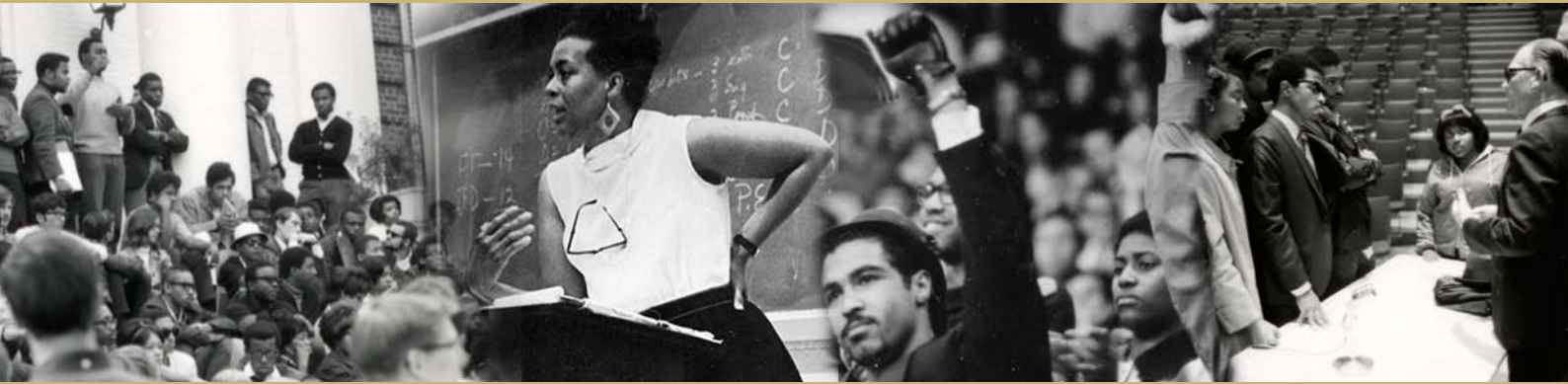




UNIVERSITY OF
MARYLAND



Meeting the Challenge of Diversity 1968–1976

The Intensive Educational Development Program and Change at the University of Maryland



Andrea Hill Levy

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and Change at the University of Maryland

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Photographs

Photographs are courtesy of the University of Maryland Archives, Academic Achievement Programs, and Dr. Alice N. Murray.

Transcripts

Dedication

Dedicated with deep gratitude to the people of the University of Maryland , then and now, whose commitment is the core of this extraordinary community's accomplishments.

Andrea Hill Levy

Foreword

In August 2007, shortly after I had become Provost, Donna Hamilton, Associate Provost and Dean for Undergraduate Studies, came to me to request my support for a new project, the writing of the history of the Intensive Educational Development program. She told me about the work of her Dean's Student Advisory Committee during the previous year, about their presentation to University of Maryland leaders, and about their call for historical information that would include a more thorough account of the history of diversity at the University. I could not resist a project that could be so valuable to us.

It is the greatest pleasure to see the project come to completion. Students provided the impetus for the project. Andrea Levy anchored the research and writing. Staff in the University Libraries gave advice and helped to locate letters, reports, and photographs. Staff in the Office of Undergraduate Studies selected the photographs and took over the copyediting and document design. The people who developed the Intensive Educational Development Program made themselves available for interviews, provided primary documents, and helped identify and write captions for the photographs. These members of our community and still others across campus read and reread, suggested revisions, provided encouragement, and in countless ways helped move the project to conclusion.

This amazingly collaborative effort informs us of key moments in the history of the University. It also informs us of the long road we must navigate together if we are to know great accomplishment. Even as our history rests in the individual and collective acts such as those represented in the pages of *Meeting the Challenge of Diversity, 1968-1976*, so does our future depend on our continuing resolve to commit to great goals and move forward together toward their achievement.

Nariman Farvardin

Senior Vice President for Academic Affairs and Provost

Preface

Every September, I ask each of the Directors of the programs in Undergraduate Studies to appoint a student to serve on my Dean's Student Advisory Committee. In September 2006, the students and I used our first meetings to talk about what it takes to build a great university and how students and alumni contribute. I then asked the students to come up with a topic for our meetings for the rest of the year. At the third meeting, they picked their topic. They wanted to develop a set of recommendations that would lead to providing students with more information about the history and research accomplishments of the University. To that end, they critiqued University web sites, exhibitions, and publications, developed their recommendations, and set a date in mid-April for their PowerPoint presentation. They invited a group of people in University leadership positions to attend.

They began their presentation with this definition of the University as they wanted it to be known to students: "We want the University to be known by its students as a historically significant international public research university with a national purpose and a global impact." Further, they wanted the University to give them the level of detail that makes the University's legacy of accomplishment in these areas real to them. Their focus on knowing more about the University and about what was historically significant was intense. "We want student knowledge of the history of the University to be a Maryland tradition," they insisted. They wanted to know the key moments in the University's history in relationship to state and national issues, the challenges the University had overcome, the historical highlights that marked the University as reaching important new levels in its maturity.

Intertwined with these concerns was their deep interest in diversity at Maryland. They called for two emphases. First, they wanted to know more about how the University had made its way from segregation to the broadly diverse institution they know and love. The University was more diverse than any community in which any of them had previously lived, one richly distinguished by its many racial and ethnic groups and many ideologies. How did it get this way, they asked? And they wrote, "Diversity is one of Maryland's greatest strengths. We want you to tell the story of diversity at Maryland as students know it, embrace it, and live it. And don't forget about our ideological diversity—everywhere present and so important to us. We are an inclusive place. We all fit in."

This history of the Intensive Educational Development program, 1968-1976, was borne out of the intensity of those conversations with students. Following the students' April presentation, I talked with several people about how we might begin to meet the challenges they had posed. One of the people I engaged was Andrea Levy, who had worked on numerous undergraduate program and diversity issues at Maryland. Gradually, over a series of conversations, we defined the criteria that a history project coming out of the Office of Undergraduate Studies would satisfy. The project would be focused on the Intensive Educational Development program because of its historical significance to Maryland's story of diversity and because IED resides within the Academic Achievement Programs in Undergraduate Studies. The project would be anchored in the archival materials held in the University of Maryland Libraries, thereby providing a roadmap for students to continue the research. The project would not only recognize but give voice to

the University of Maryland faculty, staff, and students, several of them still here, who worked for change at the University through the Intensive Educational Development program during the years 1968-1976. Interviews with these members of the community would capture a series of independent accounts, an acknowledgement of the inability of any single narrative to tell fully a story as rich as this one. In recognition of that complexity, those interviews are quoted in the final narrative, but the full transcripts of the interviews are also available on the website, providing yet another resource for student research.

The students in my Dean's Student Advisory Committee who provided the impetus for this project wanted to know the University's history and the history of diversity because they wanted to know their University—who we are as a community, how we got to where we are, and the means by which change has occurred. It was a point of pride to them to know the whole story of the University they cherish. As they sensed, a great institution does not happen by itself. Many individuals make many individual decisions and take many actions that move it from one place to another. Many individuals make good choices and do the right thing over and over. This history of the Intensive Educational Development program explores the critical role that this program and its people played in the integration of the University of Maryland during the late 1960s and early 1970s. It was during that period that an institutional philosophy that values diversity was forged and that many programs supporting that philosophy were established. The University has changed greatly since those years. However, our commitment to diversity has not wavered, and we are as a result a far more diverse community today.

