988).

Southern black college graduates experienced similar problems, but on a much larger scale, since their institutions were denied the recognition of their regional accrediting body prior to 1930. As a result, graduate and professional schools were left to their own devices in an attempt to evaluate these students' academic preparation. Even so, some black northern colleges located in the regions of the Middle States Association (Howard, 1921; Lincoln, 1922; and Morgan, 1925) and the North Central Association (West Virginia State, 1927), were eligible for membership in their regional accrediting body (Davis, 1933; Greene, 1931). In the case of the Western and Northwestern Associations', however, neither had black colleges in their territories and thus were never forced to assume a position regarding their accreditation. The Southern Association, on the other hand, was a different matter entirely.

Established as the Association of Colleges and Secondary Schools of the Southern States in 1895, its initial purposes were:

1. To organize Southern Schools and colleges for cooperation and mutual assistance;
2. To elevate the standard of scholarship and to effect uniformity of entrance requirements; [and]
3. To develop preparatory schools and cut off this work from the colleges. (Snively, 1945, p. 3)

Snively explained the organization's early position regarding education for blacks as follows:

If the college authorities of 1895 could come to the honest conclusion that higher education for white persons in the South was in somewhat a chaotic condition, one can readily understand that the situation for Negroes was sheer chaos. . . . White educational leaders . . . were unable to take time to do or even think much about high school or college opportunities for Negroes. (p. 63)

When it began accrediting colleges after 1919, the Southern Association's posture on this issue remained constant. Realizing that their institutions were at a distinct disadvantage (Adams, 1923), black educators understood that standardization was necessary if their schools were to be respected by the larger academic community and their students "accorded equal professional status with graduates of other colleges" (Payne, 1957/1958, p. 43). "Confusion and misunderstanding as to the value of the unrecognized colleges," was created by the Southern Association's blatant disregard of black colleges, which forced many of these institutions to look to the North Carolina State Department of Education for validation of their academic programs (Davis, 1933, p. 304).

Beginning in 1923, this state agency provided, via its teacher certification process, the first and only published,

and widely circulated, rating list which included black institutions of higher education in the South. Only those institutions, however, whose students applied for teaching credentials, or made a direct request for rating, were considered. While such ratings "proved both desirable and helpful" (Goodwin, 1956/19577, p. 51), these schools remained "like a sheep without a shepherd" (Knoxville College," 1927, p. 4). Denied recognition by their regional accrediting body, their very survival appeared threatened (Anderson, 1988).

It was this state of affairs Myron Adams referred to in his 1923 Atlanta University inaugural address.

We are in a somewhat singular environment. Most assuredly we are Southern, but we are not expected to be a part of that group which is termed the Association of Colleges and Secondary Schools of the Southern States. If we would seek a college fellowship there must be put somewhere in the title an explanatory term, the word "Negro." And so we are banded together with a number of similar institutions as an Association of Colleges for Negro Youth. (p. 6)

Organized in 1913, this band of administrators set into motion the machinery which led to the recognition and eventual accreditation of qualified black institutions of higher education in South.

## CHAPTER III

## THE ASSOCIATION OF COLLEGES FOR NEGRO YOUTH, 1913-1934

## I. INTRODUCTION

Chapter III seeks to identify the origin, development, and activities of the Association from 1913-1934. The first portion of this chapter entitled, "The Founder and His Visionary Plan," traces the historical antecedents leading to George Edmund Haynes founding of the Association of Colleges for Negro Youth. A historical account of the Association's more significant activities directed toward the standardization of its member colleges from 1913-1934 follows. This section of the chapter, while generally chronological in nature, is broken down into thematic units indicative of the ACNY's activities over three distinct periods, namely: "The Beginnings, 1913-1918"; "Toward Standardization, 1919-1928"; and "Success, Reassessment, and Reorganization, 1929-1934."

Both primary and secondary accounts of the Association's activities were used in the preparation of this chapter. Accounts, however, for the years 1920, 1922, and 1924, were lacking, thus, they are not referred to in the section inclusive of those years. While this, at first, would seem to create a serious void, that was not the case, since sources indicated that the Association did not meet in

1920, 1922 or 1924 (Crogman & Nichols, 1920; J. K. Giffen, personal communication, February 11, 1933). In addition, information relative to the Association of Teachers in Colored Schools, the National Association of Collegiate Deans and Registrars for Negroes, the General Education Board, and the Southern Association was included in order to show the impact of these groups on the Association's work and/or its reorganization in 1934. Lastly, several excerpts from original letters and other documents were included since they contained comprehensive about ACNY which deserved verbatim reproduction.

## II. THE FOUNDER AND HIS VISIONARY PLAN

The idea of establishing an educational organization designed to provide uniform standards for black liberal arts colleges was first proposed in 1913, when George Edmund Haynes invited representatives from ten black colleges to a Conference of Colleges for Negro Youth. It was during this meeting, that a vote was carried to form a permanent organization--the Association of Colleges for Negro Youth. A review of the literature revealed that Haynes's initiative in this matter was, in fact, a logical extension of his work with what is today the National Urban League; and that his intense involvement with the League was deeply rooted in his educational training, as well as his guiding philosophies concerning racism and the plight of blacks in America's

inner cities (Brooks & Parris, 1971; Perlman, 1972; Weiss, 1974).

Born May 11, 1880, in Pine Bluff, Arkansas, Haynes experienced first hand many of the same difficulties as others of his race in obtaining both a high school and college education. Leaving home to attend schools in Hot Springs, Arkansas, and Normal, Alabama, he finally entered Fisk University High School in 1896, where he completed his preparation for college, and was admitted to the University proper in 1899. Graduating in 1903, with the Bachelor's of Arts degree, Haynes went on to study economics and sociology at Yale University on a graduate fellowship. By June of 1904, he completed the requirements for the Master of Arts degree, but not without absorbing the teachings of his major professor, William Graham Sumner, a leading social scientist.

It was under Sumner's tutelage that

all the tenants of Haynes' philosophy to which he clung steadfast throughout his life [were formulated]--the efficacy of education to realize the potential perfectibility of man--the breaking of the cycle of discrimination by the changing of attitudes--the appeal to the conscience for the implementation of the Christian Democratic ideal. (Perlman, 1972, p. 30)

More succinctly, Haynes believed that the "folkways" and "mores," both concepts presented by Sumner, of a social group could gradually be changed given the appropriate educational intervention. He also concluded that the attitudes of inferiority and superiority between the races

emanated from "mores rationalized out of and to justify the practices of folkways which grew up as white master and Negro slave lived in their daily contact" (cited in Perlman, 1972, p. 29). He further contended that to correct these attitudes and alter the existing "folkways" required major transformations in the daily interactions between the races at all levels (i.e., political, social, religious, and cultural). Once accomplished, Haynes believed that the "attitudes and ideas of an inferior . . . and a superior race" would change. Thus, those in the majority would be forced to "rationalized religion and science to support [their]. . . practices of brotherhood and equality"; thereby, expanding the idea of "we the people . . . to include black and brown as well as whites" (p. 29).

The religious undertones apparent in Haynes's philosophy were probably derived, in part, from his studies at the Yale Divinity School between 1904 and 1905. There his debate about entering the ministry was interrupted in the spring of 1905, as Haynes entered the workforce to help his widowed mother pay for his younger sister's preparatory school tuition at Fisk (Weiss, 1974).

Securing a position as a traveling field agent with the Young Men's Christian Association's (YMCA), Colored Men's Department, Haynes's primary responsibility was to spread the teachings of Christianity, "bringing moral and spiritual encouragement to the lonely boys in the hinterland schools

which passed for colleges" (Perlman, 1972, p. 32). Between 1906 and 1907, he visited over seventy such institutions, and met with many of the leaders of "Negro education, church, and fraternal work" (Brooks & Paris, 1971, p. 23).

In 1908, Haynes resigned this position to pursue the Doctor of Philosophy degree at Columbia University. While there, as a part of his doctoral program, he enrolled in the New York School of Philanthropy's social work program and in 1910 became its first black graduate. Haynes considered New York City (NYC) an excellent location for his major areas of study, sociology and social administration. That supposition was based on NYC being one of several metropolitan areas to experience problems with the assimilation of substantial numbers of blacks migrating from the South to find work in the great northern industries at the close of the 19th Century. Because of their poor educational backgrounds, most of these immigrants found themselves dislocated and eventually trapped in a vicious cycle of poverty. They received through the efforts of social agencies like the Nation League for the Protection of Colored Women (NLPCW), and the Committee for Improving the Industrial Conditions for Negroes (CIICN).

It was with the latter that Haynes became associated during his tenure at Columbia University. As a part-time worker, he interviewed potential employers for the placement of black graduates of public high schools and vocational

training programs. Based on that experience, Haynes concluded that blacks' progress in the city was hampered by "white employers and workers racial prejudice, as well as their own inefficiency and lack of skill," a situation relegating them to a life of domestic or personal service (Weiss, 1974, p. 32). Overtime, he also came to realize that data obtained from his work with CIICN "would be useful fodder for a Ph.D. thesis" (Brooks & Parris, 1971, p. 32). With this in mind, in 1912, Haynes completed his thesis entitled, The Negro at Work in NYC: A Study in Economic Progress, and became Columbia's first black doctoral recipient.

According to Haynes, the urban "negro" problem could best be addressed through a "self-help" approach in the area of social services; moreover, through a program designed by Haynes himself. Already working for CIICN, he was able to convince Ruth Standish Baldwin and Francis Kellor, both founders of that organization, of the efficacy of a plan to educate and train black social workers in their "own" institutions of higher education located in the South. In turn, Baldwin and Kellor arranged for Haynes, during the early months of 1910, to present his idea to a sub-committee created by CIICN to explore the possibility of expanding that agency's activities. To all their disappointments however, the committee voted against CIICN's expansion and Haynes's proposal as well.

Undaunted, in the spring of 1910, Haynes and Baldwin went on to found the Committee on Urban Conditions Among Negroes (CUCAN) at the New York School of Philanthropy. Not surprisingly, Haynes became the organization's first director since CUCAN was comprised of members from CIICN and NLPCW who agreed with his plan to educate and train a cadre of professional black social workers. Having already identified Fisk, because of its location, as the best place to institute a pilot program, Haynes left NYC for Nashville, Tennessee in the fall of 1910. Haynes did not, however, resigned his directorship with CUCAN; he merely, arranged to have the organization's day-to-day activities carried out by an assistant, promising to return every six weeks or so, as well as summers, to supervise that person's work.

One year later, in 1911, Haynes presented a paper outlining his "plan for uniting the Negro college and social work among Negroes in urban centers" to the National Conference on Charities and Correction (Haynes, 1911, p. 384). In that document he stated:

It is only necessary to remind you that there is an increasing concentration of Negroes in urban centers, and a pressing problem for the Negroes to learn to live in town. . . .

. . . . . The conditions among Negroes in cities can best be improved by those of their own group whose latent capacity has had superior training directed toward social service.

The youth in Negro colleges furnish the key to the situation . . . Until we [CUCAN] started last year, there had been no definite training for social work offered anywhere for Negro students and no arrangements

existed to connect them when prepared with the serious conditions among our people in the cities.

Without delaying longer, some of us made a beginning to secure and train Negro college youth for Social Work and to relate the Negro college to urban communities. The plan as started has three parts. First, the preparatory instruction and training in the Negro colleges; second, with the opportunities for further professional study and practical experience among their own people in cities; and third, the organization of social betterment work in cities where these trained people may use their ability for social uplift.

With this in view we have established at Fisk University . . . a department of Social Science and Social Work. . . . This is just the beginning. We [CUCAN] shall not confine our efforts to . . . Fisk University, but in a similar way . . . contemplate a general co-operation of Negro colleges. (p. 384-385)

In closing, Haynes commented that if the necessary "financial support and co-operation," were given, CUCAN's program would undoubtedly make a difference in the "social uplift" (p. 387) of the race.

The financial support to which he alluded was secured before the close of 1911, when all three of New York City's social agencies (CIICN, NALPW, and CUCAN) designed for the betterment of blacks in the city, united to form a new federation, the National League on Urban Conditions Among Negroes (NLUCAN). Once established, Haynes was immediately selected NLUCAN's director, and went about performing his duties in much the same fashion as he had with CUCAN--a directorship in absentia.

"From the first, the training of black social workers was a fundamental commitment of CUCAN and its successor,

NLUCAN" (Brooks & Parris, 1971, p. 36). As a result of that commitment, NLUCAN began to offer "affiliate" memberships to black colleges agreeing to develop programs patterned after Haynes's at Fisk. In return, these colleges received scholarship funds to assist undergraduates interested in social work careers. Even more important was the possibility that their most promising graduates would be appointed "League Fellows," an honor which afforded them the opportunity of a graduate education in designated social work programs at NLUCAN's expense.

By 1913, Talladega, Paine, Morehouse, Howard, and Virginia Union had all become NLUCAN affiliates. While Haynes and NLUCAN were pleased with the success of the program, "there was some concern about the qualifications of . . . black college graduates . . . appointed as League Fellows" (p. 37). The fact that the "level of instruction in black colleges in the South was considered below the requirements of admission to graduate work at the New York School of Philanthropy and Columbia University" (p. 37), caused both of these approved NLUCAN institutions to waive admissions requirements in order to accept many League Fellows.

Realizing that "some steps had to be taken to upgrade the general level of Negro colleges," if his plan was to succeed, Haynes decided to explore the possibility of starting an educational organization designed to improve

black colleges and universities (Perlman, 1972, p. 99). Using his position as a professor at Fisk, rather than his connection with NLUCAN, Haynes sent letters to the leaders of Howard, Wilberforce, Virginia Union, Claflin, Atlanta, Morehouse, Talladega, Clark, Shaw, and Knoxville, soliciting their comments and endorsements for such a venture ("Conference of Colleges", 1913). All responded affirmatively, with the exception of Clark, which did not respond.

Haynes explained that the institutional selection process utilized

. . . was determined by the desire to secure representation from institutions that had been fostered by the various church educational boards and at the same time to keep within such limits as would insure a representative gathering. ("Conference of Colleges", 1913, p. 1)

Nevertheless, Johnson (1938) suggested that Haynes selected only institutions appearing as "first-grade" colleges in Dubois's 1910 study (see p. 35), "with the substitution of Talladega and Wilberforce for Wiley and Leland" (p. 294). This would not seem to be the case given Shaw's inclusion which was ranked as an "other" college by Dubois. In addition, an excerpt from a letter discovered by the researcher from James Dillard, President of the John F. Slater Fund, to Abraham Flexner, of the General Education Board, dated May 10, 1920, stated: "I helped to make the original list, which did not include Howard and Wilberforce

as they were north of the Mason and Hamlin Line." This would again indicate that Dubois's study was not a major factor in Haynes selection process, since Howard was initially ranked in that study as a "first-grade" college and would have been included had Dubois's study been used. What can be surmised, however, is that Haynes's primary interests were directed toward black liberal arts colleges in the South, since they were where he planned to implement his programs for training black social workers, as well as the inclusion of as many NLUCAN affiliates as possible (4 out of 5 were included).

Haynes's initial letter also suggested that the secretaries of church denominational boards be extended membership in the new organization. Benjamin G. Brawley of Morehouse College disagreed however, and wrote Haynes urging him not to include these individuals since they were unfamiliar with the colleges' daily operations and given their powerful influence, might usurp the control of the organization before it was ever initiated (cited in Johnson, 1938). Obviously, Haynes conceded to Brawley's request, since only college presidents or their appointed representatives were invited to attend a Conference of Colleges for Negro Youth scheduled to take place on November 7-8, 1913, at Knoxville College, Knoxville, Tennessee.

### III. THE BEGINNINGS, 1913-1918

On November 7, 1913, officials from eight black colleges assembled for a two day Conference of Colleges for Negro Youth to discuss:

1. Entrance requirements to the College;
2. The requirements for the College Degree; [and]
3. The reception of students dismissed from other colleges. ("Conference of Colleges, 1913, p. 1)

Moreover, they had come together to formally consider the creation of a permanent organization, namely the Association of Colleges for Negro Youth.

Meeting "by peculiar coincidence" ("First Meeting", 1913, p. 8), on the same days and in the same city as the Southern Association, convening less than a mile away at the University of Tennessee, this body "took-up without unnecessary preliminaries, the business which called the meeting together" ("Conference of Colleges," 1913, p. 2). Serving as Fisk's delegate, Haynes presided over the Conference's opening session and welcomed the representatives of the institutions named below:

1. George M. Lightfoot, Howard University
2. Myron W. Adams, Atlanta University
3. Bruce H. Green, Wilberforce University
4. George R. Hovey, Virginia Union University
5. Ralph W. McGranahan, Knoxville College
6. Herbert M. Telford, Knoxville College
7. Frank P. Hiner, Knoxville College

8. Benjamin G. Brawley, Morehouse College

9. Edwin C. Silsby, Talladega College

("Conference of Colleges", 1913, p. 1).

He explained that regrets received from the presidents of Shaw and Claflin Universities stated that both had been prevented from attending due to other "very important engagements" (p. 1).

Before going any further, the delegates decided that any action taken during the conference would be "subject to final ratification by the authorities of the institutions participating" (p. 2). It was also determined that any vote coming before the meeting would be counted on an institutional basis, without regard to the number of individual representatives present. The next order of business was the election of a temporary chairman and secretary. G. R. Hovey was nominated and elected to the first position, G. E. Haynes to the other.

The remainder of the morning, as well as the afternoon sessions of November 7, were taken up in a discussion of the colleges' entrance requirements. Decisions made regarding that topic were later embodied in the by-laws of the permanent organization. They appear as follows:

#### ARTICLE I

Every college belonging to the Association shall seek to promote the development of preparatory and high schools, in every way, and to this end shall admit no students except those who have completed a reputable four-year high school course or its equivalent.

## ARTICLE II

Sec. 1. All colleges which are members of this Association shall require for admission to college for any degree course fifteen units of work

Sec. 2. "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work." This definition "assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes, . . . and that the study is pursued for four or five periods per week." It further assumes that. . . the work to be done in the unit of time shall be substantially that described in the Carnegie valuation outlined in the first annual report of the Carnegie Foundation for the Advancement of Teaching published in 1906.

Sec. 3. Of the total fifteen units, candidates seeking admission to college for any degree course shall offer at least three units of English, one unit of social science (including history) and one unit of natural science.

Sec. 4. Candidates receiving admission to any degree course should have completed two majors of three units each and one minor of two units, and one of the majors should be English.

Sec. 5. Of the total fifteen units, not less than eleven units should consist of English, foreign language, mathematics, social science (including history), or natural science. (p. 6)

Provisions were also made for "special students" (p. 6) unable to meet the aforementioned requirements in Article III of the by-laws. There it was "suggested" that such students be at least twenty one years of age, and able to "give proof of adequate preparation for the course sought" (p. 7). Furthermore, their names were to appear separately in a college's catalog.

The matter of degree requirements provided the first topic for discussion on day two of the Conference. It "presented so many unsettled" (p. 3) questions however, that it was tabled and later referred to the executive committee

for further consideration after the nomination and election of officers sometime later.

Moving ahead, the question of the admission of students dismissed from other colleges resulted in the delegates decision to adopt the policy of admitting only students in good financial and academic standing with the institution from which they were seeking a transfer. To that was added a vote "urging" (p. 3) all colleges to contact a student's former institution prior to his/her admittance.