We tell this story to learn who we are and where we have been. We tell the story to fulfill our responsibilities to those who have led the way before us. And we tell the story to help us meet the challenge of today's students who have spoken clearly about the importance of the diverse world to which they belong and which they embrace.

Donna B. Hamilton

Associate Provost and Dean for Undergraduate Studies

February 2010



Introduction

We must get beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world of the glories of our journey.

John Hope Franklin

The period 1968 – 1976 proved to be a watershed for the University of Maryland, during which desegregation and integration became prominent issues. It was a time when many organizations and programs were developed by the College Park campus to respond to the needs of a student demographic that had never been served by the University: students who were categorized as economically disadvantaged, as a racial or ethnic minority, or as “first-generation”—the first in their families to attend college. Some of Maryland’s new students fit into only one of the categories, while others fit into all three. The new presence of these diverse students transformed the University of Maryland in a number of ways that will be explored in the following pages.

Diversity is a word that has come to mean many things over the 40 years since it first applied to the College Park campus. It is fair to say that the University was challenged by diversity in the historic period covered by this document, 1968-1976. The knowledge gathered here is from University documents, records, campus media, and—perhaps most importantly—from the recollections and reflections of people who took part in a transition and transformation in higher education.

The history of one program at the University of Maryland—a program that still exists today—provides insight into the changes brought to higher education by diverse students, faculty and staff. The story of the Intensive Educational Development program explains in many ways how a provincial, conservative state university came to be, in 40 years, a national leader in educating diverse students. Those who tell the story also reflect on how the University of Maryland, an intentionally white school for 100 years, became a major modern university that is known for its gifted and multicultural student body—a university that year after year produces record numbers of Ph.D.s earned by African Americans.

While the University of Maryland changed, other changes came to higher education. Students became the focus of learning communities, learning assistance programs, college transition courses, and other special programs. These developments grew out of programs such as IED, and the history and the interviews included here explain the improvements in services for all students over the past 40 years.

In the 1950s, the University of Maryland had established itself as a major institution—and as one concerned mainly with white students. Despite legal and social trends toward desegregation,



Students walk on McKeldin Mall (July 1969).

leaders at the University of Maryland stood by their support for a segregated system of higher education. The College Park campus focused throughout the decade on serving and maintaining its clientele of white middle and upper-middle class students.

Passage of the Economic Opportunity Act of 1964 and the Higher Education Act of 1965 brought change to the nation, and eventually to College Park. These legislative components of President Lyndon Johnson's "Great Society" established higher education as a pathway to success, one to which all people were entitled regardless of race or socio-economic status. These acts led to the Upward Bound program, which provided college preparation to high school students from under-represented groups. Such programs were linked

to and funded at college campuses in geographic areas where need was great. Located less than 10 miles from Washington, D.C., the University of Maryland was an ideal site for Upward Bound and established the program in 1966 under the auspices of the College of Education.

Upward Bound created a new kind of applicant for the University of Maryland: a first-generation college student who was prepared for college life on a campus that was not necessarily prepared for change. Established in 1966, Upward Bound was ready to transition students to the University for the 1968 school year. Some of the supports of Upward Bound would be needed, it was felt, for the students to thrive in the new environment. And so the Intensive Educational Development program came into being.

In that fall of 1968, there were 484 African Americans in the undergraduate student body of approximately 26,000. These minority students were few in number, only 1.8 percent of the student body. But they were highly diverse in ideology and socio-economic background, and in needs and expectations. There were only 19 Intensive Educational Development students in this population. No other program existed to support African American students or students from first-generation, low and moderate income families.

Four years later, in fall 1972, African American students still accounted for less than 5 percent of the 27,000 undergraduates at the University of Maryland. By many accounts, these thousand students were invisible; they were alienated; they were isolated. But during this time of stress and change, African American students, staff and faculty collaborated to affect the University's mission and programs. Their efforts resulted in the creation of the Black Student Union, the Black Resident Assistant Caucus, the Black Women's Council, the Black Honors Caucus, the Black Peer Counseling Team, the Gospel Choir, the Black Faculty and Staff Association, the Nyumburu Cultural Center, Black Explosion, the Office of Human Relations, and the Office of Multi-Ethnic Student Education, as well as the Department of Afro-American Studies.

Throughout the 1970s, the University's nascent efforts to address the issues and implications of desegregation and integration were catalyzed by federal governmental intervention. Equal opportunity became a matter of law, as well as of educational theory and policy.

This was the environment in which the Intensive Educational Development program did its

remarkable work during the period 1968-1976. The IED program was a pioneering effort that created a learning community based upon a collaborative pedagogy, and that used this paradigm for the educational and psychological development of its students.

The Intensive Educational Development program was also a training ground for countless socially conscious professionals, many of whom assumed leadership roles in higher education administration – particularly at the University of Maryland. The Intensive Educational Development program facilitated the desegregation and integration of the University of Maryland – as much for the challenges that the program presented as for the direction that it provided – and helped to establish a foundation for the diversity on which the University continues to build.

The history recorded in the following chapters addresses the legal and organizational context in which the Intensive Educational Development program – and by reflection, the University of Maryland in which it was created – functioned. Chapter 1 presents a partial history of the IED program derived from both institutional and individual perspectives. Chapter 2 describes the era in which IED was founded, and Chapter 3 details interactions between legal institutions and the University as the two negotiated the fine differences between desegregation and integration as required by law. The fourth chapter contains an oral history of IED, told in the words and voices of the people of IED as they tell the story of their lives as educators of a new calling. Finally, Chapter 5 briefly comments on the heritage of the IED program and highlights some of the ways in which the University of Maryland today bears the imprint of IED and its people, while differing in important ways from the school it was at the inception of the Intensive Educational Development program.



Chapter 1

Creating the Program: Intensive Educational Development (IED)

*Whatever the mind can conceive and believe
can be achieved.*

Napoleon Hill

On May 23, 1968, the University Senate approved the proposal for “a University of Maryland program which would help disadvantaged youth enter and successfully complete college.” That program became the Intensive Educational Development program, an early initiative to expand the educational opportunities for academically talented students who had been inadequately prepared for college. The University’s experiences with the Pre-College Summer Session and the Upward Bound program had allowed the institution to explore the feasibility of academic intervention programs within traditional post-secondary education. In that context, the Senate was able to accept the new program as a limited expansion of the institutional decision to accept the Upward Bound program.

The journey from relative obscurity was fraught with ambiguity, taking IED from Student Affairs to Academic Affairs, from the edge of campus to the edge of the central mall, from “soft money” funding to a more stable position within the University’s budget. Throughout, this ambiguity in large measure determined IED’s identity within the University; what it did and how; its authority as an advocate within the institutional community and its credibility as an institutional representative to external communities. This journey was presaged by work done a few years earlier.

Two programs predated the Intensive Educational Development program, extending traditional institutional concerns into areas of academic preparation and remediation. The first, the Pre-College Summer Session program, focused on undergraduate students who had been admitted to the University on provisional status. The second program, Upward Bound, focused on “disadvantaged” high school students. Both programs addressed deficiencies in pre-college preparation, and created a conceptual bridge to the Intensive Educational Development program.

The Pre-College Summer Session program was created in 1961 under the directorship of Dr. George Marx, who then was an assistant professor in the College of Education (University System of Maryland,



Dr. George Marx, shown here in 1970, started Pre-College summer sessions in the early 1960s. He later helped found Upward Bound and IED.

1960). As part of the University's campaign to raise its admission standards, this new program was designed to boost the probability of success for students who were admitted on a provisional status. According to University policy:

... all entering students who are classified as 'on-trial' will be required to attend a special, pre-college six-week term which runs concurrently with the regular summer session. The primary intent of the special summer session approach is to assist the student who is capable of doing college work to be successful; the purpose is constructive and positive and is aimed at reducing the high percentage of loss among the on-trial students who enroll as regular students (University System of Maryland, 1960).

By 1966 the summer session bridge program for pre-college preparation had been established. What was unique and innovative and timely and progressive was the idea that the Pre-College Summer Session program might be used for the purpose of increasing the pool of students from diverse backgrounds.

The Upward Bound Program

Upward Bound was a new federal program in 1966. It "... emerged out of the Economic Opportunity Act of 1964 in response to the [Lyndon Johnson] administration's War on Poverty" (U.S. Department of Education, 2009). Described by the U. S. Department of Education:

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; high school students from families in which neither parent hold a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education (U.S. Department of Education, 2009).

The University of Maryland was one of the first institutional participants in this national program, largely because of collaborative efforts of the College of Education and the Counseling Center. According to the announcement by Dr. Walter B. Waetjen, Vice President for Administrative Affairs:

The University has accepted a grant from the Office of Economic Opportunity for an 'Upward Bound' project under the direction of Dr. Arthur Adkins, Associate Professor, College of Education. This project is intended to help lift a substantial group of people out of a life of poverty (Waetjen, 1966).

As with its predecessor, the Pre-College Summer Session program, the Upward Bound program at

Maryland was something of an act of faith. According to a 1968 University document, “The students were ‘academic risks’ from the outset in the sense that they showed promise but were not performing at a level commensurate with their promise” (Unknown, 1968). According to Dr. Adkins, who was Upward Bound’s first director, the program would “exemplify the University’s function of service.” He also wrote:

A phrase that is sometimes used for Upward Bound, ‘a war on talent waste,’ indicates to me that an institution which encompasses the entire universe of knowledge and ideas and the widest possible range in its faculty and student body can be immeasurably enriched, thereby making it possible for disadvantaged students to attend...bring[ing] to the University sources of talent which may otherwise be very well overlooked. This is what Upward Bound is all about (Adkins, 1967).



Instructor and students meet for summer session in the early days of Upward Bound (1966).

The University’s decision to participate in the Upward Bound program represented “a turning point for [the University] in the area of higher education as it relates to the ‘disadvantaged’” (Bostic, 1971). The “war on talent waste” was expanded two years later, in 1968, when the Intensive Educational Development program was made possible by transference of funds from the terminated Pre-College Summer Session program. In 1969, both Upward Bound and IED were included among the “Opportunities for Negroes at the University” iterated by University President Wilson H. Elkins:

In connection with our program to help the disadvantaged, extensive work is being done to implement a proposal to enroll thirty (30) full time students under an extension of Upward Bound. The success of this and similar programs must depend greatly upon the wholehearted support of faculty members since it is they who must give extra time and attention to these students. It is significant perhaps that the University of Maryland was one of the Upward Bound pioneers, beginning in 1966 with one hundred (100) students drawn from both Maryland and the District of Columbia. We have just received a grant to continue the program during the coming summer (Elkins, 1968, p. 3).

By 1969, Upward Bound and IED were seen as elements in the University’s effort to integrate “high risk” students, as reported in “A Study in Integration by the Committee on Integration, April 1969” (University System of Maryland, 1969, p. 3). In 1972, it would be reported that the Upward Bound program had grown to approximately 300 students from Maryland and the District of Columbia. In addition, it was reported that the “University’s involvement with the program has extended beyond the mere use of facilities and matching of funds: Faculty and students in the College of Education, Physics, Art and History and the Summer School, Housing and Student Aid Offices have taken active roles in the program” (Office of Academic Affairs, 1972). The Upward Bound program would eventually become “a national model that was used by the Department of Education as a training site for other project directors and new Department of Education staff working with TRIO programs” (Lewis, 2008, p. 6).

In just a few years, a major shift had occurred in how the University defined its work in the public



Upward Bound students and staff gather for a group photo in September 1968, just prior to the establishment of IED (Julia Davidson is seated on the left).

sphere. This shift grew from a perceived need and occurred through the efforts of committed faculty and staff who were able to recognize and respect intellectual potential in its various forms and who were willing to facilitate the development of that potential within the world of higher education. To readers in the 21st Century, such a change might seem logical. But in 1969 it involved a new way of seeing students who had never been considered to be “college material” (Adkins, 1967). The bridge had been established.

Conceptually, the Intensive Educational Development program was the logical extension of the University’s new interest in programs that promoted equal educational opportunity. The University’s early experiences with college-preparation programs had been positive. It was clear that many students in the general undergraduate population needed specialized support and assistance, and that many African American undergraduates needed a “home-base” that would allow them to create a community of their own while providing a bridge to the larger campus community. The proposal for the IED program was a visionary response to these needs.

The IED Program Proposal

Initially, the Intensive Educational Development program was referred to as “the Upward Bound college program.” It was, after all, proposed as a means of continuing the educational progress of students who graduated from Upward Bound. In his 2008 interview, Dr. Marx recalled the early team of proposers:

Stan Pavey, Tom Magoon and I sat down with Julia Davidson. At that particular time it was decided or seen that there continued to be a need for some kind of support system for students to increase the probability of success at the University. And Julia had been in the Upward Bound program – the bridge program.

Stan and I and Tom thought of ways in which we could use the combination of our experience in the Pre-College Summer Session and at the same time provide something for the people who graduated successfully from the bridge program. So IED was not created exclusively for African American students or Upward Bound graduates, but for all students who could take advantage of some special support systems.

And the orientation of IED at the time of its inception was to provide a special kind of office that would concern itself with these students and provide assistance with registration and a support system and so forth...IED was seen as a base, some place that this particular set of students could be seen, [and could see] that somebody on this

campus gave a hoot ‘whether I am here; whether I succeed or not.’ So, it not only had the tangible support in terms of the counseling, registration and so forth, but it had that sense of community where these people could feel more comfortable than they had in the past in this large, large institution (Marx, 2008, p.4).

In November 1967, Dr. Adkins provided this status report:

Professors Tom Magoon, Stan Pavey, George Marx and I are in the final stages of preparing a proposal to the University for further special consideration including financial aid and intensive counseling for those hoping to come to Maryland (Adkins, 1967).

The proposal recommended an extension of the Upward Bound program by admitting a maximum of 30 former Upward Bound students to regular undergraduate status with waivers of the University’s standard admission requirements, and by providing academic, financial and psychological support for a two-year period (Unsigned, Undated).