With all of the Conference's agenda items considered, the remainder of the meeting was consumed with tasks relative to the formation of a permanent organization. Apparently, the Association's constitution, as well as some of its by-laws, had been worked out prior to the meeting since both were adopted without question after certain decisions made during the meeting were incorporated as a part of the by-laws (see Appendix A). This was followed by the nomination and election of ACNY's first officers: G. R. Hovey, President; E. C. Silsby, Vice-President; and G. E. Haynes, Secretary-Treasurer. B. G. Brawley and G. M. Lightfoot were also elected to serve as additional members of the Executive Committee.

Before adjourning, it was determined that "there were a number of other institutions whose membership and cooperation were essential for the successful development" (p. 3) of the Association. The executive committee was,

therefore, "authorized to make careful inquiry and recommend for membership other Negro colleges of the Country" (p. 3). More specifically, it was to make sure that "only institutions maintaining work of college grade" were considered (T. J. Jones, 1916, p. 170). The minimum requirements for consideration, as outlined in ACNY's by-laws at that time, appeared as follows:

To be considered a college by this Association, a [sic] institution--(1) Must conform to Article II and III. . . ; (2) Must, for an uninterrupted period of five (5) years, have offered a four year course of study for college students, and must have had bona fide students enrolled in each of the four college classes, for the past two (2) years; (3) must have reasonably adequate library and laboratory equipment. ("Conference of Colleges," 1913, p. 7)

Throughout the sessions there was said to have been a "remarkable unanimity of spirit and thought among those present" (p. 3). At last it appeared as though black colleges had formed a united front in order to carry out the new organization's objectives. These objectives were

. . . to consider the qualifications of candidates for admission to colleges, the method of admission, the character of the preparatory schools, the course of study to be pursued in the colleges and schools, including their order, number, etc., as well as such other subjects as tend to the promotion of interest common to colleges and preparatory schools. ("Conference of Colleges", 1913, p. 4)

In subsequent years, however, ACNY met annually, but appeared to have not operated as purposefully as it had during its first meeting. It was not until 1917, after the publication of the U.S. Bureau of Education's 1916 report on

the status of black educational facilities that the Association became more focused in an effort to answer the question: "What constitutes a standard college?" Continued efforts to address that question after 1917 were interrupted when ACNY canceled its 1918 meeting due to the "unusual military conditions" caused by World War I (ACNY Minutes, 1919, p. 3).

In order to understand why the Association operated as it did between 1914 and 1916, it is important to acknowledge that prior to ACNY's first meeting, those colleges in attendance knew little of one another's individual operations. The only extant measure of their institutions was Dubois's 1910 survey of black higher education. A perusal of that data indicated some rather wide differences between ACNY member colleges' enrollments and admissions requirements. Even so, they were reported to have considered "themselves on equal footing" ("Fourth Annual," 1917, p. 1). As a result, it became difficult for the Association to further develop standards and remain "just to the colleges within," as well as those seeking an alliance from "without" (T. J. Jones, 1916, p. 170). Because of this "delicate and difficult situation," no new membership applications received from other colleges were processed between 1914 and 1916 ("Fourth Annual", 1917, p. 1). Sources revealed that Bishop and Bennett were the first colleges admitted after the Association revised its

membership criteria in 1917, in an effort to define the standard college (ACNY Minutes, March, 1919).

Given such problems, ACNY was reported to have operated as a "rather loose organization" (Giffen, 1934, p. 2), directing its energies toward what Brawley considered "merely routine matters" (B. G. Brawley, personal communication, April 14, 1919). More or less, it assumed the posture of a forum for the discussion and resolution of problems on every phase of college work, as issues or questions were brought to the attention of its representatives (T. E. Jones, 1934; T. J. Jones, 1916).

The following topics were discussed during the Association's annual meetings from 1914 through 1916:

1. College admissions requirements.
2. Requirements for the college degree.
3. Reception of transfer students from other institutions.
4. The rating of units of credit from secondary schools based on the experiences of ACNY's member colleges.
5. The appropriate textbooks for secondary schools usage.
6. Required courses for the basic studies curriculum.
7. Definition of a semester hour.
8. The place of applied science courses in liberal arts colleges.
9. The extent to which students should be allowed to

specialize in professional course work as undergraduates.

10. Ratings given black colleges by white northern institutions.

11. Foreign language requirements for college admissions.

12. Uniformity in the exchange of student records.

13. Methods for handling student deficiencies in English, spelling, composition, and penmanship.

14. The control of athletics and the place of physical education in the curriculum.

15. The awarding of advanced degrees beyond the bachelors by ACNY member colleges.

16. The maximum number of hours allowed during one semester.

17. The supervision of students after classroom hours.

18. The place of religious education in the curriculum.

19. The proper auditing of college finances ("Conference of Colleges," 1913; "Fourth Annual," 1917; T. J. Jones, 1916; "Fourth Annual," 1917).

While ACNY did develop recommended standards with regard to a number of these topics, the most significant issues identified by the researcher, given the attention received and actual votes carried out, had to do with the rating and improvement of secondary schools; the development of a basic studies curriculum and hourly requirements for

the bachelor's degree; and the conduct of students after classroom hours.

Of primary interest to the Association between 1914 and 1916 was the rating of various secondary schools whose graduates applied for admission to its member colleges. The fact that most were ill-prepared, even though high school records indicated their satisfactory completion of the required college preparatory course, forced many institutions to lower admissions requirements in order to enroll students as actual college freshmen. As a result of this problem, the entire afternoon session of the Association's second annual meeting, held in Atlanta, Georgia on November, 12-13, 1914, was devoted to

. . . the ratings of unit credits which the colleges had found by experience could be given to each of a large number of secondary schools from which students had been received into the colleges of the Association. (ACNY Minutes, 1914, p. 2)

By the end of that session, a list of schools thought to offer coursework in-line with the fifteen units of work specified for college admission by the Association in 1913 was compiled. Subsequently revised in 1916 and 1919, this list was never publicly distributed, since it was based solely on the "subjective" opinions of ACNY's representatives and was never intended to serve as "a certified list of accepted secondary or preparatory schools" (ACNY Minutes, 1914, p. 4-5). Nevertheless, it was used to exempt prospective freshmen in ACNY's member colleges from

having to take the required entrance examinations (Bacote, 1962). Such actions on the part of the Association were said to have encouraged secondary schools offering "poor preparation to either bring up their standards or be counted as . . . inferior" ("Second Annual," 1914, p. 9).

In the fall of 1915, the Association went a step further to assure that students admitted to its institutions were adequately prepared. Meeting in conjunction with the inauguration of Fayette E. McKenzie, Fisk's president, a committee was appointed to devise of list of "recommended" textbooks for use in secondary schools. B. G. Brawley and Myron W. Adams were appointed the two members of that committee. In 1916 they presented the Association with a list of what they considered appropriate texts for the study of English, foreign language, mathematics, science, civics, and history. This list was available to any secondary institution requesting a copy ("Second Annual", 1914, p. 9).

The matter of basic studies in the college curriculum were also a concern of the Association between 1914 and 1916, so much so that the following requirements were developed and recommended for each of the six major fields of knowledge:

1. Mathematics: Six semester hours in addition to three entrance units.
2. English (including literature): Twelve semester hours.
3. Natural Science: Six semester hours.
4. Foreign Language: Twelve semester hours (for the Arts and Science groups).

5. Social Science (including history: Twelve semester hours.
6. Philosophy: Twelve semester hours.  
(ACNY Minutes, 1914, p. 5)

Of the hours stipulated above, all were intended to be counted toward the 120 semester hours determined by ACNY in 1914, as the required number for the receipt of the bachelor's degree (ACNY Minutes, 1914). These credits were based on the assumption that a semester hour was composed of one hour per week of recitation or lecture for at least 17 weeks, and that two hours of laboratory instruction were counted as one semester hour (ACNY Minutes, 1914). Two years later, in 1916, a vote was passed which suggested that the hours devoted to "physical culture [education]" also be tallied as a part of the total hours required for graduation ("Fourth Annual", p. 1).

While the discussion of academic issues served as the mainstay of the Association's annual meetings between 1914 and 1917, other issues relative to what would today be considered student affairs were entertained. The first of several topics covered during the Association's fourth annual meeting, hosted by Knoxville College in 1916, was "the supervision of students between the hours 6:00 and 10:00 p.m." (p. 2). In conjunction with that topic, the question of "dancing, card-playing, smoking, and drinking, among students" (p. 2) was raised and resulted in the adoption of the following resolution:

Be it resolved that we go on record as disapproving dancing, card-playing, smoking and drinking on the part of the students of the institutions represented in this association and that we recommend that each institution take such action as it sees fit in order to prohibit these practices.  
(p. 2)

As evidenced by the statement above, disciplinary action was left to the discretion of the institution; but, for students convicted of drinking, the consensus of opinion favored automatic "suspension or expulsion" (p. 2). During that same meeting the Association passed a resolution, advocating the "compulsory attendance" (p. 2) of students at religious services.

Regardless of the fact that the Association carried out its annual meetings between 1914 and 1916 in a rather haphazard fashion, they were reported to have been "very profitable to all colleges concerned" ("Fifth Annual", 1917, p. 4). Beginning with the fifth annual meeting however, held in Atlanta, Georgia on November 9-10, 1917, however, ACNY began to "focus" its energies in an effort to answer the question: "What constitutes a standard college?"

The Association's attempts to answer this question were considered timely, given the publication of the U.S. Bureau of Education's 1916 report on the state of educational facilities for blacks ("Fifth Annual", 1917). Directed by Thomas Jessie Jones, this report was highly critical of the black liberal arts college. It found Fisk and Howard to be the only genuine institutions of black higher education, and

even they were cited for negligible endowments. Moreover, not one of ACNY's remaining member colleges was reported to have satisfied the "full requirements of the American college" as defined either by the Carnegie Foundation or the North Central Association (T. J. Jones, 1916, p. 60).

As a result of the above, a committee chaired by G. R. Hovey was appointed to formulate a position statement in defense of ACNY's member colleges. That committee's opinion was expressed as follows:

It is well known that not one of the colleges for Negro youth would be classed as a full college if the standard that is applied in many Northern states and by some of the Associations were applied to them. . . . In the classification made in the report of the Bureau of Education [1916 report] there is no reflection at all on the quality of **work** [author's boldface] . . . it is only a question of quality of students, professorships, and endowments. ("Fifth Annual," 1917, p. 5).

Also delegated to that same committee was the task of developing an acceptable definition for that of a standard college. After careful consideration the committee's definition for what it termed a "standard small college," later adopted by the Association, read as follows:

A college that can do satisfactory work for a limited number of students, desiring a general education along the same lines practically, necessitating a comparative, definite, and limited curriculum, such as would best prepare men for the ministry, teaching, medicine, and general leadership; with the expectation that students would specialize in postgraduate work elsewhere (p. 5).

Accordingly, a list of the minimum requirements for a small college (p. 5) was also devised. While it could not be

located by the researcher, it was reported in an account of the Association's 1917 meeting that issues having to do with the basic "equipment necessary; the income necessary to adequately meet the salaries of professors and general upkeep of the college; and the training necessary for eligibility to professorships" (p. 6) were all included as a part of that list. In addition, it was suggested that smaller colleges reduce their elective offerings; implement the practice of offering courses in alternating years; and combine similar classes like history, economics and sociology ("Fifth Annual," 1917). Primarily, the main points of diversity between the larger and smaller college were not to be found

in the length of course, in qualifications of teachers, in entrance requirements, in amount of work required for graduation, or in hours taught by a professor; but in number of teachers, and of separate departments, in total equipment and income annually. (p. 5)

Feeling that some justification was needed for its posture, the committee explained that its standards were not based on those used by the Bureau of Education, but on

. . . the conviction that a college with limited curriculum and income and number of professors may do practically as thorough work as the larger college, and may give the very subjects which ought to be elected if the student should to a larger school. If for the overwhelming majority of its students it gives the subjects needful for their future, and gives them as thoroughly as the larger schools, ought it not be regarded as a real though small college. (p. 5)

At the close of ACNY's 1917 meeting, all colleges were pledged to at least meet the minimum requirements for that

of a standard small college, and to disclose, whenever called upon, any information pertinent to the specified standards ("Fifth Annual," 1917).

In summation, information for the years 1914-1918 demonstrated the Association's sensitivity to the serious limitations of a number of its member colleges. Nonetheless, it endeavored to work within such confines to establish attainable standards for their improvement. In doing so, ACNY's efforts to rate secondary schools; develop a basic studies curriculum and hourly requirements for the bachelor's degree; and to determine the proper conduct for students enrolled in its member institutions, all reflected its dedication to the aggrandizement of black higher education during the period.

#### IV. TOWARD STANDARDIZATION, 1919-1928

Over the next ten years, from 1919 through 1928, the Association of Colleges for Negro Youth became even more "keenly interested in the problems of standardization" (Holmes, 1934b, p. 181). Initially, that interest was sparked by the negative findings of the 1916 report; later, the American Medical Association's (AMA) reliance on the report's "out-dated" information helped to fuel the fire. Such data were used by the AMA in the preparation of an approved list of colleges from which medical schools selected their candidates for admissions. Generally, an

institution's approval was based on the rating received from its regional accrediting body. For black southern colleges this was impossible, since they were not afforded the recognition of their regional accrediting body, the Southern Association. This state of affairs, explained Holmes (1934a), resulted in "considerable dissatisfaction being expressed year after year" on the part of those institutions affected by the AMA's policy (p. 181).

In order to serve its member colleges more effectively during this period, the Association became involved with various persons and organizations in the larger educational community. Listed below, and followed by their collective discussion, are what were identified by the researcher as the more significant demonstrations of this, as well as ACNY's continued work to standardize and improve institutions in its memberships between 1919 and 1928:

1. The Association's direct response to the 1916 report, in defense of its member colleges.
2. The solicitation and procurement of \$500 from the General Education Board to assist in the development and activities of the Association.
3. A general movement by the Association to base its membership more on the "objective", rather than the "subjective" opinion of its representatives, as well as the addition of a number of new member colleges and the refinement of standards for colleges in its ranks.

4. The designation of a committee to confer with the AMA concerning the difficulty imposed on ACNY's member colleges' graduates seeking admission to medical school given that body's reliance on the 1916 report.

5. The Association's decision to work out a basis for rating black colleges and becoming a national accrediting body.

6. The Association's efforts to secure a second national survey of black colleges and universities.

7. The Association's decision to approach the Southern Association about the possibility of rating black colleges in the South.

As a result of World War I, ACNY was thrown off of its regular meeting schedule. Due to the cancellation of its 1918 meeting, ACNY met both in March and November of 1919. The first assembly was hosted by Atlanta University and Morehouse College on March 14 and 15 in Atlanta, Georgia. It was chiefly concerned, as had been the case in 1917, with the government's 1916 report. Ironically, Thomas Jessie Jones, the director of that report and Fisk trustee, attended along with F. A. McKenzie, President of Fisk; both acted as that institution's representatives (ACNY Minutes, 1919). While it was convenient for the Association to have Jones present, it was highly unusual that he chose to act as a delegate since he never attended another meeting, and was

apparently the only college trustee to ever be concerned with ACNY's activities. In order to understand the significance of the Association's direct response to him as director of the 1916 report, it is necessary to briefly examine Jones's connection with black higher education during the period.

As a former member of the Hampton University faculty, this Welsh born American was deeply involved in the industrial philanthropists' plan to reshape black higher education in the liberal arts colleges. Essentially, that plan was to "build a strong southern economy on the backs of submissive, nonpolitical, cheap black laborers," and to assure that blacks who did manage to attain a college education were taught to behave as subordinates in a society largely controlled by whites (Anderson, 1988, p. 276). These same sentiments were reflected by Jones in the 1916 report, where Hampton's and Tuskegee's industrial education programs were cited as the best in the country for blacks desiring a higher education.

Given Jones's powerful influence among the wealthy northern industrial philanthropists, he became a force to be reckoned with as the old missionary sources of funding for the South's black liberal arts colleges rapidly diminished. A resourceful executive with the General Education Board, Jones manipulated these institutions into compliance with his organization's plan to train ". . . the right type of

colored leaders," with the promise of financial support (A. Flexner, personal communication, May 25, 1923). As the result of such actions, Jones was described as an "evil genius of the Negro race" (Dubois, 1919, p. 9), as well as an "empire builder who sought considerable influence for himself. . . over many aspects of black advancement efforts" (Meier & Rudwick, 1986, p. 37-37).

Perhaps his attendance at the 1919 meeting was a reflection of the same need to control and influence ACNY's activities. For whatever reason(s), the same committee appointed to offer comment in 1917 concerning the 1916 report, did not allow Jones's presence to keep it from openly disagreeing with his suggested plan for the redistribution of black colleges. Specifically, that plan called for the full support of all government agencies and philanthropic groups in the development of "two institutions of university grade," namely, Fisk and Howard; the establishment of three "first-class colleges" to be located at Richmond, Virginia; Atlanta, Georgia; and Marshall, Texas; as well as the development of Lincoln (PA), Wilberforce, Morgan, Biddle, Livingstone, Shaw, Benedict, Claflin, Talladega, Tougaloo, Rust, Straight, New Orleans, Austin and Wiley as junior colleges (T. J. Jones, 1916, p. 64).

ACNY's committee strongly objected to this plan and supported its position by explaining that any effort to

redistribute these colleges would seriously affect the "benevolent dollar" given the "rivalry" between the various religious denominations which supported them (ACNY Minutes, March 1919, p. 7). Instead, it suggested that institutions "adjacent" to one another "actually cooperate in some measure, at least in those studies for which there [was]. . . not a general demand" (p. 7). This was followed by the committee's illustration of just such a practice already taking place at Morehouse, one of ACNY's member colleges.

Some form of . . . union in college work . . . is actually being done by Spelman and Morehouse, the young women of the former institution begin practically day students in the later. The former thus maintains a college course at the expense of one teacher and the latter gains a teacher by permitting the membership in its classes to be enlarged. (p. 7)

Moving along, the committee also declared that a college should seek to maintain its integrity by giving an honest account of its work and adhering to the following reasonable requirements for a college:

- (a) An efficient teaching force, which is the foundation of all good work. (b) Living up to a genuine requirement for admission which may be given briefly as the 15 unit standard. (c) Honesty in the transfer of students, not receiving to an obviously quicker graduation than in the average good college and not recommending to higher grade than is proper in such a college. To these fundamentals may be added with more or less imperativeness the following externals.
- (d) Time, 36 weeks, though a number of good institutions find eight months, 34 weeks, satisfactory.
- (e) Equipment: A reasonably good library and good chemical, physical and biological laboratories. (f) A curriculum not too restricted, there being open to the student at least 160 semester hours from which he may elect the 120 required for graduation. (g) A sufficient number of students so that the average

recitation division should be at least 15 with no division less than five. Such are the reasonable requirements along the line of internal development. (p. 7-8)

After the receipt and adoption of the committee's report, ACNY's delegates openly agreed that there had been both a "general and exceptional failure" on the part of its member colleges "to reach the recognized standards as set forth in government and education publications" (p. 2). In addition, the Association advised that "the higher standards. . . be sought. . . as rapidly as. . . resources and development" (p. 2) in its member institutions allowed.