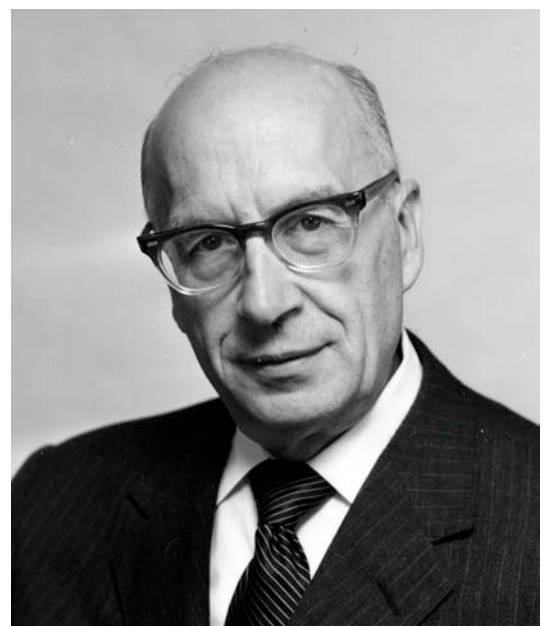
The proponents saw the matter as one of urgency. In March 1968, Dr. Stanley Pavey, who was then an assistant professor of Psychology and a counselor in the Counseling Center, took the lead in advocating endorsement of the program and its goals in a letter to Vice President for Academic Affairs, Dr. R. Lee Hornbake:

Events of the past weeks seem to me (and judging by the letters to The Diamondback, to many other faculty and students, too) to make the adoption of such a program even more important. It is too late for us to be in the vanguard in the matter of doing something for the culturally disadvantaged, but I am afraid that if we do not get started now, we will find ourselves lagging seriously behind. I would like to see us at least take leadership in the State (Pavey, 1968).

It happened in May 1968. The Campus Senate approved the proposal, based upon the careful groundwork that had been done by the program’s proponents and on extensive discussion among the Senators of the materials that accompanied this proposal. The Minutes for the May 23, 1968, Senate meeting include the letter to Dr. Hornbake from Dr. Pavey, which described “a University of Maryland program which would help disadvantaged youth enter and successfully complete college” (University of Maryland Senate, 1968).

Dr. Hornbake had been cautious and deliberate in submitting the proposal to the Senate. Again, according to the Minutes:

[He] thought it especially important that this matter come before the full Senate for consideration so that the total faculty would be apprised of the project and endorse it – if there is to be an endorsement of it. Behind this problem is the fact that if we are to help these students, the atmosphere must be entirely clear, and the faculty must be prepared to give of their time and talent (University of Maryland Senate, 1968)



Dr. R. Lee Hornbake (1970), as Vice President for Academic Affairs, sent the IED proposal to the Campus Senate.

The proposal was approved. The program was initiated with a bridge summer session in July 1968, on an experimental basis. (Davidson. Fisher, and Magoon, 1968). Whether the Administration or the faculty fully appreciated the implications of this undertaking is an open question.

For some, the Intensive Educational Development program was a part of the desegregation process at the University of Maryland. Certainly, the initiation of the program coincided with the publication of a new University policy, as set forth by President Elkins in the 1968 Statement on Equality of Opportunity and Non-Discrimination that read in pertinent part:

The University of Maryland is committed to a policy of equal opportunity for the individual at all levels and throughout the University. The University strongly opposes discrimination against any group or individual because of race, religion, creed or national origin. An abiding respect for the dignity and worth of the individual in a living, learning community is the basic democratic principle underscoring this policy.

Equality of opportunity for the individual is a basic concern of education because intellectual opportunity is a paramount means of insuring and promoting individual attainment. A healthy and open climate is essential to the success of the educational enterprise. This University is striving to provide the highest level of opportunity for all students involved in its educational and extracurricular processes.

The University is a community of human beings with different backgrounds, aspirations, attitudes and prejudices. It is not perfect, but it is constantly striving for social and intellectual improvement ... (University of Maryland Senate, 1968).

For some observers, the IED program was a means of developing and evaluating innovative techniques in education that could be generalized to all students. For still others, the program was a way of expanding and enriching the mission of the University as a public institution of higher education.

Whatever the broader or inherent reality, the Intensive Educational Development program was an effort "by which the University of Maryland makes a genuine commitment to the educational and psychological development of disadvantaged students, most of whom are black" (IED, undated). IED was a result of change; it would become a catalyst for change.

The IED "Experimental" Phase

In its earliest years, the Intensive Educational Development program was a quickly executed initiative that began without the benefits of substantial support based upon broad consensus about its purposes or its value. IED had to build itself, even as it sought to develop its students. IED had to secure its place within the University, even as it sought to function as an agent of the University.

Having been approved in May 1968, IED was implemented in July 1968, with Mrs. Julia Davidson serving as its sole counselor-coordinator. According to a contemporary description,

The 'bridge' summer program was the initiation of the program. Not all students attending the 'bridge' summer planned to attend the University of Maryland, but all students desiring to attend the University in the fall term were required to attend the 'bridge'

summer. The evaluation of students eligible for admission at the end of the summer was made by a committee co-chaired by Mr. Watson Algire, Director of Admissions, and Mr. Alfred Hartwell, Associate Director of Upward Bound. Thirty applications were evaluated on the basis of the students' high school record, aptitude test performance, 'bridge' summer record and personal recommendations; of the 30, 23 of the students were accepted for the fall semester and 19 enrolled (IED, Undated).

The same document provided the following additional demographic information about the new IED students:

There were 14 black students, five white students; 14 male, 5 female (10 black males, 4 white males; 4 black females, 1 white female). Four of the students are Job Corps Graduates, 11 participants in Upward Bound for 2 years, 2 participants in Upward Bound for 1 year, 1 transferred from the Upward Bound program of the University of North Carolina, and 1 new applicant (summer, 1968). Seven students are from Washington, D.C.; seven from Maryland (6 from [Baltimore] and 1 from [Prince George's County]), two from [South] Carolina and one each from [Alabama], North Carolina and Virginia. The Washington students graduated from Cardoza High School, the Baltimore students from Southern High School and [the] Prince Georges student from Central High School (IED, Undated).

The IED program was administratively located in the Office of the Vice President for Student Affairs, Dr. Winston Martin (Vice President and Vice Chancellor of Student Affairs, 1968-1971), and the program's functions were provided by two units within Student Affairs. These units, the Office of Intermediate Registration (OIR) and the Counseling Center, reported to the Associate Dean for Special Student Services, who was Dr. Magoon.

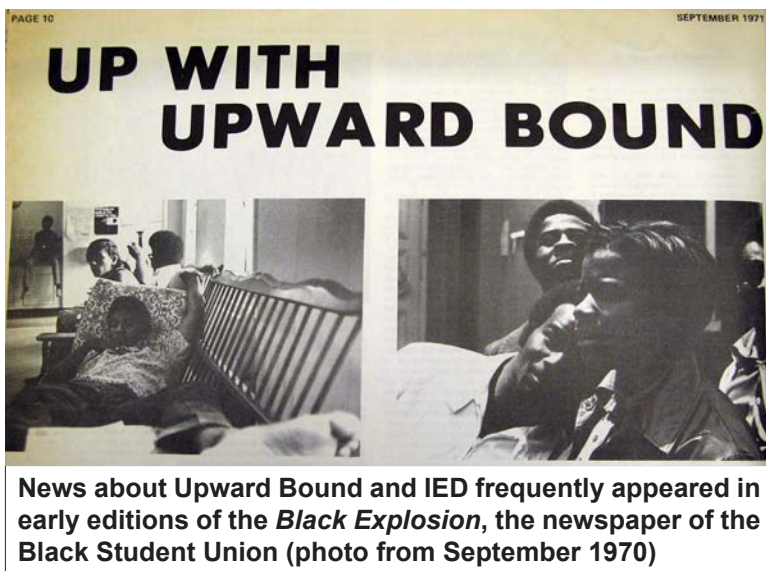
IED's students were enrolled in and received their academic advising from the Office of Intermediate Registration, which was "the 'transition college,' available to students transferring from one college within the University to another. Dr. Guerin Fischer, Director of OIR, and Mr. Giles Bragg, graduate assistant in OIR assigned to former Upward Bound students, [had] the responsibility for adapting the services of OIR to the students' needs." Any and all counseling functions associated with the IED program were provided by Dr. Davidson in the Counseling Center (IED, Undated).

The new IED program thus functioned in an ad hoc manner in its first few months, developing its structure while operating its programs without much institutional guidance. According to Dr. Marx, Mrs. Davidson's charge was, "Julia, do your thing." He explained,

It was to provide a support system. Provide a center, if you will, a location where students who were African American could feel at home and feel that somebody on this campus cares whether I'm here or not. And she was a master of that. 'Mother Julia': that was her personality (Marx, 2008, p. 13).

Dr. Magoon brought this situation to Dr. Hornbake's attention in November 1968:

As part of the proposal for the admission of Upward Bound students to the University this semester, there was included a recommendation that a steering committee of administrators, faculty and students be appointed to oversee the program. This committee was never formed, and its absence is now being felt in a lack of coordination between the various individuals and agencies concerned with the Upward Bound students, and in the confusion which exists about the future of the program. The fact is that right now, no one individual or group is in charge of the program. This is a situation which



should be remedied at the earliest possible time. Some long-range problems, such as public information, recruitment of new students for the coming year (or even the coming semester) and the funding of the program, require immediate consideration. A program of systematic record keeping and research in connection with the program is also needed to determine its effectiveness, and clarification of the policy of dismissal and retention is imperative (Magoon, 1968).

The steering committee was established by reauthorization of the committee that President Elkins had previously appointed to administer and supervise special programs, including the Upward Bound program. This new steering committee for the new Intensive Educational Development program was charged with reviewing policies and procedures and making recommendations for programmatic change and development. The committee members were: Dr. Paul Poffenberger (Associate Dean, College of Agriculture), Dr. Palmer Hopkins (Office of Student Aid), Dr. Donald Giffin (Director of Admissions and Registration), Dr. Laurence Taylor (Assistant to the Director, Intermediate Registration), Dr. Arthur Adkins (Associate Professor, Education and former Director of Upward Bound), Dr. Presley A. Wedding (Associate Professor of Civil Engineering and Chairman, Senate Admissions Committee), Dr. Julia Davidson (Coordinator, IED), Mr. Robert Williamson (IED student), Mr. Thomas Tucker (IED student) and Mr. Gareth Murray (Senior student and IED staff member). The IED student members were representatives of the IED Student Board that was comprised of 15 second-year students (IED, Undated).

With the assimilation of the steering committee into the the Intensive Educational Development program, the question was how to ensure the continuance of IED beyond the two-year pilot term for which it had been approved. The steering committee prepared a draft plan for "the proposed Intensive Educational Development program," and submitted it to President Elkins in December 1969. According to Dr. Poffenberger's cover letter,

This draft incorporates those recommendations made by Dr. Hornbake last summer as well as those items suggested in your letter of July 11, 1969 and subsequently discussed in your office. The Committee is of the opinion that provisions of the sections devoted to Admission and Retention are consistent with University policy (Poffenberger, 1969).

The referenced document proposed the institutionalization of the program that only 19 months previously had been approved on an experimental basis. If continued, the "Upward Bound college program" would assume a muscular reality that would both require and represent a substantive commitment to its purposes on the part of the University. The proposal included a cautionary note:

The time has passed when extensive citation is needed to justify such a commitment on the part of this or any university. The thoughtful posture of this University is rather one of moving beyond rhetoric to action planning (IED, Undated).

As 1969 came to a close, Dr. Magoon expressed his vision of the Intensive Educational Development



Dr. Thomas Magoon (July 1970) saw IED as a way for the University to serve all students.

program as a part of the University's larger commitment to disadvantaged students. He wrote:

While a modest investment has been made and is now operative through the Intensive Educational Development program (IED), such a program needs continuous support of the administration and departments. While the program as it now exists may be viewed as 'experimental,' I believe that the institution's commitment to such students should not be viewed as 'experimental.' Put another way, experience will suggest alternative ways of helping such students' we should be committed to continuous programming of perhaps varying kinds (Magoon, 1969).

Dr. Magoon wrote that "experience will suggest alternative ways of helping ... students." In doing so, he fostered the collaborative creation of programs in service of the students' needs. Dr. Magoon and his like-minded colleagues were guided by a concern for the "whole student" and "the student's total development as a mature person." Dr. Magoon, Dr. Marx and Dr. Davidson – their affinity, their ability to collaborate with one another and with other colleagues, and their propensity for nurturing and capitalizing on the potential of their graduate students – gave shape and substance to the maturation of the Intensive Educational Development program.

The IED Learning Community

The purpose of the Intensive Educational Development program, according to its annual reports, was "to utilize the services of the University of Maryland, College Park Campus, to ensure a fair opportunity for learning and to develop new services which will guarantee that each student develops to the fullest extent possible his intellectual, personal, social and economic potential" (IED, 1971). By the end of its experimental phase, a vision for IED had begun to take shape. The programmatic structure took the form of a community of learners, using a collaborative pedagogy. IED evolved on a foundation that was prepared carefully and intentionally.

Mr. Q. T. Jackson was supervisor of tutoring in IED from 1970 to 1972 and associate director of the academic unit from 1972-1976. He described the early days of IED:

The program really grew rapidly within those first years. Between '70 and '71, Julia had a team of consultants come in and had the program, and everybody in the program, come. Basically, it was a retreat, a staff development retreat and staff development program. We met as an entire group and we met by units and we processed what it was we were doing; how we were doing it; why we were doing it; what were the expected outcomes of what we were doing; what could we do to improve what we were doing. A whole process. A lot of things came out of that and new structures came out of that; new relationships and organization came out of that (Jackson, 2008, p. 5).

The program thus morphed into something that went well beyond remediation of under-preparation to something that emphasized development. The Upward Bound college program had become the



IED students received tutoring, counseling, and academic advising (photo circa 1970).

Intensive Educational Development program, organized around what Dr. Davidson characterized as “fundamental assumptions” about education and learning.

According to its Annual Report for 1970-71, the IED program was organized based on the idea that a whole person has needs in four areas: (1) Environmental, (2) Psychological, (3) Intellectual, and (4) Spiritual. Each part of the program corresponded to a specific dimension of need and thus served the student as a coherent totality. The IED administration unit provided for environmental needs; the program’s counseling component served psychological needs; the academic and tutoring components fulfilled intellectual needs; and the community development activities in IED provided a spiritual dimension (IED, Undated).

This was a new approach with a different kind of student population. The Intensive Educational Development program was working at the edge of innovation, adapting a learning community paradigm to the needs of students who required developmental education assistance. The concept of learning community would become a part of an undergraduate educational reform movement that began to take hold nationally in the mid-1980s.

Based on the premise that students with certain profiles had the potential and motivation to graduate from the University if they were provided with certain reinforcement and support, IED was structured as a comprehensive support system. The primary components of the system were the six-week Summer Transitional Program and the freshman “developmental” year. During the summer program, students enrolled in three credit-bearing courses: “Survival Techniques,” “Developmental Heuristics,” and a lower-division course. Following the completion of the developmental year, students were expected to continue utilizing the counseling and tutorial services on an as-needed basis during their second year at the University.