ACNY was cognizant of its member college's limited resources, as well as those of its own. Having set the yearly assessment at \$3 annually per institution little money was available to do any far-reaching work ("Conference of Colleges", 1913). On April 14, 1919, B. G. Brawley of Morehouse College, ACNY's president for that year, sought to remedy that situation, and sent the following letter to Wallace Buttrick of the General Education Board:

Dear Dr. Buttrick:

I think you know of our Association of Colleges for Negro Youth. Up to this time the organization has given its time most largely to what I should consider merely routine matters. It is our intention, however, within the next year to enter upon work more definitely constructive. We want to bring the Association into closer touch not only with some institutions that might desire to come up to its standards and to enter it, but also into closer relations with state and city superintendents and with the principals of high schools. This larger idea, however, will call for a little traveling from time to time on the part of the officers and a considerably increased outlay for

printing and stenographic assistance. At present our income is \$33, each school being assessed \$3 a year. No very large work of course can be done on such a sum, and yet I have some hesitancy about advising that the colleges, poor as some of them are, should be taxed more. Do you think that the General Education Board would be willing to make a contribution to our work? As small a sum of \$500 would be a great boon to us.

Let me not close without thanking you for your kind words for me personally when you were last in Atlanta.

Buttrick's replied that ACNY's request would be referred to the GEB in May and closed by saying: "I sincerely hope that the Board may find it practical to aid this important work" (W. Buttrick, personal communication, April 14, 1919). On May 22, the GEB heard ACNY's request and promptly allocated the sum requested (W. Buttrick, personal communication, May 26, 1919). Brawley's enthusiastic response explained that the funds would be used in the "handling of numerous. . . expenses that arise in connection with any such live organization" (B. G. Brawley, personal communication, May 29, 1919).

A large portion of the GEB funds were used by Brawley to assist in the Association's investigation of black high schools in the South. Records indicated that this investigation was never completed, given Brawley's exit from Morehouse during the early 1920s. The remainder of the money was used to pay for printing and office supplies, as well as for trips to other colleges to investigate their fitness to join ACNY's ranks (J. T. Cater, personal communication, May 17, 1920; E. A. Jones, 1967).

Prior to 1919, membership in the Association was based on "more or less the subjective opinion of its members" rather than "upon anything truly objective" (Giffen; 1934, p. 2). As a result of the GEB monies, however, ACNY was able to appoint delegates to make site visits to institutions which applied for membership (J. T. Cater, personal communication, May 17, 1920). After 1925 the policy changed, as institutions were required to bear the costs of their own investigation (ACNY Minutes, 1925). This was precipitated, in part, by the GEB's denial of ACNY's second request for funding in 1920. (A. Flexner, personal communication, May 24, 1920). Nevertheless, all investigations were accompanied by a college's completion of the required questionnaire (Bacote, 1962). Although attempts were made by the researcher to locate a copy of that document, it was not possible to do so. Information relative to the Association's activities between 1919 and 1928 indicated that all of the institutions listed below made application, but only those appearing in **boldface**, were actually admitted as of the close of 1928. (For a complete list of ACNY institutions from 1913-1934, see Appendix B).

1. **Bishop College**
2. **Benedict College**
3. Florida A and M University
4. Alabama A and M University
5. **Wiley University**

6. Roger Williams University
7. Paine College
8. **Lincoln University, PA**
9. **Johnson C. Smith University**
10. West Virginia Collegiate Institute
11. **Spelman College**
12. **Lincoln University, MO**
13. Simmons University
14. **New Orleans College**
15. **Hartshorn Memorial College**
16. **Clark University**
17. Morris Brown College

(ACNY Minutes, March and November 1919, 1923, 1925; Association of Colleges," 1926; J. T. Cater, personal communication, May 17, 1920). Of those admitted, some were received without question, while others were required to correct deficiencies noted by their investigator(s) (Bacote, 1962). Johnson C. Smith University, one of the latter, was not admitted until 1925, after having "fulfilled [ACNY's] requirements concerning the academic preparation of its faculty" (ACNY Minutes, 1925, p. 4).

The Association's movement toward a more "objective" basis for membership was also evidenced by the continued refinement of its standards. On April 7, 1923, during its annual meeting at Howard University, Washington, District of Columbia, the Association voted to extend membership only to

colleges capable of meeting the standards outlined below:

1. *Entrance Requirements.* The requirements for entrance into the Freshman class without conditions shall be fifteen units of high school work. Not more than two units of conditions may be allowed for conditioned entrance.

2. *Requirements for Graduation.* Not less than 120 semester hours or its equivalent with further qualifications as individual colleges may see fit, shall be required for graduation.

3. *Number of Degrees.* The granting of a multiplicity of degrees should be discouraged.

4. *Number of Departments.* At least six departments with six full time professors must be maintained. For a college having a maximum of six, the following are suggested: English, Foreign Languages, Mathematics, Natural Science, Social Science, and one including Philosophy, Psychology, and Education.

5. *Training of Faculty.* All should have at least the baccalaureate degree. One-half of the faculty should have at least one year's training outside the college in which he is teaching. Three-fourths of the faculty should have at least one year of graduate work.

6. *Number of Students.* The number of students should be at least fifty.

7. *History.* Students must have been in each class of the College for at least two preceding years.

8. *Method of Admitting Students.* Examination or certificate containing full statement of secondary work, character, payment of bills, knowledge of preparatory schools.

9. *Laboratories.* The minimum movable equipment should be as follows: Chemistry \$1,000, physics \$800, biology \$400. The annual expenditure for laboratories should be as follows as a minimum: chemistry \$100 and \$3 a student, physics \$100 and \$1 a student, biology \$100 and \$2 a student.

10. *Library.* The library should consist of at least 4,000 selected volumes, should subscribe to at least 3 dailies, 5 weeklies, and 10 magazines and journals. A minimum annual expenditure of \$300 for books \$40 for papers should be made. The library should be open at least 8 hours a day.

11. *Class Room Hours.* There should be a maximum of fifteen hours a week for an instructor with larger classes, and twenty hours a week with smaller classes. (ACNY Minutes, 1923, p. 7-8)

Not stopping there, the Association also created a

committee, in 1923, to develop requirements for secondary schools that wished to be considered ". . . a standard one by the Association" (p. 4). That committee was comprised of Dwight O. W. Holmes, Howard; Gilbert H. Jones, Wilberforce; and Victor E. Daniel, Wiley. The committee's report was received and adopted by the executive committee shortly after the 1923 meeting. That report

earnestly recommend for the careful perusal to those charged with the management of secondary schools for negro youth Bulletin No. 11, 1922, of the U. S. Bureau of Education, entitled, "Accredited Secondary Schools in the United States." (ACNY Minutes, 1923, p. 4)

Diligently seeking to improve black colleges and the quality of their prospective students through the development of more "objective" standards, the Association realized that its efforts had little or no impact on the white educational world's perception of its member colleges. Of particular concern, was the difficulty experienced by its southern member colleges' graduates seeking admittance to schools of medicine, given the ratings afforded their institutions by the American Medical Association's reliance on data gleaned from the 1916 report.

Since it was these same institutions that comprised the bulk of ACNY's membership, M. W. Adams, Atlanta University; Samuel H. Archer, Morehouse; and D. O. W. Holmes, Howard (ACNY Minutes, 1925), were appointed in 1924, to a committee to confer with the AMA concerning the ratings given its member colleges "with regard to their premedical work" (ACNY

Minutes, 1925, p. 4). That committee's report found the AMA open to the possibility of change regarding its approval practice for black colleges in the South. It wanted assurance, however, that ACNY had the "authority to place the names of certain colleges for Negro youth in a group . . . designated as I, or First Class, and others in Group II and still others in Group III" (p. 5). In addition, the AMA wanted ACNY's promise that such colleges would all offer

satisfactory instruction to the extent of twelve hours in chemistry, eight hours in physics and eight semester hours in biology, according to the [AMA's] standards during the first two years of college work. (p. 5)

Given that the Association was able to meet these specifications, the AMA stood ready to publish a new list naming ACNY as its authority.

Such was the report placed for consideration before the assembled delegates at Shaw University on April 10-11, 1925. After "much discussion and serious consideration, it was voted that the Association become a national accrediting body, provided that some criteria for rating institutions consisting entirely of objective data" (p. 6-7) were used. In turn, a "committee on the method of procedure in becoming an accrediting association" (p. 7) was formed which included Henry L. McCorey, Johnson C. Smith University; John P. Whittaker, Atlanta University; and William J. Clark, Virginia Union. Before the close of the 1925 meeting, this committee recommended that

a committee be appointed to work out a basis for rating black colleges in harmony with the bases used by the Association of Secondary Schools and Colleges of the Central States and Maryland, the North Central Association, and the Association of Colleges and Secondary Schools of the Southern States. (p. 7)

Holmes and Clark were appointed to the Committee on Rating along with H. M. Telford.

The work of this committee was preempted however, before the close of the 1925 meeting, by the gentle prodding of a guest speaker from the Atlanta Commission on Interracial Cooperation. Comprised of "concerned and enlightened" white southerners, this organization "deliberated and acted only in cooperation with the Negroes." Prior to its founding in 1918, however, "it was customary for white men to decide what was best for the Negro without consulting him" (E. A. Jones, 1967, p. 104). J. T. Woofter, the Commission's Research Secretary, spoke to ACNY's delegates of the urgent need for a second study of black educational institutions. In doing so he stated

first, that there was a greater need for Negro leadership than ever before; second, that there should be a clear cut presentation to the public of this need for Negro leadership, and third, that a tremendous change had taken place in the institutions [black colleges] since the first investigation by the Phelps-Stokes Fund. (p. 7-8)

Lastly, Woofter asked the Association to answer several questions: "(1) Is there a need for a second investigation? (2) What should be the major points of emphasis? and (3) What agencies should be called in advisory [and] co-

operative capacities?" (p. 8).

Woofter's first question received the unanimous affirmative response of all those present. After some discussion, it was also decided that ACNY should lead the effort to secure a second national investigation. With regard to question two, "pre-professional work, teacher-training . . . and teaching efficiency" (p. 8), were cited as possible points of emphasis for the study. Lastly, the U. S. Bureau of Education and the General Education Board were identified as the most likely cooperative and advisory agencies. As a result of the Association's decision to seek a second survey, "at least as it related to higher education," the Committee on Rating decided to delay any action to evaluate black colleges until such time as the matter of a second investigation could be explored (Holmes, 1934b, p. 182).

By its next annual meeting on November 12-13, 1926, at Johnson C. Smith University, Charlotte, North Carolina, ACNY's Committee on Rating had made the necessary arrangements for a second national investigation ("Association of Colleges," 1926). Holmes (1934b) explained that this had not been an easy task. Initially, a formal request made to the Phelps Stokes Fund, asking that agency to provide full financial support for the project, was denied; however, \$5,000 was immediately appropriated toward the expense of a second investigation by that same

body.

The committee next appealed indirectly to the Association of Colleges and Secondary Schools of the Southern States [SACS], but found that events had not proceeded far enough to enable that body to examine and rate Negro colleges in its area. The next point of attack was the Federal Bureau of Education. (p. 182)

That agency's response, in the form of a letter directed to each of ACNY's member colleges' presidents, came from John J. Tigert, U. S. Commissioner of Education, who stated:

. . . Such a survey seems highly desirable since no general evaluation of the progress of these institutions has been made for many years, and in many cases they are handicapped by the fact that their work is still rated upon the basis of conditions which existed ten years ago. I am glad therefore, to announce that the U. S. Bureau of Education has arranged to survey the colleges for Negroes which desire to be included. (cited in "K. C. Class 'A' School," 1927, p. 4)

Considered a "noteworthy achievement" ("Survey," 1927, p. 2) for the Association of Colleges for Negro Youth, which had been accused on more than one occasion of being an "elitist" organization, the second survey opened the door "not. . . to a favored class, but [to] all institutions doing higher work" (p. 2). As a result of the committee's procurement of the second survey, it was discharged and replaced by another committee agreed to during the 1926 meeting. The duty assigned to the committee was "to bring about the authoritative rating" of black colleges in the Association's membership (D. O. W. Holmes, personal communication, November 25, 1929). D. O. W. Holmes, Howard; M. W. Adams, Atlanta University; and S. H. Archer, Morehouse

were all selected to serve as the members of that committee.

Anticipating the publication of the Bureau's forthcoming report, ACNY's annual meetings for 1927 and 1928 were canceled ("Association of Colleges," 1927). A letter of explanation sent to the Association's delegates from their Secretary-treasurer, James T. Cater of Talladega, dated April 28, 1928, stated:

We [ACNY's executive committee] felt that the matter of classification was so important that until this is settled we are not able to enter heartily into any other worthwhile discussion.

Nevertheless, those in the Association's leadership continued to communicate, and after the publication of the 1928 survey, and as agreed to during the 1926 meeting, openly attempted to secure the cooperation of the Southern Association (Goodwin, 1956/1957). The first step was taken by ACNY's president, Joseph L. Peacock of Shaw, who requested M. W. Adams of Morehouse to attend the Southern Association's December, 1928 meeting "to present the situation with reference to accrediting colleges for Negro youth, and to seek its rectification." Adams's selection for this task was based on individual interviews he had taken the liberty of setting-up earlier that same year with James H. Kirkland and Theodore H. Jack, members of the Southern Association's Executive Committee. In both instances, the matter of accrediting black colleges was discussed and the exchanges were reported to have been very

discouraging. Even so, a "report concerning them was made to President Peacock," resulting in Adams's assignment to what he referred to as a "personal mission." In his written report, sent to all ACNY's member institutions' delegates on December 19, 1928, he stated:

Your representative appeared before the executive committee and presented our case on the night of Tuesday, December the fourth. His presentation of the case was given courteous consideration, but no intimation was made that the response would be favorable.

This reaction would have been more than expected had Adams known about the "very heated argument" which took place during the Commission on Accredited Schools' morning session (SACS Proceeding, 1928, p. 72). There, J. Henry Highsmith, High School Inspector for the State of North Carolina and SACS' delegate, had caused quite a stir when he presented the same situation as Adams, but with regard to the region's black high schools.

Adams went on to explain that without his knowledge "the matter was again discussed on Thursday night. And on Friday morning, the report of the executive committee was presented and adopted with very little discussion" (M. W. Adams, personal communication, December 19, 1928). That report read as follows:

The Executive Committee recommends that the Secretary of the Association [SACS] write the American Council on Education a request to support the plan of organizing as a standardizing agency, the Association of Colleges for Negro Youth, and to offer the assistance of this organization in any way, either as

an organization or through the aid of individual members.

The Committee further recommends that the Secretary write the Association of Negro High School Education [High School Section of the National Association of Teachers in Colored Schools] in response to their request for help in standardization of their work, that they request the Association of Colleges of Negro Youth to associate them in their standardizing plans, taking as a basis list the Negro High Schools now approved by the respective state agencies in our territory.

The Committee also recommends that the incoming President of the Association of Colleges and Secondary Schools of the Southern States be authorized to appoint a committee of three to act for this Association in assisting the proposed Negro Standardizing Agencies as provided for in the preceding recommendations, and to report its action to the next meeting of the Association through the Executive Committee. (SACS, Proceeding, 1928, p. 42)

Given the report, it was obvious that the Southern Association did not intend to rate black colleges or secondary schools in the region. Even more important, it appeared as though ACNY would have to entertain the possibility of joining forces with the National Association of Teachers in Colored Schools (NATCS), and assume the rating function for high schools as well.

This alliance was suggested due to a number of earlier attempts on the part of NATCS to persuade the Southern Association to accredit black high schools. While organized to improve the conditions of black elementary and secondary schools nationwide during the mid 1920s, NATCS became very concerned with the problems of black college-bound students graduating from unaccredited high schools in the South. Given that their institutions were also unrecognized by the

Southern Association, these pupils were basically ineligible for admission to "first-rate colleges," and on the rare occasion when they were admitted, it was usually on a "disadvantaged basis" (Perry, 1975, p. 165). Consequently in July of 1926, NATCS voted to seek the Southern Association's assistance. Beginning in November of that year, H. Council Trenholm, Chairman of its High School Department, sent numerous request to SACS's Executive Committee members. Virtually all of these requests were ignored. Even so, Trenholm's resolve did not waver; he went on to devise a plan for black high schools' "accreditment without membership," and to seek other avenues which might force the Southern Association to approve his plan (p. 174). At some point during December of 1928, he gained the attention of Leo M. Favrot, Field Agent for the General Education Board. Favort agreed with Trenholm's ideas and stated:

. . . it ought to be possible for [SACS] to set up a joint commission with the Division of Negro High School Education of the NATCS to investigate the status of Negro High Schools . . . and then make a recommendation to the Association [SACS]. (p. 17 )

Favort's opinion however, did little to change the Southern Association's position before its annual meeting in December of 1928.

While it was obvious that the efforts of Trenholm and Favort were devoted only to convincing the Southern Association to accredit black high schools, ACNY had decided

in 1926, to wait until the U. S. Bureau of Education's second survey of black institutions of higher education was published before making any overt moves in that direction for colleges (Goodwin, 1956/1957). Exactly why NATCS's repeated requests were denied is not known. What may be surmised however, is that Trenholm's race, age, and educational affiliation did much to dissuade the Southern Association from considering his requests. The black, twenty-six year old president of Negro State Normal School, Montgomery, Alabama, an institution of the industrial education persuasion, Trenholm obviously lacked the status of Adams, who as the white president of Atlanta University was perhaps a more acceptable courier for such a request.

For whatever reasons, the year 1928 closed with at least the prospect of resolution in the matter of rating black southern colleges, and ACNY's promise to actively work toward that goal. Having demonstrated its force between 1919 and 1928, as a major player in the genuine development of a higher education for blacks through open disagreement with the 1916 report; discussions with the AMA; development of more objective membership standards; and procurement of the second national investigation, ACNY conceivably seemed the Southern Association's most logical organizational choice for the development of a separate standardizing agency for black schools and colleges in the region.

## V. SUCCESS, REASSESSMENT, AND REORGANIZATION, 1929-1934

Having closed 1928 with a flourish, there was little to indicate that the Association's next five years would be its last. Characterized by success, reassessment, and reorganization, ACNY's activities from 1929-1934 are recounted differently in this section of Chapter III, than heretofore, in order to impart the full significance of several events which led to the decision to reorganize in 1934 to the Association of Secondary Schools and Colleges for Negroes. No specific concerns were isolated for examination; rather, what follows is a more detailed, ongoing, discussion of the Association's work, as well as the influence of other persons or organizations on the success or failure of that work.

### SUCCESS

The new year 1929, opened almost immediately with comments concerning the SACS' decision to assist ACNY in its development as a standardizing agency. The first comment came from Leo M. Favrot, of the General Education Board. As revealed in the preceding section of the Chapter, Favort was convinced to intervene on behalf of NATCS as a result of his correspondence with H. C. Trenholm in 1928 (Perry, 1975). This, however, was most probably not quite the altruistic act it appeared to be. At the time of Trenholm's request, the Board had just begun to realize the impact of states'

requirements for elementary and high school teacher certification on its plan to instruct prospective teachers in selected black colleges to educate others of their race to remain as subordinates in a society by the majority. Without SACS' recognition, even its selected colleges' graduates would be unable to secure teaching positions. In addition, the GEB believed that only a few black colleges could measure up to SACS's standards (those it had already selected), thus, by convincing SACS to rate these institutions, it would assist in furthering the second part of its plan which was to "weed-out" the weaker institutions. (Anderson, 1988).