The community was a dynamic federation of carefully selected members; a cohort-based, interdisciplinary academic process in which the residential “summer bridge” established communal values and expectations. The structured freshman year featured clustered courses. The program was student-centric, institutionalizing the student voice and encouraging student leadership skills in matters relating to student welfare inside and outside the classroom. Featuring intergenerational cooperation, the program facilitated student-faculty contact; encouraged a collaborative and social form of active learning that promoted critical learning skills; and respected diverse talents and ways of learning, while maintaining high expectations for performance.

Mr. Jackson recalled that period:

Julia was good in giving people areas of responsibility and allowing people to go ahead and develop...creative ways to solve particular problems. The interesting thing is that we came up with so many different, exciting and innovative ways of doing what needed to be done to help students make personal changes; [to] make academic changes; [to] make clear their commitment to society at large; and to be successful in a new community here at the University (Jackson, 2008, p. 6).

As director, Mrs. Davidson became Dr. Davidson after earning a doctorate in Education. She was

responsible for “designing, planning, implementing and integrating program services; for providing leadership, supervision, and assessment; for serving as a representative of and spokesperson for the program” (Gluckstern, 1976).

Dr. Jerry Lewis came to the University as the director of Upward Bound in 1972 and is the current head of Academic Achievement Programs, which includes IED. Speaking of the program’s uniqueness, Dr. Lewis explained:

The whole IED model was a learning community model. Classes were clustered; students were put in certain instructors’ courses based on the teaching styles and learning styles and we still do that. The idea is building in learning within the community, the students’ comfort zone. All of those concepts are central and critical to the learning community models that are employed today. The freshman structured year was introduced in IED in 1968 because they needed to monitor the students closely. Now, of course we probably do it a little differently but the basic concept was there. The structured freshman year didn’t come about in the literature until the mid-Eighties under John Gardner out of South Carolina, but we were doing it in the late Sixties (Lewis, 2008, p. 24).

Over time, IED’s mission changed in adaptation to the changing needs of its student populations. As Dr. Lewis said, after 1971 (or thereabout):

IED had begun to relax some of those initial efforts to be all things to all students; the campus began to recruit more black students; and there was a greater number of black students applying and being admitted to the University. The new audience was bigger than IED, and IED didn’t have the charge to serve all of those students anymore (Lewis, 2008, p. 9).

In addition:

In 1974 through 1985, we lobbied Congress to change the language from ‘students from disadvantaged backgrounds’ to ‘students from low-income, first-generation families.’ This language cuts across race, and prevented the program from becoming a race-based program – it couldn’t get pigeonholed. So I think we tend to still represent that group of students on

the campus which traditionally would not be involved and not represented by any other segment of the campus (Lewis, 2008, p. 20).

IED has been able to accommodate these changes because of the principles and practices established in the early years. In Dr. Lewis’s opinion, “I don’t think we nor they – the persons who were there in ’68 – understood clearly how cutting edge they were” (Lewis, 2008, p. 24).



Dr. Jerry Lewis (center) came to campus in 1972 as director of Upward Bound and now directs the Academic Achievement Programs which now includes IED. Also seen here, far right, is Roberta Coates, then an IED staff member (1974).

Organization of the IED Program

Dr. Davidson, operating at the “cutting edge” of student development, assembled a kind of cabinet or council of senior administrators whose responsibility, she said, was to bring staff together to create and deliver services and programs that would increase “the probability that students can learn to cope effectively with higher educational demands” (Lewis, 2008, p. 24).

The administrative unit, headed by Ms. Wilhelma Garner-Brown, was responsible for creating, maintaining and monitoring the environment in which the services were provided and learning took place. According to the 1970 Annual Report, administrative duties included the following: (1) Being an informational resource, an advisor, an ombudsman, a supportive facilitator/mediator, a community affairs consultant and a program specialist; (2) coordination of admissions for incoming IED students; (3) coordination of IED student reinstatements, readmissions and withdrawals from the University; and (4) development of plans and recommendation of procedures and policies which would increase the efficiency of program operations (Gluckstern, 1976).

The personal development unit was responsible for addressing the psychological and sociological dimensions of learning, with official duties spanning personal, development and vocational counseling; academic advisement; and career development.

The Program Director (Counseling)...works with students, both individually and in groups, to help them cope with stress and use available resources for personal growth. This director provides consultation services to University personnel, functions as a liaison with the University Counseling Center, Office of Student Affairs, Health Center, Housing Program, University Academic Advisors, Student Aid (work study) and Placement Services; plans, develops and implements career informational service programs and outlets for educational and employment experiences; designs, develops and supervises all counseling related training programs and activities for students (Adkins, 1967).

Dr. Alice Murray, long-time leader in IED, explained that “it was important for students to know that they could be successful academically and personally and that they needed to have experiences that would demonstrate for them that that was so” (Murray, 2008, p. 11). The fundamental concepts in working with students were straightforward. Administrators were to ensure that students “First of all, [did] not see themselves [as] any less than any other individual in the University.” A second guideline was to recognize the interdependence and mutuality of interest between the family and its student.

Now, that was important because we had to teach families...what was going on in a university or college... And then it also then grounded the student because he could always stay connected with home and home community and be the leader for the process of getting other people in their family and other people in the community to know that they could go to college, too. And so, it was that kind of psychological blend that was important to happen. So, you weren’t disconnected because you were at the University. Yes, and you had some other opportunities that other people in the community did not have but it does not mean that you do not have responsibility for them. So, that was sort of their practicum and always it was a continuation of understanding what their capability is and that they were capable and loving individuals;



IED Interim Director Alice Murray (second from right) with IED staff Benjamin Cowins (later IED Director), Billie Haskins, and Q.T. Jackson (left to right), focused on student development and success (1975).

that it was going to – if they just kept that kind of a focus – that they were going to be okay (Murray, 2008, pp. 11-13).

Mr. Jackson summed up the connection between students and their homes:

The students were held responsible for learning and sharing their knowledge and using the knowledge in the community when they went back home or when they finished school or when they would finish school. They knew they had a commitment to utilize the knowledge that they had for the betterment of society (Jackson, 2008, p. 10).

Dr. Murray said there was an expectation of success that admonished each student, “...expand your mind; push yourself; let yourself go.” She would tell the students, “What is a box? You are not in a box. Press.” And then, “we would just press” (Murray, 2008, p. 12). So Dr. Murray recalled, “That’s how we came up with our motto, whatever the mind can conceive and believe can be achieved – I mean, we said it every day, we practiced it every day and they saw it develop within themselves – and then we allowed them to be creative.... Whatever they felt they needed to expand and expose themselves to, we tried to provide that for them” (Murray, 2008, p. 13).

The academic development unit was responsible for providing the intellectual dimension of learning, including academic support and curriculum development efforts such as the following:

... the coordination and administration of academic support services, tutoring, skills and curriculum development ... liaison services with academic departments, development of new academic courses, and the restructuring of existing courses to meet the needs of program students ... programs and experiences to develop and self-enhance communication skills, self-growth and self-enhancement ... initiates, monitors and plans program activities, models and services for publication; provides liaison services with academic programs within the University; develops and directs staff development programs (Gluckstern, 1976).