Given this scenario, Favort wrote the president of the Southern Association, Robert L. Marquis, on January 3, 1929, and voiced the following opinion:

I am greatly interested in the action of the Association of Colleges and Secondary Schools of the Southern States [SACS] with regard to taking steps to assist the Negro colleges and secondary schools in the South to receive a rating that will be generally recognized. . . .

I do not know a great deal about the Association of Colleges for Negro Youth, but I know that this association was not organized as an accrediting or rating agency, and I do not know whether the existing organization can easily be altered to meet the demands of such an agency. While the action of the Southern Association in recognizing an obligation to assist the Negro schools in standardizing . . . is clearly set forth in the resolution, there is no apparent obligation felt . . . to assume any responsibility for the rating of schools, as other regional associations are doing. I fear that this failure to assume any responsibility whatever may arouse suspicion in the minds of members of other regional associations, and the colored youth may not fair in the future much

better than they have fared in the past when they go from Negro schools and colleges of the southern states to colleges and universities in other states.

. . . It is regretted that the Association did not. . . have you appoint a committee to meet with a committee from colored schools and colleges to work out a plan for rating Negro colleges and high schools in the South.

I am quite sure that a plan could have been devised whereby the Association would undertake to rate Negro colleges as such without in any sense admitting these colleges to membership. . . . After such a rating, the Class A Negro colleges might have formed the nucleus of an association organized to act as a subsidiary standardizing agency. A plan similar to the present plan for white high schools might have been devised in like manner for rating Negro high schools and these placed on a separate list. I am reliably informed that money would be available to bear the expense of such a rating.

If it were possible for the Executive Committee to revise its resolution as to grant larger powers to the committee of three, I believe that a firmer foundation would be laid for the task of accomplishing the rating of Negro schools and colleges.

While ACNY had considered becoming an accrediting agency when cooperation from the Southern Association seemed an unrealistic expectation, it did not relish the idea since it too realized that a separate black agency would undoubtedly be discounted (ACNY Minutes, 1925; Goodwin, 1956/1957).

By the time of the Association's annual meeting on March 6-7, 1929, at Knoxville College, Knoxville, Tennessee, all attentions were directed to convincing SACS of the need to accredit black colleges. To that end, T. H. Jack, one of SACS' "committee of three," which also included J. Henry Highsmith, and Horace M. Ivey, was invited by ACNY to discuss the prospect of black colleges being rated by the accrediting body. Jack explained that he could not speak

for "the whole of his committee, much less the Southern Association" (p. 1), but he was "very friendly in his attitude and thought perhaps the time had come for the Southern Association to take this responsibility" (p. 3). He also revealed that the standards used to rate black colleges would be identical to those already being used to rate white institutions, in the event that SACS decided to acquiesce and provide the rating function. Jack cautioned that initially

there might be no more than two or three schools in the Association [ACNY] that would measure up to "A" class. But after deficiencies were pointed out . . . others would bring up their standards. (p. 3)

Lastly, he requested that ACNY appoint a committee to represent the organization at a meeting scheduled to take place later that month where delegates from the National Association of Teachers in Colored Schools, as well as other invited parties, would consider the rating question before the submission of his committee's final recommendations. It was agreed that the members of the committee formed in 1927, D. O. W. Holmes, Howard; M. W. Adams, Atlanta; and S. H. Archer, Morehouse, would attend the meeting on ACNY's behalf ("Rating Plan," 1929).

Some two weeks later, the meeting Jack mentioned took place in Atlanta, Georgia, on March 30, 1929. A report of that meeting stated that

there were present . . . by invitation, a number of persons interested in the matter . . . and representing

the **Association for the Promotion of the Education of Negro Youth** [Author's boldface], those being M. W. Adams, Atlanta University; D. O. W. Holmes, Howard University; President T. E. Jones, Fisk [sic] University; President H. C. Trenholm, Negro State Normal School, Montgomery, Ala.; Dean S. H. Archer, Moorehouse [sic] College, Atlanta; and Dr. A. J. Klein, United States Bureau of Education, Washington, D. C. ("Report on Standards," 1930, p. 80)

Apparently this report and others like it did much to confuse historians concerning ACNY's involvement with the Southern Association, as well as its founding. Both Agnew (1970) and Perry (1975) indicated that the Association of Colleges for Negro Youth began as a result of the March 1929 meeting. This, however, could not have been the case given the account of the Association's activities in the proceeding pages of this document. What can be presumed from various sources is, that while Adams and Archer were both members of the National Association of Teachers in Colored Schools (Perry, 1975), they, along with Holmes, attended the meeting as ACNY's appointed committee representatives (D. O. W. Holmes, personal communication, November 25, 1929; "Rating Plan," 1929); that Jones was invited by the Southern Association, since he had also written several members of its Executive committee on ACNY's behalf (Snively, 1945); and that Trenholm and Klein both represented the National Association of Teachers in Colored Schools (Perry, 1975).

Nevertheless, during the March meeting, it was agreed that there was not an existing black agency or organization

able to satisfactorily assume the task of rating or approving black colleges and secondary schools in the South. Hence, in a subsequent meeting, the Southern Association's committee decided to recommend that a standing Committee on Approval of Negro Schools be created by the Executive Committee. Reporting directly to that officious body, the new committee would

. . . work through a committee in each state . . . composed of one member of the Committee on Higher Education, one from the Committee on Secondary Education, and one or more persons selected from the Division of Negro Education in the respective states. (SACS Proceedings, 1929, p. 35)

The duty of the various states committees was to submit recommendations relative to black colleges and secondary schools in their area to the Committee on Approval of Negro Schools. That group would then select the institutions qualified for submission to the Executive Committee for their final approval. This process, however, was different from that used to accredit white institutions, since they applied directly to SACS's Commission on Institutions of Higher Education. In addition, it was anticipated during ACNY's meeting, that those colleges which received the approval of the Southern Association would fall into one of the following categories:

A-Those institutions, which fully measure up to the standards of the Association [SACS]. . . ;

B-Those institutions which do not quite measure up . . . . but which fail to measure up to standard in only one or two particulars or in matter of relative unimportance, and which may normally be expected to

measure up fully within a year or two;

C-Those institutions which show distinct promise of being able eventually to measure up to the standards set for their group, but which will in all likelihood take more than two years to attain the desired standards;

D-Those institutions which give no present indication of being able to measure up to the standards of the group to which they may desire to belong. ("Class B," 1934, p. 50)

It was explained that colleges which received the "C" or "D" rating would not appear as a part of SACS's published List of Approved Negro Colleges and Universities. As in the case of the application process, this rating plan was also different from that applied to white institutions since they were either accredited, denied, or in the case of teacher-training colleges considered worthy of SACS's recommendation, placed on a "Non-Member List." Such a rating allowed these colleges' to be represented during SACS's annual meetings, and receive the consultative services provided its accredited member institutions (Agnew, 1959, 1984).

It was explained during that same March meeting, that the entire plan for rating black colleges hinged on the availability of external funding to pay an "expert" to prepare "a survey of negro schools in the Southern Association territory" (p. 35). Information gleaned from that survey was to provide the basis for the various states committees' recommendations.

Once informed of the Southern Association committee's

plan, lobbying efforts to encourage the Executive Committee to respond affirmatively were led by Thomas E. Jones, Fisk's young and innovative president (Richardson, 1980, p: 103). Writing to T. H. Jack of the Southern Association on November 13, 1929, Jones stated:

Dear Dean Jack:

As a member of the Executive Committee of the Association of Colleges for Negro Youth I am wondering whether the Executive Committee of the Southern Association has been able to take action regarding the question of evaluating the quality of work done by negro colleges in the south. I think the arguments pro and con were pretty well covered in both Knoxville and Atlanta last spring. Needless to say it would mean a great deal to Fisk and other institutions if we could have a survey made by the Southern Association and a definite rating of our work determined by you.

Would you be so kind as to let me know when and where the Southern Association meets and whether it would be advisable for me to be present at that time.

Ten days later Jones wrote Holmes, ACNY's president, requesting him to also write a letter of support and inquiry. In closing he commented: "I hope very much that they are not going to ignore our pleas this year" (T. E. Jones, personal communication, November 23, 1929). What Jones did not know was that Holmes had already written to Jack on April 18, just after the March meeting. In that letter he had expressed the hope that the Southern Association would "accede . . . and appoint a commission to rate the Negro colleges" using its existing standards of measurement (D. O. W. Holmes, personal communication, November 25, 1929). In a reply dated April 10, Jack explained to Holmes, as he also did to Jones in a letter

dated November 13, that no decision regarding the committee's recommendations would be made before the Southern Association's next annual meeting in Lexington, Kentucky on December 4-5. With that date rapidly approaching, in a letter to Jones, Jack confided:

I think it would not be a bad idea for you to be in Lexington. The Executive Committee might want very much to talk with you; and if it does not ask for a conference, I would be glad to take the initiative . . . and arrange for one. (T. H. Jack, personal communication, November, 1929)

Obviously realizing that ACNY's chain of command should be respected, Jones immediately relayed Jack's request to Holmes. Upon receipt of that letter he wrote Jack and announced:

I have asked President Thomas E. Jones of Fisk University to serve as chairman of our committee in the place of President Adams of Atlanta University, recently retired. If there is any way in which our association can aid you in bringing this matter to a favorable issue, will you be so kind as to communicate directly with President Jones . . . who is authorized to act for our association. (D. O. W. Holmes, personal communication, November 25, 1929)

In a letter to Jones, formally appointing him as chairman of ACNY's committee, Holmes stated:

I think for a great many reasons that you can be very effective. . . . You know just what we are after; you will not sacrifice standards; you are in the area concerned [SACS' territory] and on the scene; and you are acquainted with our procedures and results up to the present moment. Finally, you are aggressive but practically so. (D. O. W. Holmes, personal communication, November 25, 1929)

James T. Cater, Secretary-treasurer for the Association, was contacted by Holmes as well, and told of

Jones's appointment to the committee. In addition, Cater was informed of that he would replace Holmes's on the committee. It was explained that the substitution was based on the belief that Cater, as a member of Talladega College, Talladega, Alabama, an institution inside the Southern Association territory, would better serve the committee rather than Holmes, since his institution, Howard, was located in the District of Columbia, and therefore, outside of the accrediting body's jurisdiction (D. O. W. Holmes, personal communication, November 25, 1929).

Having taken the time to almost totally restructure ACNY's committee, with the exception of S. H. Archer (for original committee members see p. 96), Holmes's efforts were rewarded on December 4, 1929, when the Executive Committee of the Southern Association voted to approve its committee's plan. H. M. Ivey, J. H. Highsmith and T. H. Jack, all original members of the committee created in 1928 by SACS, were appointed to the new Committee on Approval of Negro Schools.

A formal announcement of the Southern Association's decision was made during ACNY's annual meeting on April 24-25, 1930, at Talladega College, Talladega, Alabama. There it was explained that the Committee on Approval of Negro Schools had secured from the General Education Board a grant for \$35,000, as well as the assistance of Arthur D. Wright, who was to serve as the Executive Agent for the upcoming

survey. A professor of education at Dartmouth College and previous Supervisor of Negro Rural Schools in Virginia, Wright's work was scheduled to begin on September 1, 1930.

While the highlight of the Association's meeting, the matter of rating was not the only topic discussed. The meeting's theme, "Present Day Attempts to Improve the Quality of Instruction and the Methods of Checking Results," included discussions concerning freshmen orientation courses and honors courses, comprehensive examinations, and the tutorial system (J. T. Cater, personal communication, March 26, 1930). No attempt, however, was made to formulate any new recommended standards as a result of those discussions, as had generally been the case during the Association's earlier meetings. Perhaps one of the most interesting features of that meeting was the attendance of several black state-supported institutions' representatives whose schools had been accepted as new ACNY members. These included, Negro Agricultural and Technical College, Virginia Normal and Industrial Institute, and Southern University ("Colleges Will," 1930).

Some nine months after this meeting, on December 4, 1930, the report of the Committee on Approval of Negro Schools to the Southern Association Executive Committee revealed that Wright had identified some eighty-five black institutions of post-secondary grade. Of that number, thirty-five out of sixty requesting an application had

completed the process and submitted necessary supporting data. In addition, the report explained that

it was obvious that the Executive Agent . . . could not visit all of the institutions desiring inspection before the first of December 1930, and therefore a rather arbitrary selection of institutions . . . visited during October and November had to be made. With the counsel and advice of a number of persons familiar with the field a list was made of some fifteen institutions of which it was felt would be most likely to measure up to the standards of the Southern Association for institutions of higher learning. It has been possible for the Executive Agent of the Committee to visit nine of these institutions, namely, Fisk University, Morehouse College, Johnson C. Smith University, Shaw University, Spelman College, Talladega College, Virginia State College, Virginia Union University and Winston-Salem Teachers College. (SACS Proceedings, 1930)

All, with the exception of Winston-Salem Teachers College, were among ACNY's ranks; only seven however, received the Southern Association's stamp of approval and appeared in that body's 1930 Proceedings as follows:

#### APPROVED LIST OF COLLEGES AND UNIVERSITIES FOR NEGRO YOUTH

(These institutions, not members of the Southern Association, have been examined, upon their request, by the Executive Committee of the Association, and after full report from and inspection of each institution.)

##### CLASS "A"

Institutions in this class meet in full the standards set up by this Association for institutions of higher education:

Fisk University, Nashville, Tennessee.

##### CLASS "B"

Institutions in this class do not yet meet in full one or more of the standards set up by this Association for institutions of higher education, but the general quality of their work is such as to warrant the admission of their graduates to any institutions requiring the bachelor's degree for entrance.

Johnson C. Smith University, Charlotte, North Carolina.

Morehouse College, Atlanta, Georgia.

Spelman College, Atlanta, Georgia.  
 Talladega College, Talladega, Alabama.  
 Virginia State College, Petersburg, Virginia.  
 Virginia Union University, Richmond, Virginia.  
 (SACS Proceeding, 1930)

To be sure, not one of these institutions was considered a full-fledged member of the Southern Association, but they were members of the Association of Colleges for Negro Youth. . . an organization which had helped to make their individual dreams of recognition by the Southern Association a collective reality for all qualified black colleges and universities in the South.

#### REASSESSMENT

D. O. W. Holmes asserted that ACNY had at last placed the subject of "standardization and accreditation . . . where it belonged . . . in the hands of the Southern Association" (D. O. W. Holmes, personal communication, November 22, 1933). However, ACNY was unable to rest on its laurels long given the fact that what had been its primary function, standardization, had been assumed as a natural part of SACS' inspection and rating function. Although it took almost a year for ACNY's delegates, as a unified group, to decide that some reassessment of its objectives was necessary, that reassessment did occur when the Executive Committee decided to create a Committee on Objectives after the 1931 meeting.

In the interim, the Association met as usual on April

23-24, 1931, at Livingstone College, Salisbury, North, Carolina. There, the following presentations were offered as a part of the meeting's program: "The Qualifications, Compensations, and Tenure of the Members of the Faculty of Our Colleges"; "Faculty Degrees and Tenure of Office"; and "Is Competition Among Our Colleges for Persons with Advanced Degrees" (ACNY Minutes, 1931, p. 4-5). While several interesting opinions and suggestions were made concerning these three topics, again no effort was made to form any new standards or recommendations. The only motions carried to a vote and adopted at the meeting had to do with a \$2 increase in ACNY's membership fee (original fee was \$3), and a decision to publish the proceedings all of its annual meetings. Perhaps the most important activity during the 1931 meeting was A. D. Wright's informative, two hour discussion on the qualifications of black colleges and universities in relation to the Southern Association's twenty standards.

By December of 1931, several months before ACNY convened its annual meeting for 1932, the Southern Association's list of approved black colleges had grown considerably, and for the first time, a list of Approved Negro High Schools appeared as a part of that body's proceeding. Given these events,

. . . it became evident that the work of the Association . . . should be reorganized to more effectively deal with the problems of Negro education,

if more satisfactory progress were to be made. (Payne, 1948, p. 30-31)

In line with this realization, during its April 8, 1932 meeting on the campus of Johnson C. Smith University, Charlotte, North Carolina, efforts to improve ACNY's administrative functions and reassess its organizational objectives in light of the Southern Association's work were initiated. The first movement in this direction was evidenced by the delegate's adoption of the Committee on Finance and Publication's report where it was suggested "that a competent stenographer be employed during the annual sessions . . . in order that practically everything . . . said and done . . . be recorded" (ACNY Minutes, 1932, p. 4-5). While this issue had received the cursory attention of ACNY in 1931, it was most probably raised again as the result of the National Association of Collegiate Deans and Registrars in Negro Schools' negative commentary on the state of ACNY's record-keeping practices (Cade, 1951).

Founded in 1926 by Theophilus E. McKinney, Dean, Negro Agricultural and Technical College, Durham, North Carolina, this organization was composed of a number of "well trained young" black collegiate administrators who, for the most part, were relatively new to their particular duties (p. 1). As neither was the case with ACNY, there was always an element of conflict between the two groups. While representatives' race and age were factors in that conflict,

they were not its major source. With the only requirement for membership among the deans and registrars group being a college's interest in the "promotion and improvement of an overall program of higher learning for Negro youth" (p. i), any institution, private, state-supported, or otherwise, was welcomed. Conversely, in the case of the Association, membership prior to SACS' assumption of the rating function was based on standards which tended to exclude a number of institutions having distinct ties with the industrial education curriculum, most of which were state-supported.

Perhaps ACNY's general attitude, as perceived by the deans and registrars, was best described by Paul A. Body, SACS's delegate and Dean of the University of Kentucky, in his 1930 presentation to the Southern Association regarding "standardizing agencies and their tendencies" (p. 80). There, the North Central Association's disposition toward institutions outside of its membership was jokingly characterized by the following limerick:

We are the sweet selected few [black private colleges],  
May all the rest [black state supported colleges] be damned,  
There's room enough in Hell for you  
We'll not have heaven crammed. (p. 81)

Given this alleged attitude, it was rather ironic when McKinney appeared as his institutions's delegate to ACNY's 1931 meeting, given that he was the founder of the deans and registrars group. He was also later appointed by the Executive Committee to serve on a committee to formulate new

purposes for the Association. The report of that committee however, clearly indicated that McKinney did not participate in the preparation of the following objectives, unanimously adopted during ACNY's 1932 meeting:

**Objectives of the Association of Colleges for Negro Youth**

1. To help executives of the colleges in this Association to face problems of mutual interest.
2. To consider educational standards and policies outlined by American colleges as individual institutions and as collective agents in so far as they affect Negro institutions. This would naturally include the questions such as; curriculum, admission, effective teaching and research.
3. To compared problems of finance, public appeals, budgets and other financial matters of mutual interest and benefit.
4. To consider questions of faculty status, promotions, tenure, academic freedom and the ethics of engaging and discharging faculty members.
5. To formulate policies, having to do with the control of intercollegiate contests such as sports and debates.
6. To represent to educational boards and the general public the opinion of Negro colleges and universities on questions of education and public policy. (ACNY Minutes, 1932, p. 7-8)

These objectives were clearly an indicator of the Association's attempt to reassess its role and purpose after 1931.

Another measurement of ACNY's dedication to reform was also evidenced during the 1932 meeting when the Committee on Time and Place suggested that

. . . the Association of Colleges for Negro Youth, in so far as practical should meet during the same week and at the same place as the Association of Collegiate Deans and Registrars. (p. 8)

While there had been some discussion in the educational

world, after SACS assumed the rating function, that black colleges and schools would best be served if ACNY merged with NATCS or the deans and registrars groups, this idea was not well received by any of the organizations (Cade, 1951; D. O. W. Holmes, personal communication, November 22, 1933). The committee's suggestion, therefore, was received in much the same way. Even so, it passed by a narrow margin, but only to save ACNY's member colleges the expense of paying for two separate trips for their delegates, since most represented their respective institutions at both meetings.

The last change manifested itself in what might be termed a "changing of the guard," as T. E. Jones was elected ACNY's seventh and last president in 1932. Several months after assuming that position, Jones wrote to D. O. W. Holmes, ACNY's past president, who had been unable to attend the last meeting, and stated:

My dear Dean Holmes:

. . . . You can help me a great deal with references to the Association of Colleges for Negro Youth. I would like to get a hold of a little more information on the history and work of the organization. Could you tell me where I might find the original Constitution and minutes? I understand that Mr. Miller of Talladega is Secretary, but I got the impression that he had only the minutes of recent meetings. I am trying to get at the fundamental purpose of the organization.

As you no doubt heard, in our meeting in Charlotte there was a feeling that we should cooperate rather closely with the Association of Deans and Registrars in Negro Schools in making plans for our meeting during the coming year. I met President Clement of Louisville last week at the meeting of the National Association of Teachers in Colored Schools; we also met President Trenholm and talked over the possibility of a greater

affiliation between the three organizations - The Association of Deans and Registrars in Negro Schools, the Association of Teachers in Colored Schools, and the Association of Colleges for Negro Youth. . . .

Jones also went on to explain that H. C. Trenholm (NATCS) had "brought the matter up at a luncheon of delegates from various states and other executive officers at Montgomery." It was thought best, at that time, for the organizations to maintain their separate identities; however, it was agreed that they should meet at the same time and place, as well as communicate to the extent necessary to eliminate the overlapping of topics for discussion during their concurrent meetings.

While perhaps an excellent suggestion, the joint meeting scheduled for 1933 between ACNY and the National Association of Collegiate Deans and Registrars in Negro Schools never occurred. Cade (1951) explained that the meetings were canceled as a result

of the financial crisis which faced the United States upon the inauguration of President F. D. Roosevelt on March 4 [1933]. It was felt that the financial crisis would not make it equal for all people concerned to attend, since all banks were closed and there was no certainty when check and other means of exchange handled generally [sic]. (p. 63)

Initially, the joint meeting was postponed for a month or two, but sources indicated that neither organization convened an annual meeting in 1933 (Cade, 1951; T. E. Jones, personal communication, March 6, 1933). In 1934, the joint meeting idea was entertained again (J. R. E. Lee, personal

communication, November 8, 1933). This time, however, events transpiring in SACS's "camp" prevented a joint meeting between the two organizations.

#### REORGANIZATION

On May 19, 1933, Fred McCuistion, A. D. Wright's replacement as SACS' Executive Agent, wrote T. E. Jones and reported:

There are a number of interesting developments and some problems growing out of the program of the Southern Association rating the Negro colleges. The committee of the Association would like to have an opportunity to discuss these matters with the presidents of the colleges which have received the "A" rating.

Hosted by Morehouse, Spelman, and Atlanta University, McCuistion's meeting took place in June of 1933. There it was explained that the General Education Board's grant for the inspection and rating of black colleges and secondary schools was scheduled to run out in 1935. Those gathered were warned that when this occurred, the Southern Association had indicated that it would discontinue rating their institutions. As the majority of those present also represented ACNY's institutions, McCuistion went on to unveil a plan whereby the Association would expand its membership to include all black colleges and secondary schools approved by the Southern Association, while maintaining those institutions in its memberships not approved by SACS for at least one year. By initiating such a program, it was believed that a larger and more powerful

organization, able to provide the financial support necessary to keep the rating operation afloat, would be created. In addition, it was felt that such an action would also encourage the GEB to continue its support, at least until the newly reorganized body could accumulate a significant treasury (ACNY Minutes, 1934; ACSSN Proceedings, 1934; McCorey, 1834; F. McCuistion, personal communication, May 10, 1933)

As a consequence of the June meeting, Jones convened the Executive Committee of the Association at Fisk on December 7, 1933. There he passed on McCuistion's suggested reorganization plan. What prompted this gathering was the fact that no other ACNY Executive Committee member institutions had been invited to the meeting in June, since they either did not receive the Southern Association "A" rating or were located outside of the designated territory. After discussing the matter at length, it was decided to appoint a committee inclusive of representatives from outside the organization, to consider the matter further and offer recommendations at the Association's April 2, 1934 annual meeting. That committee included T. E. Jones, ACNY's president; Fred McCuistion, Executive Agent for the Southern Association; and Rufus E. Clement, President, Louisville Municipal College for Negroes. Clement was probably selected due to his official connection with the National Association of Teachers in Colored Schools (ACNY Minutes,

1934; Perry, 1975; SACS Proceeding, 1933).

Before the committee ever had a chance to assemble, Jones had already taken the liberty, while attending an educational meeting in St. Louis, Missouri, of discussing the situation, at length, with several other ACNY delegates. Also present during that dialogue was T. H. Jack, a member of the Southern Association Committee on Approval of Negro Schools. As a result of what must have been a rather extensive conversation concerning ACNY's reorganization, the following suggestions were outlined and sent by Jones to McCusition on January 26, 1934:

First - that we suggest that the name of the new Association shall be "The Southern Association of Colleges and Secondary Schools--Negro Division". The old name [the Association of Colleges for Negro Youth] should be discontinued and the new name substituted.

Second - that the Negro division should have at least two representatives on the committee appointed by the Southern Association, the personnel of which is now: President Jack, President Ivy and Mr. Highsmith. These representatives of the Negro division should be chosen from the group of "A" class colleges either by the members of these colleges, or the members of both "A" and "B" class colleges. This may have to be settled at the meeting on April 2 and 3 [1934]. We suggest that the Negro division have an annual meeting and that papers and discussions of current educational problems be held just as they are in the Southern Association generally. These meetings, of course, would be open to both classes of institutions.

Furthermore, we suggest that the Southern Association invite one representative of each of the "A" class institutions to attend the meetings of the Association that are open to the general public.

Finally, we suggest that the annual report of the Southern Association include a section on the Negro schools. Reprints of this section could be gotten rather cheaply for distribution among the Negro schools in case they did not wish to purchase the entire report.

It was suggested that a surveyor, or executive secretary be engaged to follow up the work which has been performed thus far by the representative of the General Education Board, such as Mr. Wright and yourself. This expense could be borne by the membership fees of the "A" and "B" class colleges, and a special grant by one of the foundations.

Before closing his letter to McCuistion, Jones remarked:

. . . it seems to me that you and I should go over these various propositions again before meeting Dean Clement. . . . Our joint conclusions should then be laid before the gathering at Talladega and definite recommendations prepared for the Southern Association at its next meeting. I will be glad to see you whenever you suggest.

Obviously anticipating some problems from other members of the Association, Jones began lining up his forces. First, he extended written invitations to all of the Southern Association Committee on the Approval of Negro Schools to ACNY's annual meeting (J. T. Cater, personal communication, March 14 1934; F. McCuistion, personal communication, March 17, 1934). Secondly, invitations were also sent to eight black colleges approved by the Southern Association, but not previously members of the Association (ACNY Minutes, 1934).

By the time of the meeting's opening session on Monday, April 2, 1934, at Talladega College, Talladega Alabama, everyone must have sensed what Jones articulated when he observed: "This is a significant period. Today and tomorrow will be an important stage in the development of education among Negroes" (p. 6-7). After the reading of the minutes and institutional roll call, a report of the

Executive Committee's November 1933 meeting explained the colleges and schools impending predicament with the Southern Association. The Committee on Recommendations report followed. It suggested

1. That the present Association of College [sic] for Negro Youth be discontinued.

2. That a new organization, "The Southern Association of Colleges and Secondary Schools-Negro Division" be established.

3. That present membership in the new organization be composed of colleges and secondary schools having a rating by the Southern Association of Colleges and Secondary Schools, and that future members meet this requirement plus approval of the Negro Division.

4. That the Negro Division should have at least two representatives on the Committee on Negro Schools of the Association, these members to be chosen from schools having met all standards of the Association.

5. That membership in the Division be based upon the standards of the Southern Association, including inspection and approval by the Committee on Negro Schools, and approved by members of the Division. Members would be expected to pay the regular annual dues of the Association.

6. That the Division hold annual meetings where papers may be presented and discussions had dealing with problems of mutual interest and concern.

7. That the Negro Division would welcome an invitation from the Southern Association asking one representative of each accredited institution to attend the meetings of the Association that are open to the public.

8. That the annual report of the Association include a section on the Negro Division. Reprints of the section could be made for the benefit of those not wishing the entire report.

9. That such of these recommendations as are approved by this group be brought to the attention of the Southern Association at its next annual meeting for the purpose of final action. (ACNY Minutes, 1934, p. 5)

A number of questions were raised as a result of these recommendations. Most pointed to the risks involved in

reorganizing without the Southern Association's promise of acceptance. Cozart (1967) outlined some of the specific questions which concerned the Association at that time as follows:

Should the Association as then organized continue to exist? Should a Negro division of the Southern Association be established? Should a separate organization be set up with a built in relationship to the Southern Association that would guarantee inspection and rating. . . ? Would inspection and rating be more than a tacit approval of achievement relative to a sub-standard frame work? (pp. 3-4)

Even in the face of such a quandary, on the evening of April 3, 1934, after "much heated discussion" (p. 12), the Association voted to assume the risks and adhere to the following points of agreement:

1. The Association of Colleges for Negro Youth is hereby reorganized to The Association of Colleges and Secondary Schools for Negro Youth of the Southern Region.

2. Membership in this Association shall be limited to those colleges and secondary schools of the Southern Association with these exceptions:

- (a) Colleges which now hold memberships in the Association of Colleges for Negro Youth may retain in the reorganized Association as unrated institutions for a period not to exceed one year from date. At the end of this time (one year from date) only rated colleges may hold membership in this Association.

- (b) Colleges located in areas outside of the Southern Region may be admitted to membership in this Association, provided they are fully accredited by the Regional Association of the area in which they are located.

3. The officers of this Association shall be the same officers of the Association of Colleges for Negro Youth until the first annual meeting of this Association.

4. The Association of Colleges and Secondary Schools for Negro Youth of the Southern Region shall

hold its first meeting in Atlanta, Georgia, at the time of the meeting of the Southern Association of Colleges and Secondary Schools.

5. A Committee on Organization shall be appointed to study the organization of other similar association and to propose a definite plan of organization . . . at the Atlanta meeting. This committee shall make whatever contacts are necessary with the General Education Board, the Southern Association, and any other organization or foundation.

6. The rating of Negro colleges should be continued by the Committee on Negro Schools for the Southern Association as at present. The present Committee may invite two or more representatives of this Association to sit with them in passing on applications for rating.

7. The colleges and secondary schools which are members of the Association shall pay the regular annual dues of the Southern Association. This money is to defray the costs of inspection and the other necessary expenses of this Association. (ACNY Minutes, 1934, p. 13)

With the reforms outlined above, the Association of Colleges for Negro Youth was reorganized on April 3, 1934. In turn, the General Education Board appropriated the necessary funds to assure SACS' continuation of the inspection and rating of black schools and colleges, at least until the new organization could establish its footing. While ACNY was reported in a 1971 publication by the Southern Association to have merged with the "Association of High School Education," this was not the case. What actually occurred was a total reconfiguration of its membership which called for the inclusion of all black colleges and secondary schools approved by SACS. In addition, ACNY's extant members not approved by the Southern Association, were allowed to maintain their membership for

one year with the new organization.

The first meeting of the new organization convened in Atlanta, Georgia on December 5-6, 1934. At this meeting, a motion was carried which amended the name to the Association of Colleges and Secondary Schools for Negroes. In 1955, the name was changed again when

. . . the words "for Negroes" were deleted, for the simple reason that the colleges involved had by this time reaffirmed, or amended their charters to admit students without regard to race or previous conditions which supported ethnic differentiations. (Cozart, 1967, p. x)

Two years later in 1957, forty-four years after the ACNY's founding, the Southern Association voted unanimously to extend full-membership privileges to qualified black colleges inside its territory. Thereafter, these institutions were considered accredited, rather than approved, just as their white counterparts. By 1964 eligible black secondary schools were also fully received. Finally, on December 3, 1964, at the Southern Association's meeting in Louisville, Kentucky, the Association of Colleges and Secondary Schools announced its dissolution. That decision was based on the organization's conviction that its primary mission, one of securing the full and equal acceptance of black colleges and schools in the South by their accrediting body, had been achieved (Perry, 1975).

## VI. SUMMARY

The Association of Colleges for Negro Youth was organized in 1913 as the result of one man's vision, namely, George Edmund Haynes. His purpose in calling for the first meeting emanated from a desire to uplift the standards of black southern colleges so that their students might participate in the National League on Urban Conditions Among Negroes's training program for prospective social workers.

Between 1913 and 1918, ACNY dealt with a variety of issues relative to the institutions in its membership. The most significant, however, had to do with the rating and improvement of secondary schools; the development of a basic studies curriculum and hourly requirements for the bachelor's degree; and the conduct of students after classroom hours.

From 1919-1928, the Association became more focused in an attempt to serve its constituents more effectively. Its direct response to the 1916 report; the solicitation and procurement of external funds from the GEB; the general movement to base membership more on the "objective" rather than the "subjective" opinions of its delegates; the designation of a committee to work out a plan of action with the American Medical Association; the decision to secure a second national survey of black colleges; and lastly, its resolution to approach the Southern Association concerning the evaluation and rating of black colleges, were all events which evidenced its commitment to the standardization of

those institutions in its membership.

The last five years of the Association's existence were characterized by success, reassessment, and reorganization. Having acquired the recognition of black colleges in the South by their regional accrediting body, ACNY's reorganization became imminent. The need to reorganize was exacerbated by SACS's threat to discontinue its rating function, as well as problems related to the duplicative agendas of ACNY's and several other black educational organizations. As a result of these extenuating circumstances, ACNY was reorganized in 1934, and through the inclusion of colleges and secondary schools approved by the Southern Association, became the Association of College and Secondary Schools for Negroes.

## CHAPTER IV

AN ANALYSIS OF ACNY'S EFFORTS TO DEVELOP ITS MEMBER COLLEGES  
IN ACCORDANCE WITH THOSE OF THE SOUTHERN ASSOCIATION

## I. INTRODUCTION

Having already addressed the history and more significant activities of the Association in Chapter III, Chapter IV attempts to corroborate, utilizing componential analysis, what the literature suggested were that body's efforts to develop its member institutions in-line with those of the Southern Association (Adams, 1923; Campbell & Roger, 1979; Goodwin, 1956/1957; Payne, 1957/1958; and Perry, 1975).

Given that a full explanation of the technique employed in gathering data for the analysis appears in Chapter I it does not appear here in order to avoid redundancy. What follows are separate narrative representations of the findings gleaned from a review of the analyzed data, or more specifically, SACS's by-laws and standards. Inferences, most of which were derived from information furnished in chapter two, were also provided, where applicable, to explain ACNY's posture on a particular by-law or standard. While such inferences supplied what the researcher considered reasonable grounds for ACNY's posture, they were not intended to identify every possible causative factor.

Preceding the presentation of the aforementioned narratives, a brief examination of the Southern Association's membership requirements from 1913 to 1925, just prior to ACNY's decision to approach SACS concerning the matter of rating black colleges and universities, is offered. Lastly, a collective summary of ACNY's efforts to develop its member colleges in harmony with those of the Southern Association is provided.

## II. A REVIEW OF SACS'S MEMBERSHIP REQUIREMENTS FOR COLLEGES AND UNIVERSITIES, 1913-1925

By ACNY's founding in 1913, the Southern Association had already begun the process of accrediting white secondary schools through a commission developed expressly for that purpose in 1912. Colleges and Universities, however, were not considered until 1917, when a Commission on Institutions of Higher Education was authorized to

prepare, subject to approval of the association, a statement of the standards to be met by institutions of higher education which were members . . . and to rate any other institutions within the territory . . . that might apply for inspection, classification, and rating. (Agnew, 1959, p. 64)

The commission's progress was impeded, somewhat, when SACS canceled its annual meeting for 1918 due to World War I (Agnew, 1970). Nonetheless, standards were formulated, presented, and approved by its parent body in 1919. This was followed in 1920 by the first list of accredited

colleges and universities of the southern region (SACS Proceedings, 1919, 1920).

Prior to that process being instituted, colleges offering the baccalaureate degree were admitted based on a "pledge either expressed or understood," that the provisions outlined in the organization's constitution and by-laws would be "observed" (Snavelly, 1945, p. 429). It was in the by-laws, constructed to be "few in number of reasonable import," that SACS's institutional standards for membership were defined (p. 429). At the time of ACNY's creation there were four such by-laws, each of which was carried until 1921 when they were officially dropped as the result of major revisions in the organization's constitution and by-laws. All were subsequently replaced by a description of the rules governing the commissions' various accrediting operations (SACS proceeding, 1921).

The first list of accredited southern colleges and universities based on a definitive set of standards, was published by the SACS in 1920. Initially, these institutions were required to comply with some eighteen standards, but after certain revisions and additions, that number increased to twenty in December of 1921 (SACS Proceedings, 1919, 1921). Designed to protect the quality of work and assure the institutional integrity of its members, the standards adopted that year provided the basis for accreditation up through ACNY's decision to approach the

Southern Association concerning the matter of rating black colleges in 1926.

### III. ACNY AND SACS'S BY-LAWS

Given that the Southern Association's requirements for four-year colleges and universities were embodied in its by-laws prior to their official removal in 1921, they provided the researcher with the first units for analysis. Each is discussed individually in the succeeding pages of this .

#### SACS's By-law Number 1

**No college belonging to this Association shall maintain a preparatory school as part of its college organization. In case such school is maintained under the college charter, it must be kept rigidly distinct in students, faculty, and discipline** [Author's boldface hereinafter applied to all SACS's by-laws and standards]. (SACS proceedings, 1914, p. 108)

A review of primary and secondary accounts revealed that the ideas expressed in the by-law above were never discussed by ACNY during its annual meetings. Perhaps the most obvious reason for this was that until the late 1920s the bulk of ACNY's membership was comprised of black private colleges which were forced to maintain preparatory schools in order to feed their college departments. They, unlike their Southern Association counterparts, did not benefit from America's movement toward a system of public secondary education between 1880 and 1935. Anderson (1988) explained that

for the nation as a whole . . . the elite public high school of the late nineteenth century was transformed into the "peoples college" during the first third of the twentieth century. For Blacks in the South, the struggle to attain public high schools . . . continue[d] beyond the post-World War II era. (pp. 236-237)

The only place black children were able to obtain the proper academic preparation for a higher education was in institutions like ACNY's which "addressed this situation by combining New England-styled preparatory divisions with their college curricula" (Heintz, 1985, p. 2). So severe was this problem that as late as the 1930s, forty percent of the nation's total enrollment in black institutions of higher education was comprised of secondary students (Anderson, 1988).