This unit was headed by Mr. Maxie Collier, who when he left the University to study medicine was succeeded by Mr. Jackson. Praising his predecessor as a key person in building students’ intellectual skills, Mr. Jackson added: “... [Maxie] created programs. He created an atmosphere for research, an atmosphere for scholarship, an atmosphere for true learning. I have deep affection for him, his family, all the work he did here” (Jackson, 2008, pp. 3-4).

In academic work, as with the counseling unit, the expectation was for individual success that would lead to the collective good. Mr. Jackson listed the intellectual skills emphasized:

Academics...relating to how to study; how to negotiate successfully; [to] integrate the knowledge being presented in classes and how to grow from that; how to develop one’s own love of learning; and...having it connected to a community (Jackson, 2008, p. 10).

The community development unit, under the direction of Mr. Henry Jackson, was the fourth component of IED. The unit was created to develop programs responsive to the cultural lives of students, premised on the conviction that the spiritual dimension is one of the four dimensions of “wholeness” and that community – living responsibly with oneself and others – is essential to that wholeness. The purpose of the community development unit was to provide “... the connective between the lifestyles and life needs of people who use the educational process and who have a shared existence” (IED, 1971). The unit had two parts, one of which was “Community Interact,” that provided a nexus to the African American neighborhoods adjoining the campus. Reportedly,

The Community Interact component has worked to establish viable links with the overall black community in and surrounding College Park campus. The program activities have been designed to initiate communication and inter-relationships within the campus black community; to decrease and effect the volatile and tension-filled atmosphere between the black and white community and to build closer associations and identification with the students’ ‘home’ communities (Baltimore, Washington, College Park) (IED, 1971).

The other part of the Community Unit was the Cultural Center, “with facilities and programs where Black students can establish an identity-base to develop relationships, feel ultimately comfortable and create activities which reflect their cultural characteristics and needs” (IED, 1971).

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Students wait in line to receive soul food after the Awakening program.
Photo by Mike Marshall



IED counselor is emotionally moved after she receives flowers and a tribute from the staff of the Awakening program.

Awakening - Part IV Groove On!

by Alice Scott

If the Awakening makes you groove and grooving is your thing then I'm sure that anyone who attended our last African Awakening definitely grooved. An awakening correctly describes the event, for it put a beautiful finish on a week of "awakenings." We once again were rendered selections by the Joyful Spirits, of Baltimore, the group that turned out the last Awakening. The Oya African dancers and drummers who performed at our Kwanza helped revive our rhythmic vibrations from the motherland. Several of the numbers that we saw in December have since been elaborated and polished.

We had poetry by Debbie Watts that was definitely on time and written in a rare revolutionary spirit. There was a tribute to Dr. Kwame Nkrumah by Parha and Allan during which they briefly outlined his philosophy of Pan-

Sister JoAnn treated us to a small sample of her inspiring Black poetry. Koyo Badiu, director of the Continental African-American Cultural Society, told us the importance of African people everywhere supporting African Liberation Day to be held in Washington, D.C. on May 27. He also introduced a group of African dancers and drummers called the African Contact. In my opinion this was the high point of the whole Awakening. This group's performance was unique because it required audience participation. During one of their instrumental selections the musicians stopped and gave out their instruments to various members of the audience, the same was done during a dance number.

Before the close of the program we had remarks by one of our past BSU presidents, Dan Kitt. Which stirred reminiscences of his charismatic reign. An appropriate finishing touch was when



Students and Faculty members dance with members of the African dance troupe.
Photo by Mike Marshall

Described here in the *Black Explosion* (1972), the “Awakening” programs encouraged an “appreciation of cultural and religious pluralism.”

The scope of the Community Unit’s functions was expansive. Its broad-ranging activities were integral to the outreach functions of the Intensive Educational Development program. At its core, however, it manifested the spiritual dimension of the Intensive Educational Development program’s philosophy, as illustrated by the ‘Awakening’ programs that began in Spring 1972. They were co-sponsored by the Intensive Educational Development program and the University Chapel, and were ‘designed to interrelate cultural values and spiritual concerns;

to help individuals overcome restrictive stereotypes concerning contemporary religion and to encourage an appreciation of cultural and religious pluralism’ (University of Maryland, 1972).

The ambitious agenda for the IED program was possible, in considerable measure, because of the individual and collective efforts of its dedicated staff.

The Staff of the IED Program

Each member of the IED staff brought unique talents and experiences to the students, but they shared the experience of growing up in a time of tumult and change. They were witnesses to and participants in a particular time in history, captured here in Mr. Jackson's words:

What happened was that, in the '60s, all of the issues of segregation, integration, of racism, of the discrimination – both historic, both legal, both social, and in terms of culture and custom – all of those issues came to the fore for the country. And for the world. Here we are now, at the end of that period – and notice Dr. King was assassinated, the President was assassinated, the President's brother was assassinated, Malcolm X was assassinated – a lot of people were very, very important in that whole era, that were lost to the next generation.

I was involved with groups of students who were involved in changing the times. I was observant of the children integrating Little Rock. I can remember seeing it on TV. I was conscious of Brown v. Board of Education, growing up. So, to actually be witnessing history and understanding that history was taking place and then to become an active part of it, was very special (Jackson, 2008, p. 8).

The IED staff members were charged with developing their students' human potential and promoting their students' academic success. Accordingly, the staff's responsibility was to address any and all academic deficiencies of somewhere between 210 students (Davidson, 1971) and 403 students (Commission on Minority Student Education, 1973) and to prepare them to succeed; to "support the direction of change and development within the University and plan to continue to serve as catalysts for equal opportunities in education and employment" (IED, Undated).

The IED staff members were productive, not only as educators but as campus citizens as well. From Dr. Davidson's perspective:

The IED staff – professional, student and secretarial – though inadequate has accomplished many successes during the past year despite many difficulties. The coop-

eration, dedication, support and commitment of each staff member has been a real asset to the program growth and development. The strengths, talents, expertise and skills represented on the staff have complemented and enhanced the total University. Staff members have contributed many hours working on University committees, providing consultation on University issues and problems and responding to emergency crises situations on short notice. The additional burdens ascribed by Black faculty and IED staff members can be minimized by an increase in number. The major



The IED staff, led by Julia Davidson (right) were charged with developing students' human potential. IED counselor Gareth Murray is shown at center with fellow staff member Betty Griffith (1970).

responsibility for change lies with the University and its commitment to the directive issued by Dr. Bishop in establishing the Affirmative Action Program, and the further development of an effective program to provide full and equal access to educational and employment opportunities (IED, 1971).

All of these professionals were committed to providing quality educational and learning experiences to students who – by virtue of their racial and/or socio-economic status – were under-prepared to realize their academic potential. The staff members were all different one from the other, and those differences found their value and their nurturance in the IED organization. As Dr. Gart Westerhout, Professor of Astronomy and chair of the IED Advisory Committee, observed in another context: “Equality does not mean uniformity” (Westerhout, 1973). Dr. Davidson administered the Intensive Educational Development program, making it clear that quality does not require uniformity; she was both accepting and appreciative of the various forms in which value might be found.

Mr. Jackson described Dr. Davidson’s genius in identifying, recruiting and developing talented people who were diverse in their talents, perspectives and temperaments: “We learned from each other, but she was our Balm in Gilead” (Jackson, 2008, p. 2). Dr. Vivian Boyd concurred, saying that Dr. Davidson had “...a quality you can’t buy...the person has lived it and they understand it – you’re not going to train them in that way. She also had the ability to understand differences in people” (Boyd, 2008, p. 11).