Ergo, there apparently was never a need during the Association's existence to discuss, create a standard, or assume a particular posture regarding the matter of the dissolution or rigid separation of secondary schools from the college department.

#### SACS's By-law Number 2

The completion of a secondary school course covering at least the amount of work indicated in 3 [14 units] of these By-laws should be demanded of every student seeking admission to college. In measuring the amount of work done by such students the Association accepts the valuation of a unit as fixed by the National Conference Committee on Standards, as follows:

"A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work [sic].

"This statement is designed to afford a standard of measurement for the work done in secondary schools.

It take the four-year high school course as a basis and assumes the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length and that the study is pursued for four or five periods a week; but under ordinary circumstances a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit. (SACS Proceedings, 1914, p. 108)

During ACNY's very first meeting in 1913, an almost synonymous standard was adopted concerning college admissions requirements. Having already explained in Article I of its by-laws that only students who "completed a reputable four-year high school course" or the equivalent of fifteen units, were to be considered for admission, Article II, two of ACNY's by-laws quantitatively defined the acceptable secondary school credits for college admission ("Conference of Colleges," 1913, p. 6). Seemingly, as was the case for the Southern Association, these requirements were copied verbatim from those of the National Conference Committee on Standard's report. They read as follows:

Sec. 2. "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work." This definition "assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods per week." It further assumes that "two hours of manual training or laboratory work is equivalent to one hour [or period] of classroom work;" the quantity of work to be done in the unit of time shall be substantially that described in the Carnegie valuation outlined in the first annual report of the Carnegie Foundation of the Advancement of Teaching published in 1906. ("Conference of College," 1913, p. 6)

These same standards were also included, though briefly, under ACNY's "Reasonable Requirements" for a college presented and adopted during its annual meeting in 1919 (ACNY Minutes, March, 1919).

The Carnegie Foundation's guidelines were most probably used by ACNY since they were considered the most reliable by American secondary schools and colleges of the period. (For a full explanation of those guidelines, see Carnegie Foundation, 1926, pp. 38-47.)

SACS's By-law Number 3

**Fourteen units are required of all students admitted to college. Conditions are allowed to the extent of two units only, and all conditions or deficiencies should be removed before the beginning of the second year in college. College work done to remove conditions must not be counted toward a degree. Students may be admitted either on certificate or on examination, but they must in all cases comply with the above requirements as to the amount of work offered. The Association strongly recommends that a candidate be required to offer English and mathematics, and that all candidates for a degree course in the college of liberal arts be required to offer in addition the necessary preparation in two foreign languages. (SACS Proceedings, 1914, p. )**

Essentially, ACNY was in agreement with SACS on the issue of secondary coursework required for college admission. This was clearly evidenced in Article II of the Association by-laws, adopted in 1913, which read as follows:

**Sec. 1. All colleges which are members of this Association shall require for admission to college for any degree course fifteen units of work.**

**Sec. 3. Of the total fifteen units, candidates seeking admission to college for any degree course shall offer at least three units of English, one unit**

of social science (including history) and one unit of natural science.

Sec. 4. Candidates receiving admission to any degree course should have completed two majors of three units each and one minor of two units, and one of the majors should be English.

Sec. 5. Of the total fifteen units, not less than eleven units should consist of English, foreign language, mathematics, social science (including history), or natural science. ("Conference of Colleges, 1913, p. 6)

In addition to these stipulations, it was agreed during ACNY's initial meeting, although not incorporated into its by-laws, that "no student should be classified with more than two units of entrance requirements as conditions and such conditions should be made up before the end of the sophomore year" (p. 2). In 1919, under the Association's description of the "Reasonable Requirements" for a college, the aforementioned entrance requirements were also espoused, though briefly reiterated (ACNY Minutes, March 1919).

While it would appear that the only "real" difference between SACS's and ACNY's admissions policies was the latter's requirement of fifteen units as opposed to fourteen, a policy that was most probably based on a general increase among American colleges' to fifteen units of entrance requirements at the time ACNY's by-laws were enacted, (Carnegie Foundation, 1921), that was not quite the case.

One radical point of departure, in view of SACS's requirements, though not divulged in ACNY's by-laws, was an agreement which allowed coursework taken outside of the

regular college curriculum to be credited toward the college degree. Decided upon in 1914, that agreement permitted students "to make up the required subject either in special college classes or in preparatory classes, the work to be counted on the ratio of about 3/5 of a college unit for one unit of preparatory work" (ACNY Minutes, 1914, p. 4).

Conceivably, this was done in order to bolster the actual college enrollments of ACNY's member institutions which, for the most part, were equal to or slightly less than that of their secondary departments (Badger, 1952).

#### SACS's By-law Number 4

**Special students may be admitted to college without the usual form of examination under the following conditions: (a) They must be of mature age (not less than twenty years is suggested); (b) they must not be admitted to classes for which entrance examinations are required, unless they pass such examinations; (c) they must give proof of adequate preparation for the course sought; (d) their names must be separately printed in the catalogue. (SACS Proceedings, 1914, p. 108)**

ACNY's requirements for special students were almost identical to those of the Southern Association. Evidenced in Article III of its by-laws, such students were to

. . . be admitted to college without the usual form of examination under the following conditions: (1) They must be of mature age (not less than twenty-one years is suggested); (2) they must give proof of adequate preparation for of the course sought; (3) their names must be separately printed in the catalog. ("Conference of Colleges," 1913, p. 6-7)

There was nothing in the literature to suggest why ACNY selected twenty-one years of age rather than twenty, other

than the fact that it was considered the "age of majority" by all states, with the exception of Georgia, which were represented by institutions belonging to the Association (Carey, 1983).

The rationale for the Association's decision not to require students to pass an examination for entrance to a particular course was also not indicated. Perhaps, it was felt that number two, under Article III might be interpreted so as to encompass situations where examinations were necessary.

#### IV. ACNY AND SACS'S STANDARDS

Once SACS's constitution and by-laws were revised in December of 1921, the act of accrediting institutions through the Commission on Institutions of Higher Education's twenty standards, was officially provided for. Those standards, with several minor revisions between 1922 and 1925, furnished the basis for an institution's accreditation prior to ACNY's decision to approach the Southern Association in 1926. Thus, what follows are twenty individual narratives which speak to the Southern Association's standards in view of ACNY's efforts to develop its member colleges in accordance with their accredited white counterparts.

##### SACS's Standard Number 1

**Entrance Requirements.** The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted. (SACS proceedings, 1921, p. 47)

Having already adopted the policy in 1913, of admitting only students with fifteen units of work from a "reputable four-year high school course or its equivalent," where reputable was defined as an institution accredited by a recognized agency or one thought, in the opinion of its delegates, to be of sound academic character, ACNY's posture on college entrance requirements was reflective of the Southern Association's (ACNY minutes, 1913, p. 9).

Conditioned entrance, however, was maintained by ACNY for students who lacked no more than two of an institution's required units for admission. In 1923, the standard identified below was formulated and employed until the Southern Association assumed the task of rating black colleges in 1930.

1. **Entrance Requirements.** The requirements for entrance into the freshman class without conditions shall be fifteen units of high school work. Not more than two units of conditions may be allowed for conditioned entrance. (ACNY minutes, 1923, p. 7)

Given the virtual absence of black secondary schools offering a pre-collegiate curriculum, ACNY probably felt it necessary to retain this feature in order to circumvent that problem to some extent. Presumably, that same problem factored into the Association having never required a correlation between a student's high school curriculum and that of their major area of study.

The disclosure of an institution's admissions files was never formally discussed. It may be assumed that a decision made by ACNY in 1917, where each member college was "pledged to give full information . . . whenever . . . asked," regarding any of the organization's requirements, would have allowed such action, if deemed necessary ("Fifth Annual," 1917, p. 7).

#### SACS's Standard Number 2

**Requirements for Graduation.** The college should demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term house, quarter hours, points, majors of courses), with further scholastic qualitative requirements adapted by each institution to its conditions. (SACS Proceedings, 1921, p. 47)

The requirements cited in the Southern Association's standard above were identical to those ACNY came to require. Initially discussed during its 1913 meeting, "the subject of college degree requirements presented so many unsettled questions that it was referred to . . . the . . . Executive Committee" ("Conference of Colleges," 1913, p. 3). By 1914,

that committee recommended a student's completion of at least 120 semester hours for "a college degree in the Arts, in Science or in Education" (ACNY Minutes, 1914, p. 5). This suggestion was followed in 1923 by ACNY's development of the following standard for membership in its ranks:

2. *Requirements for Graduation.* Not less than 120 semester hours or its equivalent with further qualifications as individual colleges may see fit, shall be required for graduation. (ACNY Minutes, 1923, p. 7)

No changes were made in this standard prior to the Southern Association's assumption of the rating function for black institutions of higher education based on its "Standards for Colleges."

#### SACS's Standard Number 3

**Number of Degrees.** The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses. (SACS Proceedings, 1921, p. 47)

It was quite common during the period under study for colleges to offer a myriad of degree programs, many of which were of inferior quality, in an attempt to attract prospective students (Rudolph, 1981). ACNY's member institutions were seemingly plagued by the same problem since it was explained in a standard adopted by the Association in 1923 that "the granting of a multiplicity of

degrees should be discouraged" (ACNY Minutes, 1923, p. 7).

"The subject of granting degrees in advance of the B.A. and B.S.," was first addressed in 1914, when ACNY's delegates agreed that too few of its member colleges were in the position, given their "limited facilities and number of teachers," to offer the master's degree (ACNY Minutes, 1914, p. 6). The opinion prevailed, however, that institutions which thought they could reasonably offer work for this degree could do so. In addition, it was the "unanimous opinion" of those gathered, that the Doctor of Philosophy should not be offered, under any circumstances, for the same reasons. By the late 1920s, this attitude apparently changed, since Howard and Atlanta Universities, to name two of ACNY's member institutions, established doctoral programs (Frazier, 1933).

#### SACS' s STANDARD NUMBER 4

**Number of College Departments.** A college of arts and science of approximately on hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments. (SACS Proceedings, 1921, p. 47)

Although ACNY did not address the issue of an institution's college departments until 1923, when that occurred, its policy was not quite in-line with the Southern

Association's standard outlined above. Having already suggested strategies to streamline small college academic offerings, in 1917, in an effort devise a definition which all of its members could adhere to, ACNY determined that a college should not be judged in terms of enrollment or number of departments, rather on its ability to provide

for a limited number of students, desiring a general education along the same lines practically, necessitating a comparative, definite, and limited curriculum, such as would best prepare men for the ministry, teaching medicine, and general leadership. . . . ("Fifth Annual," 1917, p. 5)

Obviously, by 1923, the Association must have realized that for its member institutions to be accepted by the larger academic community, some conformity was necessary. Thus, in that same year the following standard, which was very similar to that of the Carnegie Foundation's program requirements, was adopted:

2. *Number of Departments.* At least six departments with six full time professors must be maintained. For a college having a maximum of six, the following are suggested: English, Foreign Languages, Mathematics, Natural Science, Social Science, and one including Philosophy, Psychology, and Education. (ACNY Minutes, 1923, p. 7)

Given the limited endowments and operating incomes of the majority of ACNY's colleges, this was perhaps the most apparent reason for its tardiness in addressing the matter of a number of desirable departments for a colleges.

SACS's Standard Number 5

**Training of Faculty.** The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers. (SACS Proceedings, 1921, p. 47)

The academic preparation of ACNY's member institution's faculties was not debated until 1923 and as a result, the following standard was adopted:

5. *Training of Faculty.* All should have at least the baccalaureate degree. One-half of the faculty should have at least one year's training outside the college in which he is teaching. Three-fourths of the faculty should have at least one year of graduate work. (ACNY Minutes, 1923, p. 7)

Statistics revealed that while blacks received over 100 master's degrees between 1876 and 1930, only fifty-one doctorates (Education and Philosophy) were conferred during that same period (Greene, 1946). In the case of the latter figure, if one were to assume that the total number ( $n = 51$ ) of doctoral recipients were alive and working in one of ACNY's member institutions ( $n = 33$ ) between 1913 and 1934, each would have only had 1.54 doctorates represented on staff. As this figure readily exhibits the critical shortage of black doctorates, ACNY evidently had no realistic way of creating a standard equal to the magnitude

of the SACS's. As for white doctoral recipients, few were willing to accept the meager salaries black colleges were able to provide, and those that did, were usually associated with one of the missionary movements which declined around 1920 (Anderson, 1988; Ballard, 1973).

Once SACS's assumed the task of rating black colleges, the importance of faculty with work beyond the bachelor's level was discussed in a presentation offered during ACNY's 1931 meeting. There, J. B. Brawley spoke on the subject: "Is Competition Among Our Colleges for Persons with Advanced Degrees?" That discussion affirmed that there was, indeed, competition between ACNY's colleges, which caused those few persons holding doctoral degrees to receive financial compensation in excess of the salaries of many of an institution's existing faculty. In concluding Brawley stated: "menace would be reduced if a man does not regard the financial inducements, but considers whether or not he is able to do the most effective service in the school which he is . . . employed" (ACNY Minutes, 1931, p. 16).

#### SACS's Standard Number 6

**Salaries.** The average salary paid members of the faculty is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$2,500 at present and by 1923-24 not less than \$3,000. The local cost of living and other factors shall be taken into consideration [This standard was amended in 1924, to explain that the designated salary was to be calculated over nine months and not eleven (SACS Proceedings, 1924)]. (SACS Proceedings, 1921, p. 48)

In an effort to define what ACNY considered as "Reasonable Requirements" for a small college in 1917, it was determined that all those in its membership should possess "the income necessary to meet adequately the salaries of professors" ("Fifth Annual," 1917, p. 6). Two years later, in 1919, a committee was appointed to "draw up a memorial on the subject of the relative sizes of teachers' salaries and living expenses" (ACNY Minutes, November, 1919, p. 6). That report was to be disseminated to "the governing bodies of the different colleges" (p. 6). Such a report, however, was not mentioned in subsequent accounts of the Association's activities, nor was an attempt made to address the matter of faculty compensation when a set of explicit standards were developed in 1923.

Undoubtedly, the serious financial problems associated with all of ACNY's member colleges, and the disparity between their individual operating budgets, played a major role in the matter not being addressed in 1923. Black colleges' salaries, overall, were far below the national average. In fact, "many professors abandoned their institutions each year to seek new positions elsewhere or to find a different type of employment" (Heintz, 1985 p. 121), while those that remained were paid "whatever they would accept" (Bluford, 1931, p. 5).

After SACS began rating black colleges, F. D. Bluford canvassed twenty five such facilities in preparation for a

presentation to ACNY's delegates in 1932. He discovered salaries ranging from \$800 to \$8,000 annually. Only three paid salaries equal to those of their "neighboring white colleges," and only four had fixed salary schedules. Based on these findings, he explained that "Church Schools found it difficult to have fixed salary schedules because of the uncertain amount of funds available from year to year." In addition, State Schools were, reportedly, also plagued by the same problem because of the uncertainty of their annual appropriations (ACNY Minutes, 1921, p. 5). Bluford cautioned, during his presentation, that

the administration of Negro colleges and universities should be deeply concerned that the salaries of the teachers shall be such that the ablest men shall be attracted to the profession.

. . . . . Teachers belong to the professional class and they are expected to live up to a certain standard. In considering the teachers' salaries we must consider them in comparison with incomes in other professions or occupations. (Bluford, 1931, p. 7)

At the time these comments were offered, SACS had already begun examining black colleges, consequently, the matter was out of ACNY's hands.

#### SACS's Standard Number 7

**Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour. (SACS Proceedings, 1921, p. 48)**

While ACNY's credit hours for laboratory work were

equivalent to those of the Southern Association's (see Appendix A, Article II, Section 2), its requirements for the maximum number of hours allowed teachers in its member institutions were always slightly above those considered appropriate by SACS.

During ACNY's 1917 meeting, in a effort to define the "small college," eighteen hours were recommended as the maximum load for "one professor's full work" ("Fifth Annual," 1917, p. 6). By the close of 1923, this ceiling was raised to twenty hours per week for professors with "smaller classes and fifteen hours per week for those with "larger classes," yet, no quantitative definition was given for what ACNY considered smaller or larger classes (ACNY Minutes, 1923, p. 8).

The higher hourly ratio was suggested in order to provide more hours of instruction for less money due to the ACNY's member colleges lack of finances (ACNY Minutes, 1917).

#### SACS's Standard Number 8

**Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.**  
(SACS Proceeding, 1921, p. 48)

Due to the relatively small college enrollments of ACNY's member institutions, its established limits for the maximum number of students per class were far below those of the Southern Association. Given this, the issue of class

size appeared to have operated in the reverse for black colleges. With so few students of actual college-grade, even combined classes, endorsed by ACNY in 1917 as a feasible alternative for small colleges, were recommended to have no more than fifteen students ("Fifth Annual" 1917).

In 1919, this matter was addressed again when the requirements of "at least" fifteen students per class "with no divisions less than five" was instituted under the Association's "Reasonable Requirements" for a college (ACNY Minutes, March 1919, p. 8). After SACS began approving black institutions, F. D. Bluford presented the Association, in 1931, with strategies for meeting that body's teacher salary requirements. He recommended that to reduce institutional operating costs and increase faculty salaries "colleges should keep their classes as near the [SACS's] maximum as possible," since this would allow for "fewer classes and fewer teachers" (Bluford, 1931, p. 8).

#### SACS's Standard Number 9

**Support.** The college should have an annual income of not less than \$50,000 and if not tax supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program. (SACS Proceedings, 1921, p. 48)

Aside from suggesting that an institution have "adequate resources" to carry out its assigned mission, ACNY did not attach a minimum dollar amount for its member colleges' annual incomes and endowments.

In 1917, ACNY assumed the position, given the 1916 report, that a college should not be judged only on the "quantity of students; professorships, and endowments" ("Fifth Annual," 1917, p. 5). This same attitude apparently reverberated throughout the Association's existence, since there were no accounts of its having ever quantitatively addressed the matter of an institution's financial support base.

It would not have been unusual for ACNY to assume such a posture, since most of its member colleges were reported to have operated daily on the brink of financial exigency. Richardson (1980) revealed that during the 1920s, the income from "Yale, Harvard and Columbia endowments, figured at four percent, was approximately one and one half million times greater than that of the total combined income of all private institutions for blacks in America" (p. 79). As a result, administrators in these institutions were said to have "demonstrated almost pure financial genius by 'managing poverty' far better than their counterparts in education or business" (Albright, 1987, p. 3).

#### SACS's Standard Number 10

**Library.** The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum. (SACS Proceedings, 1921, p. 48)

Article IV, number three of ACNY's by-laws, adopted in 1913, explained that a "reasonably adequate library" was an essential requirement to be considered a college by the Association ("Conference of Colleges," 1913, p. 8). This same idea was expressed in the committee's report which outlined the "Reasonable Requirements" for a college (ACNY Minutes, March 1919). By 1923, ACNY had progressed to a quantitative standard which read as follows:

10. *Library.* The library should consist of at least 4,000 selected volumes, should subscribe to at least 3 dailies, 5 weeklies, and 10 magazines and journals. A minimum annual expenditure of \$300 for books \$40 for papers should be made. The library should be open at least 8 hours a day. (ACNY Minutes 1923, p. 8)

Evidenced by the standard above, ACNY's prescribed number of library volumes was exactly one-half that required by the Southern Association. Undoubtedly, financial constraints imposed on the bulk of its member colleges played an important role in that decision. Also pertinent was the fact that many of the Association's member colleges' first real libraries were not erected until after 1905 when the man with a "pocket full of libraries," Andrew Carnegie, began to make major contributions for the construction and endowment of library facilities to black colleges (E. A. Jones, 1967, p. 87).

SACS's Standard Number 11

**Laboratories.** The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum. (SACS Proceedings, 1914, p. 48)

A statement concerning the adequacy of an institution's laboratory facilities was included as one of the Associations first membership requirements which appeared in Article IV, section three of its constitution and by-laws adopted in 1913. Laboratories were also addressed in 1917, under ACNY's "Reasonable Requirements" for a college, where it was recommended that colleges maintain "reasonably good . . . chemical, physical and biological laboratories" ("Fifth Annual," 1917, p. 8). This was followed in 1923 by ACNY's development of the following quantitative standard:

9. *Laboratories.* The minimum movable equipment should be as follows: Chemistry \$1,000, physics \$800, biology \$400. The annual expenditure for laboratories should be as follows as a minimum: chemistry \$100 and \$3 a student, physics \$100 and \$1 a student, biology \$100 and \$2 a student. (ACNY Minutes, 1923, p. 8)

It may be safely assumed, even in light of the standard shown above, that ACNY's member colleges laboratories were well below the standards of their accredited white counterparts. An excellent example of that likelihood was revealed by Jones and Richardson (1990), who explained that even after Talladega was "pronounced . . . the best . . . college . . . surveyed" by the Bureau of Education in an examination of black institutions of higher education during

the 1928 survey, its administration counseled that there remained an urgent need for "extra space and additional educational equipment for the chemistry and psychology departments" (p. 107).

#### SACS's Standard Number 12

**Separation of College and Preparatory School.** The college may not maintain a preparatory school as part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline. (SACS Proceedings, 1921, p. 48)

For an explanation of ACNY's posture regarding the separation of a college's secondary department from its regular college operation, see a discussion of SACS's by-law number one on pages 139-140 of this chapter.

#### SACS's Standard Number 13

**Proportion of Regular College Students to the Whole Study Body.** At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in twenty-five per cent of irregular and special students at present. (SACS Proceedings, 1921, p. 48)

Aside from establishing a standard in 1923 which stated that a college must maintain a minimum enrollment of fifty students, ACNY did not attempt to delineate the number of students for its member colleges based on their degree programs (ACNY Minutes, 1923). The matter of soldier rehabilitation students, returning from World War I, was

addressed by ACNY in 1919, although not in terms of specific regulations regarding their proportion to a college's special or irregular student population. At that time it was recommended that "such students, if seniors, be allowed not over one-half year [of academic credit]; if of lower rank, not over one-quarter year" (ACNY Minutes, March 1919, p. 3). This policy, however, was only suggested for institutions which had not already taken steps to formulate one regarding their students returning from the military.

SACS's Standard Number 14

**General Statement Concerning Material Equipment.**  
**The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.** (SACS Proceedings, 1921, p. 48)

The only reference to ACNY's having ever considered the fitness of an institution's physical plant was in 1917 when "the general upkeep of the college" was included under the committee's requirements, which the Association adopted, for a small college ("Fifth Annual," 1917, p. 6). Given the precarious financial positions of the majority of its member colleges, in addition to the deplorable state of many of their physical plants, it was perhaps just too much for the Association to develop specific standards with regard to that issue without eliminating a number of its member institutions.

An excellent example of just such a problem was reported by Richardson (1980), who explained that upon Fayette McKenzie's assumption of the presidency at Fisk University (1915-1924), he found that

. . . the need for money was obvious. The cottage in which Music was taught was in bad repair. In one room loose paper flapped in the breeze. Water came through the walls. In winter, heating was so ineffective that teachers had bricks to keep warm. (p. 79)

In a letter dated March 1, 1915, written by McKenzie to the General Education Board, he again denounced the state of Fisk's physical plant and stated: "Our present toilet facilities are intolerable, and bathing facilities are completely lacking" (F. Mckenzie, personal communication, March 1, 1915).

This same situation was also reported by Heintz (1985), who confided that Bishop, Wiley, and Samuel Houston Colleges, all of which were members of ACNY at one time or another, faced the overcrowding of dormitories and the continued use of aging edifices which could not be easily replaced in the event of fire or an "Act of God."

#### SACS's Standard Number 15

**General Statement Concerning Curriculum and Spirit of Administration.** The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution, shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution [This standard was

amended in 1922 to include "the character of its publicity" as a factor in determining an institution's standard (SACS Proceedings, 1922, p. 46). In 1925, it was recommended that this standard be interpreted so as to include the fundamental right of "academic freedom," and that the denial of such freedom be considered inconsistent with membership in the Southern Association (SACS Proceedings, 1925).] (SACS Proceedings, 1921, p. 48)

This standard, though somewhat nebulous, apparently served as the Southern Association's "catch all" statement. For whatever reason, no such standard was devised by ACNY even though several of its essential elements were discussed during its annual meetings.

The "scientific spirit" or research activities of an institution received the Association's attention in 1932, when T. E. Jones discussed the subject: "What Type of Encouragement Can and Should the Negro College and University offer to Promote Research Activities among Members of their Faculties" (ACNY Minutes, 1932, p. 6). In his presentation, Jones maintained that

when a faculty member who has a research type of mind has demonstrated his interest in a worthwhile problem and has given evidence of his ability to carry on a study of the problem with profit, he should be given every encouragement--professional and financial" (p. 6).

In 1914, ACNY entertained a discussion of the granting of honorary degrees by its member colleges. At that time, it was "agreed that the master's degree *in honorarium* may sometime be conferred, but only in rarely exceptional and deserving cases" (ACNY Minutes, 1914, p. 7).

The concept of academic freedom, while not eagerly embraced by the industrial philanthropists who came to support many of ACNY's colleges after 1920, was not discussed, at least for the record, until 1931 (ACNY Minutes, 1931; Jencks & Reisman, 1968; Miller, 1933). Prior to that time, the issue of academic freedom was most probably not entertained owing to what Miller (1933) described as the result of a control and support issue, where black colleges were "circumscribed and constrained and permitted only such freedom of thought and utterance as their supporters . . . [were] willing or gracious enough to concede" (Miller, 1933, p. 420). Also relevant was the shift in these institutions' administrative controls after 1930, when their predominately white faculties and administrations were replaced by the first generation of educated blacks who embraced academic freedom as an imperative necessity for the intellectual stimulation of a college's students and faculty (Ballard, 1973; Miller, 1933; Reisman & Jencks, 1968).

#### SACS's Standard Number 16

**Extra curricular Activities.** The proper administration of athletics, amusements, fraternities, and all other extra curricular activities, is one of the fundamental tests of a standard college [This standards was amended, in 1922, to include the words: "and no college that places its chief emphasis upon inter-collegiate athletics to the detriment of its scholarship will be place on the approved list" (SACS Proceedings, 1922, p. 46).]. (SACS Proceedings, 1921, p. 48)

While there was no record, aside from a decision made in 1916 regarding the attendance of students at a college's scheduled religious exercises, ACNY obviously felt that such concerns should be left to the individual discretion of its member colleges. On several occasions the matter of athletics was also raised, however no attempt was made to develop exacting standards in this regard.

One of several topics prepared by the Executive Committee in 1916 was "The Control of Athletics and the Place of Physical Education in the Curriculum" ("Fourth Annual," 1917, p. 1). No recommendations were offered at that time regarding the role of athletics in ACNY's colleges. The subject was again deliberated at the ninth annual meeting in 1921 as evidenced by a letter, dated December 12, 1921, from ACNY's then president J. L. Peacock to F. A. McKenzie, who had been unable to attend that meeting. Therein it was explained that John A. Gregg, President of Howard University had presented several serious infractions concerning problems with the football programs in a number of ACNY's member colleges. The only recommendation adopted as a consequence of Gregg's presentation was an agreement that "no player, coming from one institution to the other, could play in that branch of athletics in which he had played before, until a year had intervened" (J. L. Peacock, personal communication, December 8, 1921). McKenzie's response warned that unless ACNY was

able to "exterminate the germs of professionalism, gambling, and commercial trading," that it might also "go through the whole disgraceful career of white athletics" (F. A. McKenzie, personal communication, December 12, 1921).

It may be assumed that while concerned with the various athletic programs of its member colleges, ACNY decided to leave the matter of "policing" these programs to the Colored Athletic Association and the Southern Intercollegiate Conference, both organizations had developed during the period for that express purpose (J. L. Peacock, personal communication, December 8, 1921; Streater, 1931, 1932).

#### SACS's Standard Number 17

**Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand. (SACS Proceedings, 1921, p. 48)**

In an effort to define what constituted a standard college in 1917, ACNY determined such an institution should "prepare men for the ministry, teaching, medicine, and general leadership; with the expectation that students would specialize in postgraduate work elsewhere" ("Fifth Annual," 1917, p. 5). Seemingly, this statement would suggest that ACNY's expectations for students in its member colleges were in-line with those of the Southern Association's. There was no indication, however, that the colleges were forced to

provide evidence to the Association of their students who attended graduate or professional school.

SACS's Standard Number 18

**Professional and Technical Departments.** When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available. (SACS Proceedings, 1921, p. 48)

Although the Association did begin to admit colleges solely on their inclusion on the American Medical Association's approved list of black colleges after 1929, there was no record of its having ever developed requirements like those specified in the Southern Association's standard above. There were perhaps two possible reasons for ACNY having never considered the approval of an institution's professional and technical programs a condition for membership. First, there were few agencies which would even consider rating black colleges' professional and technical departments; and secondly, there were not enough of these type programs in ACNY's member colleges to necessitate such a requirement.

SACS's Standard Number 19

**Inspection.** No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time. (SACS Proceedings, 1921, p. 48)

After 1919, when ACNY received money from the General Education Board, it began the process of institutional inspections as a part of its membership requirements. The organization's infrastructure and finances, however, were not sufficient to warrant the continued support of this function after 1924. Thus colleges were required to bear the costs of their own investigations (ACNY Minutes, 1925). When the Southern Association began rating black these institutions in 1930, this process was eliminated.

SACS's Standard Number 20

**Filing of Blank.** No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution. (SACS Proceedings, 1921 p. 48)

Although ACNY's member colleges were also required to fill-out information blanks, that process occurred only once, at the time of their initial application. In addition, the only way that a college could be dropped from ACNY's membership roll was for a two-year arrearage in the payment of its annual dues (ACNY Minutes, 1932).

Given that the Association did not possess the infrastructure or the finances necessary to run an operation parallel to that of the Southern Association's, it would most likely have been difficult for it to institute a

reapplication process like the one described in the standard shown above.

## V. SUMMARY

In order to corroborate what the literature suggested were the Association's efforts to develop its member institutions in harmony with those of the Southern Association's, SACS's by-laws and standards based on the ACNY's activities between 1914 and 1934 were analyzed in the chapter. There were only three areas in which ACNY's membership requirements or institutional recommendations were clearly analogous to the Southern Association's standards for membership. They were as follows:

1. College admissions requirements;
2. Graduation requirements;
3. Number of an institution's degree offerings; and
4. General mission of a college.

ACNY also attempted to address other areas specified by SACS under its institutional requirements for membership. In most cases, ACNY's expectations for its member colleges were well below those of the Southern Association's. These areas included:

1. Number of a college's departments;
2. Faculty training;
3. Teacher/student ratios;
4. Library and laboratory facilities;

5. Extracurricular activities; and
6. Institutional inspections for membership.

Conversely, it was concluded that ACNY did not develop what the researcher considered as well defined membership requirements or institutional recommendation like those of the Southern Association's with regard to:

1. The establishment of a minimum dollar amount for an institution's faculty salaries, operating budget, or endowment capital;
2. The condition of a college's physical plant;
3. The distinct separation of an institution's college department from its secondary department;
4. The creation of an environment which supported academic freedom; or
5. The continuous filing of a college's information blank as a requirement for membership.

In summation it appeared, given inferences extracted from the literature as well as explanations offered in various accounts of the Association's meetings, that where SACS's membership requirements were not imitated, at least to some extent, it was due to the financial hardships imposed on ACNY's members colleges as a result of the constricting segregative framework in which they endeavored to operate during the period under study.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

## I. SUMMARY

In December of 1934, the Association of Colleges for Negro Youth reorganized and became a larger and more powerful body through the inclusion of all colleges and secondary schools approved by the Southern Association. What several authors asserted as its demise, was actually its reconfiguration--an event necessitated, in part, by SACS's threatened discontinuance of the approval process for black colleges. The twenty-two years during which ACNY endeavored to serve its member colleges were witness to a number of radical historical events, both within and without black America. Assuredly, those events must have been distracting, however, they did not keep ACNY from attempting to provide its constituent colleges with the guidance necessary to bring them into the "academic fold" of the larger educational community based on standards established by the majority. With no realistic alternative other than to accept the requirements of that group, ACNY worked to elevate those in its membership, at least as far as was reasonably possible given their attendant financial problems and the obstacles erected in their paths by the philanthropic forces which sought to control blacks through

the manipulation of their academic programs. Conceivably, it was necessary for the Association to operate cautiously so as not to offend these ominous forces by openly asserting, through the distribution of its early proceedings, that black colleges should or could function as their white counterparts.

Not to be deterred from its primary mission which was to promote the develop of those under its auspices, ACNY attempted to provide, through its membership requirements, some semblance of recognition for colleges that were able to comply with the standards it came to embrace over time. As a result, these institutions were afforded an alliance with an organization that was characterized by many firsts, as well as one that was considered a significant body by others in the educational arena.

Perhaps the Association's most notable achievement was not its development of the first recognized admissions' requirements and student transfer policy for black colleges; not its direct response to T. J. Jones, the director of the 1916 report; not its work to secure the second national survey of black institutions of higher education; not its efforts to develop its member colleges in harmony with those of the Southern Association; not its attempts to rate secondary schools, not its intervention in the matter of the problems connected with the American Medical Association's approval procedure for black colleges; not its work to

attain SACS's recognition for black institutions located in that body's territory; but its ability to act when the "windows of opportunity" were available, in a system where such occurrences were rare. Because of this tenacity, ACNY initiated the process which brought black institutions into the mainstream of American higher education.

### III. CONCLUSIONS

Despite operating as a "loose" organization, for some twenty-two years, the Association served as a vital link in the standardization of black private liberal arts colleges in the South. Based on the investigation ACNY's work to standardized black colleges appeared to have been the first organized effort that led to what Lemelle and Lemelle (1969) suggested as these institutions' general failure to achieve their original mission which was to provide for the social development of blacks in America.

Presumably, most of ACNY's failures may be attributed to the lack of finances and vast diversity between the operating budgets of its member colleges, as well as the influence of the various philanthropic groups which came to support them after 1920. In addition, the general chaotic state of the historical period and the constricting segregative framework in which it endeavored to operate, were perhaps also factors in the organization's shortcomings.

Acknowledged in both the U. S. Bureau of Education's 1916 and 1928 investigations as a major force in the standardization of black colleges and universities, ACNY was seemingly well received by many outside of its membership. Substance for this comes from the American Medical Association's willingness to accept ACNY's rating of all black institutions which offered pre-medical coursework.

Conversely, there were other factions in the black education community, like the National Association of Deans and Registrars in Colored Schools, which, because of an existing jealousy between the private and state supported colleges, did not find ACNY's work quite so commendable.

The most influential shapers of the Association's activities and development, aside from its founder George E. Haynes, were D. O. W. Holmes and Thomas E. Jones. Both men served as that body's presidents from 1929-1932 and 1932-1934, respectively. Holmes, a dean at Howard University located in the District of Columbia, given his position outside the black southern college network, appeared to have offered the objective leadership necessary to steer the course for the Southern Association's recognition of those aforementioned institutions. Jones's work, on the other hand, gave every indication of having supplied the energetic proactive guidance needed to reorganize ACNY in the face of SACS's threatened discontinuance of the rating function for black colleges in

its territory.

Overall, the Association's delegates must have realized the importance of standardization if their institutions were to be afforded the equal status of white colleges recognized by one of America's regional accrediting bodies. In doing so, they accepted the concept of a standard college defined by those various groups. With the largest number of its constituents located in the South, that acceptance was perhaps actualized in an effort to develop membership requirements in-line with those of the Southern Association's, at least as far as was "reasonably" possible.

In light of the foregoing discussion, the following conclusions were drawn:

1. That ACNY did attempt to standardize black institutions of higher education, particularly those private institutions located in the South.

2. That where the Association failed to develop analogous membership requirements to those of the Southern Association's, it was most probably due to the extraordinary financial hardships imposed on many of its member colleges as result of the social milieu in which they endeavored to operate.

3. That ACNY apparently assessed its member colleges' weaknesses, and adjusted its institutional membership requirements so as not to exclude those found worthy of an affiliation.

## IV. IMPLICATIONS FOR FURTHER STUDY

The researcher's goal was to provide a history of ACNY's origin, development, and activities between 1913-1934. Based on the investigation, the following recommendations are offered for further study:

1. To clarify erroneous information in the literature concerning the reorganization of ACNY in 1934 to the Association of Colleges and Secondary Schools for Negroes, a comprehensive account which traverses the historical development of both organizations needs to be done.

2. To complete the history surrounding the Southern Association's approval process for black colleges from 1930-1957, when it began to fully accredit these institutions, an investigation into that body's actual methods for rating these colleges is in order.

3. A study also needs to be conducted to determine if there is a relationship between attempts to develop black institutions using majority models and their current problems.

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PERSONAL COMMUNICATIONS FROM SPECIAL MANUSCRIPT COLLECTIONS

PERSONAL COMMUNICATIONS  
FROM  
SPECIAL MANUSCRIPT COLLECTIONS

**Fisk University Library, Special Collections  
Nashville, Tennessee**

Thomas Eliza Jones Papers

J. T. Cater to T. E. Jones, April 20, 1928  
L. Bowles to T. E. Jones, May 3, 1928  
M. W. Adams to ACNY member delegates, December 19, 1928  
L. M. Favrot to R. L. Marquis, January 3, 1929  
T. E. Jones to T. H. Jack, November 13, 1929  
T. E. Jones to D. O. W. Holmes, November 23, 1929  
T. H. Jack to T. E. Jones, November 23, 1929  
D. O. W. Holmes to T. H. Jack, November 25, 1929  
D. O. W. Holmes to J. T. Cater, November 25, 1929  
D. O. W. Holmes to T. E. Jones, November 25, 1929  
J. T. Cater to T. E. Holmes, March 26, 1930  
A. D. Wright to T. E. Jones, December 12, 1930  
M. B. Miller to T. E. Jones, December 9, 1931  
T. E. Jones to M. B. Miller, December 13, 1931  
T. E. Jones to D. O. W. Holmes, July 16, 1932  
T. E. Jones to J. K. Giffen, December 28, 1932  
J. K. Giffen to T. E. Jones, January 7, 1933  
T. E. Jones to J. K. Giffen, February 6, 1933  
J. K. Giffen to T. E. Jones, February 11, 1933  
W. J. Clark to T. E. Jones, February 27, 1933  
M. B. Miller to T. E. Jones, March 6, 1933

J. R. E. Lee to T. E. Jones, March 6, 1933  
T. E. Jones to W. J. Clark, March 7, 1933  
M. B. Miller to T. E. Jones, March 7, 1933  
F. McCuistion to T. E. Jones, May 19, 1933  
F. McCuistion to T. E. Jones, May 19, 1933  
D. O. W. Homes to T. E. Jones, October 14, 1933  
J. R. E. Lee to T. E. Jones, November 8, 1933  
T. E. Jones to C. W. Florence, November 16, 1933  
T. E. Jones to S. H. Archer, November 16, 1933  
S. H. Archer to T. E. Jones, November 18, 1933  
C. W. Florence to T. E. Jones, November 21, 1933  
D. O. W. Holmes to E. E. Jones, November 22, 1933  
T. E. Jones to S. W. Archer, November 27, 1933  
S. W. Archer to T. E. Jones, November 29, 1933  
M. B. Miller to T. E. Jones, December 5, 1933  
T. E. Jones to F. McCuistion, January 26, 1934  
F. McCuistion to T. E. Jones, April 9, 1934  
T. E. Jones to F. McCuistion, November 30, 1934

Fayette A. McKenzie Papers

F. A. McKenzie to J. L. Peacock, December 6, 1921  
J. L. Peacock to F. A. McKenzie, December 8, 1921  
F. A. McKenzie to J. L. Peacock, December 12, 1921  
F. A. McKenzie to J. L. Peacock, April 22, 1922

**Savery Library Archives  
Talladega College Talladega, Alabama**

J. T. Cater Papers

J. T. Cater to F. McCuistion, March 14, 1934  
 F. McCuistion to J. T. Cater, March 17, 1934  
 F. McCuistion to J. T. Cater, May 3, 1934  
 F. McCuistion to J. T. Cater, May 14, 1934  
 T. E. Jones to J. T. Cater, October 24, 1934  
 J. T. Cater to T. E. Jones, October 29, 1934  
 T. E. Jones to J. T. Cater, November 27, 1934

**General Education Board Papers  
Rockerfeller Archives  
Tarrytown, New York**

F. A. McKENZIE to the GEB, March 1, 1915  
 B. G. Brawley to W. Buttrick, April 14, 1919  
 W. Buttrick to B. G. Brawley, April 16, 1919  
 B. G. Brawley to W. Buttrick, May 26, 1919  
 W. Buttrick to B. G. Brawley, May 29, 1919  
 J. T. Cater to The General Education Board,  
     April 28, 1920  
 A. Flexner to J. T. Cater, May 8, 1920  
 A. Flexner to J. Davis, May 8, 1920  
 A. Flexner to B. C. Caldwell, May 8, 1920  
 A. Flexner to J. H. Dillard, May 8, 1920  
 J. H. Dillard to A. Flexner, May 10, 1920  
 J. T. Cater to A. Flexner, May 17, 1920  
 F. Flexner to J. T. Cater, May 24, 1920

F. Flexner to GEB, "Memorandum on the Fisk Endowment Campaign, May 25, 1923.

D. O. W. Holmes to The General Education Board,  
October, 22, 1931

W. W. Birerlly to D. O. W. Holmes, October 22, 1931

APPENDICIES

APPENDIX A

CONSTITUTION AND BY-LAWS OF  
THE ASSOCIATION OF COLLEGES FOR NEGRO YOUTH

CONSTITUTION AND BY LAWS OF  
THE ASSOCIATION OF COLLEGES FOR NEGRO YOUTH  
CONSTITUTION

ARTICLE I.  
NAME AND OBJECT

Sec. 1. Name - This Association shall be called the Association of Colleges for Negro Youth.

Sec. 2. Object - The object of this Association shall be to consider the qualification of candidates for admission to colleges, the methods of admission, the character of the preparatory schools, including their order, number, etc., as well as such other subjects as tend to the promotion of interests common to colleges and preparatory schools.

ARTICLE II.  
MEMBERSHIP AND VOTING

Sec. 1. Membership - Any college for Negro Youth in the United States may be received into membership in this Association upon recommendation of the Executive Committee and assent of the Association at a regular meeting.

Sec. 2. Voting - In the transaction of all business of the Association the voting shall be by institutions and each institution represented shall be entitled to one vote.

ARTICLE III.  
OFFICERS

The officers of the Association shall be a President, a Vice President, and a Secretary-Treasurer, together with an Executive Committee consisting of the President (who shall be chairman ex-officio), the Vice President, the Secretary-Treasurer, and two other members. These offices shall be chosen at the annual meeting by ballot, and shall hold office for one year, or until their successors have been elected. A majority vote shall be required for election,. But there shall be more than two changes in the Executive Committee in one year except by death or resignation, in which case the Executive Committee shall have authority to fill such vacancies.

ARTICLE IV.  
DUTIES OF OFFICERS

The duties of these officers shall be such that usually appertain to the several offices. The Secretary-Treasurer shall pay out no money except on written order from the

President. The Executive Committee shall prepare business for the Association, fix the time and place of the annual meeting, call special meetings, nominate colleges for membership in the Association, and act for the Association in its recess; but the acts of this committee shall always be subject to the approval of the Association.

#### ARTICLE V. MEETINGS

There shall be held a regular meeting, annually or otherwise, as may be determined by the Executive Committee. A representation of one-third of the institutions belonging to the Association shall constitute a quorum for all purposes except amending the Constitution, when a majority shall constitute a quorum. An institution may be represented either by delegates or by written proxy.

#### ARTICLE VI. EXPENSES

To defray the expenses of holding the meetings of the Association, conducting the correspondence, printing, etc., the sum of three dollars annually, shall be assessed upon each of the institutions represented in the Association; and any deficiency which may occur shall be provided for by special action of the Association.

#### ARTICLE VII. AFFILIATED ORGANIZATIONS

The Executive Committee shall have power to enter negotiations for affiliation of the Association with other organizations, dealing with the problems of secondary, normal and industrial schools. Agreements of affiliation must receive the assent of the Association.

#### ARTICLE VIII. AMENDMENTS

The Constitution of the Association may be altered and amended at any regular meeting at which a majority of the institutions belonging to the Association is represented according to Article V. by a vote of two-thirds of the institutions voting at the meeting. Any proposed amendment must be submitted to the Executive Committee one month before the meeting at which it is to be considered. The Executive Committee shall submit said proposed amendment to the colleges belonging to the Association before the meeting at which it is to be considered.

## BY--LAWS

## ARTICLE I.

Every college belonging to the Association shall seek to promote the development of preparatory and high schools, in everyway, and to this end shall admit no students except those who have completed a reputable four-year high school course or its equivalent.

## ARTICLE II.

Sec. 1. All colleges which are members of this Association shall require for admission to college for any degree course fifteen units of work.

Sec. 2. "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work." This definition "assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods per week." It further assumes that "two hours of manual training or laboratory work is equivalent to one hour [or period] of classroom work;" the quantity of work to be done in the unit of time shall be substantially that described in the Carnegie valuation outlined in the first annual report of the Carnegie Foundation of the Advancement of Teaching published in 1906.

Sec. 3. Of the total fifteen units, candidates seeking admission to college for any degree course shall offer at least three units of English, one unit of social science (including history) and one unit of natural science.

Sec. 4. Candidates receiving admission to any degree course should have completed two majors of three units each and one minor of two units, and one of the majors should be English.

Sec. 5. Of the total fifteen units, not less than eleven units should consist of English, foreign language, mathematics, social science (including history), or natural science.

## ARTICLE III.

Special students may be admitted to college without the usual form of examination under the following conditions: (1) They must be of mature age (not less than twenty-one years is suggested); (2) they must give proof of adequate

preparation for of the course sought; (3) their names must be separately printed in the catalog.

#### ARTICLE IV.

To be considered a college by this Association, a institution--(1) Must conform to the provisions of the adopted rules on entrance requirements, as stated in Article II. and III. of these BY-LAWS; (2) Must, for an uninterrupted period of five (5) years have offered a four-year course of study for college students, and must have had bona fide students enrolled in each of the four college classes, for the past two (2) years; (3) must have reasonable adequate library and laboratory equipment.

#### ARTICLE V.

The Executive Committee shall make written report to the annual meeting, including an audited financial statement of the Secretary-Treasurer.

APPENDIX B

NAMES, FOUNDING DATES, LOCATIONS, AND CURRENT INFORMATION ON  
INSTITUTIONS WHICH HELD MEMBERSHIP IN THE ASSOCIATION OF  
COLLEGES FOR NEGRO YOUTH, 1913-1934

NAMES, FOUNDING DATES, LOCATIONS, AND CURRENT INFORMATION ON  
INSTITUTIONS WHICH HELD MEMBERSHIP IN THE ASSOCIATION,

1913-1934

1. Atlanta University (1867)  
Atlanta, Georgia  
Merged in 1989 with Clark College, Atlanta, Georgia and  
became Clark-Atlanta University.
2. Benedict College (1881)  
Columbia, Southern Carolina  
Same as above.
3. Bishop College (1881)  
Dallas, Texas  
Closed in 1988
4. Claflin University (1869)  
Orangeburg, South Carolina  
Currently known as Claflin College.
5. Clark College (1869)  
Atlanta, Georgia  
See Atlanta University above.
6. Fisk University (1866)  
Nashville, Tennessee  
Same as above.
7. Hartshorn Memorial College (1884)  
Richmond, Virginia  
Closed circa 1928.
8. Howard University (1867)  
Washington, District of Columbia  
Same as above.
9. Johnson C. Smith University (1867)  
Charlotte, North Carolina  
Same as above.
10. Knoxville College (1875)  
Knoxville, Tennessee  
Same as above.

11. Lane College (1875)  
Jackson, Tennessee  
Same as above.
12. Lincoln University (1866)  
Jefferson City, Missouri  
Same as above.
13. Lincoln University (1854)  
Lincoln University, Pennsylvania  
Same as above.
14. Livingstone College (1879)  
Salisbury, North Carolina  
Same as above.
15. Morehouse College (1867)  
Atlanta, Georgia  
Same as above.
16. Negro Agricultural and Technical College (1891)  
Greensboro, North Carolina  
Currently known as North Carolina Agricultural and  
Technical State University.
17. New Orleans College (1873)  
New Orleans, Louisiana  
Merged in 1930 with Straight College, New Orleans,  
Louisiana and became Dillard University.
18. North Carolina College for Negroes (1909)  
Durham, North Carolina  
Currently known as North Carolina Central University.
19. Paine College (1882)  
Augusta, Georgia  
Same as above.
20. Rust College (1866)  
Holly Springs, Mississippi  
Same as above.
21. Samuel Houston College ((1885)  
Austin, Texas  
Merged in 1952 with Tillotson College, Austin, Texas and  
became Houston-Tillotson College.
22. Shaw University (1865)  
Raleigh, North Carolina  
Same as above.

23. Southern University (1865)  
Baton Rouge, Louisiana  
Currently known as Southern University and Agricultural  
and Mechanical College at Baton Rouge.
24. Spelman College (1881)  
Atlanta, Georgia  
Same as above.
25. State Agricultural and Mechanical College (1896)  
Orangeburg, South Carolina  
Currently known as South Carolina State University.
26. Straight College (1896)  
New Orleans, Louisiana  
See New Orleans College above.
27. Talladega College (1867)  
Talladega, Alabama  
Same as above.
28. Virginia Normal and Collegiate Institute (1882)  
Petersburg, Virginia  
Currently known as Virginia State University.
29. Virginia Union University (1865)  
Richmond, Virginia  
Same as above.
30. West Virginia State College (1891)  
Institute, West Virginia  
Same as above.
31. Wilberforce University (1856)  
Wilberforce, Ohio  
Same as above.
32. Wiley University (1873)  
Marshall, Texas  
Currently known as Wiley College.
33. Xavier College (1925)  
New Orleans, Louisiana  
Currently Known as Xavier University of Louisiana

APPENDIX C

CONSTITUTION AND BY-LAWS OF THE  
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES

CONSTITUTION OF THE ASSOCIATION OF  
COLLEGES AND SECONDARY SCHOOLS  
FOR NEGROES

ARTICLE I

Name and Purpose

Section 1. NAME-The Association shall be called the Association of Colleges and Secondary Schools for Negroes

Section 2. PURPOSE-The purpose of this Association shall be to develop the colleges and secondary schools for Negroes and to maintain helpful relations between them.

ARTICLE II

Membership and Voting

Section 1. MEMBERSHIP-Membership in this Association shall be limited

- (a) To universities, colleges, junior colleges and secondary schools approved by the Southern Association of Colleges and Secondary Schools;
- (b) To individuals representing United States Office of Education, State Departments of Education, and educational Foundations.

Section 2. ELECTION TO MEMBERSHIP shall be only at regular meetings and on recommendation of the Executive Committee.

Section 3. VOTING-In transacting the business of the Association, each institution shall be entitled to one vote through an official delegate present at the time of voting.

ARTICLE III

Officers

The officers of the Association shall be president, two vice-presidents - one from a higher institution, the other from a secondary school - and a secretary-treasurer. These officers shall be chosen at the annual meeting by ballot and shall hold office for one year, or until their successors shall have been elected; except that the president of the Association may not be elected to succeed himself more than one, and he shall become a member of the Executive Committee for the year immediately following the end of his term of

office as president.

In addition, an Executive Committee consisting of the elected officers, the retiring president, and six other members, three from the colleges and three from the secondary schools, shall be elected for three year each, provided that at the first election two - one from the colleges and one from the secondary group - shall be elected for one year, two shall be elected for three years respectively.

In case of death or resignation, the Executive Committee shall have authority to fill vacancies.

#### ARTICLE IV

##### Duties of Officers

The president shall preside at the meetings of the Association and act as chairman of the Executive Committee. The secretary-treasurer shall publish proceedings and keep on deposit and funds of the Association, paying out funds under such rules as may be provided in the by-laws or otherwise by the Association. The Executive Committee shall prepare business for the Association, fix the time and place of annual meetings, recommend the amount of annual dues to the Association, call special meetings, and in general act for the Association, while it is not in session, subject always to revision of the Association.

#### ARTICLE V

There shall be regular annual meetings held as may be determined by the Executive Committee. A representation of twenty-five member institutions shall constitute a quorum for all purposes.

#### ARTICLE VI

An annual fee shall be paid by each member in accordance with the following regulation:

The amount of the annual fee for schools in the southern region shall be the same as the fee paid by similar institutions of the Southern Association; for accredited schools in other regions the fee shall be one-half that of the Southern Association fee. The annual fee for individual members shall be five dollars. Failure to pay dues for any year forfeits membership in this organization.

## ARTICLE VII

The Constitution and By-laws of the Association may be altered or amended at any regular meeting at which a majority of the institutions is represented by a vote by ballot of two-thirds of the institutions voting at the meeting. Any proposed amendment must be submitted to the secretary sixty days before the meeting at which it is to be considered. The secretary shall submit said proposed amendment to colleges and secondary schools belonging to the Association thirty days before the meeting at which it is to be considered.

## BY-LAWS

1. The Association shall maintain a standing Commission on Higher Institutions and a standing Commission on Secondary Schools. The Commission on Higher Institutions shall consist of twelve persons, eight of whom shall represent higher institutions. Four members of the Commission shall be from secondary schools. No institution shall have more than one member on the Commission. All members shall be elected by the Association by nomination of the Executive Committee. The terms of all members shall be for three years or until their successors are elected. The election shall be so ordered that one-third of the members shall be elected each year.

2. The Commission on Secondary Schools shall consist of one secondary school person selected from each state within the southern region and four representatives from higher institutions, elected by the Association on nomination of the Executive Committee. The terms of office shall be for three years or until their successors are elected. The election shall be so ordered that one-third of the members shall be elected each year.

3. The Commission of Higher Institutions and the Commission on Secondary Schools shall elect their own officers, appoint necessary committees and in addition to developing programs for discussion, shall assist in the improvement of educational opportunities and in the stimulation of the growth and cooperation in and between the schools and the communities in which they are located.

4. The Executive Committee may be called to meet at any time by the joint action of the president and the secretary.

5. All bills of the Association shall be paid by the treasurer by check. Each bill must be approved by the party

responsible for it, and no expenditure shall be made except as may be ordered by the Association, or by the Executive Committee.

APPENDIX D

ACNY'S OFFICERS

ACNY'S OFFICERS

1913-1915

President - George R. Hovey, Virginia Union University  
 Vice President - Edwin C. Silsby, Talladega College  
 Secretary-Treasurer - George E. Haynes, Fisk University

1915-1917

President - Edwin C. Silsby, Talladega College  
 Vice President - Ralph W. McGranahan, Knoxville College  
 Secretary-Treasurer - George E. Haynes, Fisk University

1917-1919

President - Myron W. Adams, Atlanta University  
 Vice President - unknown  
 Secretary-Treasurer - George E. Haynes, Fisk University

1919-1921

President - Benjamin G. Brawley, Morehouse College  
 Vice President - Charles H. Maxon, Bishop College  
 Secretary-Treasurer - James T. Cater, Talladega College

1921-1929

President - Joseph L. Peacock, Shaw University  
 Vice President - Gilbert H. Jones, Wilberforce University  
 Secretary-Treasurer - James T. Cater, Talladega College

1929-1930

President - D. O. W. Holmes, Howard University  
 Vice President - Gilbert H. Jones, Wilberforce University  
 Secretary-Treasurer - James T. Cater, Talladega College

1930-1931

President - D. O. W. Holmes, Howard University  
 Vice President - James K. Giffen, Knoxville College  
 Secretary-Treasurer - M. B. Miller, Talladega College

1932-1934

President - Thomas E. Jones, Fisk University  
 Vice President - William S. Nelson, Shaw University  
 Secretary-Treasurer - M. B. Miller, Talladega College

## VITA

Michelle Releford Dalton was born in Atlanta, Georgia on June 27, 1955. She attended elementary school in the Griffin-Spalding County School System and graduated from Griffin High School, Griffin, Georgia in August of 1973. In 1977 she received the degree of Bachelors of Art in English from Albany State College, Albany, Georgia. She then entered Jackson State University, Jackson, Mississippi, as a graduate student studying Instructional Technology and in August, 1978 received a Masters of Education degree in Instructional Technology.

She has worked as the Director of the Learning Resource Center at Livingstone College, Salisbury, North Carolina; and as the Director of the Instructional Services Center, Knoxville, College, Knoxville, Tennessee.

She is presently employed as a graduate assistant, in the Office of Affirmative Action, at the University of Tennessee, Knoxville, Knoxville, Tennessee.