The staff that was assembled for the IED program sought and created something that came to be known as the “Family.” In 1970-1971 the Family included coordinators Mrs. Wilhelma Haskins, Mrs. Sue Hawkins, Mrs. Alice Murray, Mr. Walter Thornton and Mr. Maxie Collier. The counselors were Mr. Gareth Murray, Mr. George Thompson and Mrs. Carolyn Suber. Mr. Q.T. Jackson was supervisor of tutoring; Mrs. Beverly Greenfeig was the skills specialist; Mrs. Mae Reggy was the instructional specialist in English I and Miss Shelly Todd was the instructional specialist in college aims. The legal consultant was Mr. B. Franklin Kersey. Mrs. Jeanne Miller and Mrs. Mary F. Adams were secretaries to the program.



Q.T. Jackson, Jr., said of IED Director Dr. Julia Davidson (shown here in 1974) that she was “our Balm in Gilead.”



IED’s Carol McKinnon (1974) was one of the program’s English instructors.

In 1971-72, the unit chiefs were Mr. Maxie Collier, Mrs. Alice Murray and Mr. Gareth Murray. The director of the Nyumburu Community Center was Mr. Henry Jackson. The coordinators were Mrs. Wilhelma Haskins, Mr. Walter Thornton, Miss Ethel Sands, Mr. Otis Williams, Mr. Q.T. Jackson, Miss Shelly Todd, Mr. Charles Jones and Miss Alfreda Harris. The skills specialist was Mrs. Beverly Greenfeig. The counselors were Mrs. Vivian Boyd, Ms. Roberta Coates and Mrs. Carolyn Gambrell. Mrs. Mae Reggy, Miss Carol McKinnon, and Miss Doris Pointer were instructors in English. Miss Jeanne Miller, Mrs. Mary Adams, and Miss Marsha Brown were secretaries to the program.

Each of these staff members was specifically assigned to one of the IED

units, which were not only physically separate but in some instances located in different parts of the campus. Regardless of assignment or location, IED staff were organized to function interdependently in service of the whole student. From the psychological point of view, Dr. Murray saw the IED staff in their various locations in the North Administration Building, Shoemaker Hall and Building CC (in an area of campus known as “The Gulch”) as “confidence stations.” She said, “...in a sense, it was fortuitous for the students that the IED units were dispersed,” explaining,

... so that they could know that if they couldn’t get to the Gulch that they could go to the Counseling Center; if they weren’t near the Counseling Center then they could go to the Administration Building because we were in all those different sites. So it became an easy way for students to say if they were frustrated about something, if something has happened to me that I feel – I think that it’s because I’m black – I’m having this response from my teacher and or having this response from an office, something like that – that I have a place to go.

And then sometimes because they needed to adjust to home life, then they needed to have a – know where people are all over campus – that they could just drop in and say I need to talk for a minute (Murray, 2008, p. 10).

Wherever they were located, the IED staff demonstrated what Mr. Jackson called “a commitment to education that was student-centered. There are different ways of approaching things and each time has its own way, much as we’re talking about this” (Jackson, 2008, p. 8). Further, he explained a central purpose of IED:

So, we were bridging cultures. We were actually helping students to understand their own culture, their own history, their own personalities [and] at the same time, to understand the culture, personalities and systems of others, and how to bridge. So, it was a great work that was being done (Jackson, 2008, p. 11).

The Intensive Educational Development program was “family” and it was a community that was based on shared values and common objectives. All of the members – students, staff and faculty – collaborated in determining the community’s shape, content and meaning. IED was home base.



Napoleon Simon (1974) was both an IED student and a staff member of Nyumburu.

Stabilization of IED: 1970 – 1971

In some ways, the Intensive Educational Development program actualized the IED motto: “Whatever the mind can conceive and believe, can be achieved.” The program had been conceived and believed in; it had begun to achieve. By the beginning of 1970, two student cohorts had been enrolled, taking the program enrollment from 19 to 82 students (14 continued from the pilot program; 16 from the Upward Bound Bridge program; eight transfer students; and 44 freshmen) (University of Maryland, 1970). The steering committee had been appointed, and the external funding process initiated. The prospects for survival and growth of the Intensive Educational Development program depended substantially on organizational, financial and educational acumen. The viability

of the program and its incorporation into the University were by no means certain.

The program was described in the University's grant proposal under the U.S. Office of Education program, "Special Services for Disadvantaged Students in Institutions of Higher Education,"¹ as a small program with a large mission:

This present modest program indicates that the University of Maryland has taken the first steps to provide an opportunity for low-income and culturally-different students to enter the University with compensatory consideration given. Through these additional services we wish to ensure that students in this program are not confronted with delays in services or lack of services which will have the effect of decreasing the probability that students can learn to cope effectively with higher educational demands (IED, Undated).

In the absence of a pre-existing system for recruiting the targeted student population to the University, IED developed its own campaign. Recruitment was a large responsibility and IED relied heavily upon its own initiative and its connections with like-minded colleagues across the Mid-Atlantic region to identify potential students. Dr. Davidson wrote:

There are no other public or private programs serving the same target population within the University at the present time. Recruiting programs are coordinated through Talent Search (Baltimore), and Project Open (Washington). Students are recommended from various agencies in other states, (e.g., The SUNY Cooperative College Center, Syracuse, New York) (IED, Undated).

Despite IED's small size and limited funding, its focus went beyond recruiting students to the University of Maryland and facilitating their admission. Accepting the lessons learned in the pilot years of the program, the IED leadership shaped the ongoing program to promote the students' success in an academically rigorous environment. According to Dr. Davidson:

Admission to the University is a necessary but far from sufficient consideration for ensuring fair opportunity for learning. A continuing commitment to provisions of more intensive advisement, remediation and financial and psychological support is also a necessary condition (IED, Undated).

Differences in culture and differences in educational preparation mattered. Dr. Davidson explained:

For the typical low-income and/or black youth, college entrance (a new and frustrating experience for most students) is further complicated and intensified by the cultural differences, a new and often alien environment and their lack of sufficient money to share in the campus culture. The distinct and unique problems black students bring with them (academic deficiencies, the external and internal scars of discrimination, personal uncertainties and financial need) require intensive personal and innovative approaches for solution (IED, Undated).

¹ This funding program was established pursuant to the Higher Education Amendments of 1968 with the objective of providing assistance to institutions of higher education for the development and maintenance of student personnel service programs that fostered the completion of undergraduate and advanced degrees for disadvantaged students.



Chancellor Charles Bishop (standing right) and Admissions staff visited area high schools to recruit African American students.

IED took place in the context of a vision – or the convergence of visions – for “a multicultural community within the University.” This convergence was described in the Annual Report for 1970-71, where Dr. Davidson praised Chancellor Bishop and described the objectives toward which the IED staff was working.

Dr. Bishop has made a strong commitment to creating a multicultural community within the University and, specifically, to the continued expansion and enhancement of the IED program. Program staff supports the direction of change and development within the University and plan to continue to serve as catalysts for equal opportunities in education and employment (IED, 1971).

The Black Faculty and Staff Association (BFSA) was not so confident of the University’s commitment, which the

BFSA considered essential to the continued growth of IED, an important program that was integral to the University’s desegregation plan. In May 1971, BFSA chairman Gareth Murray wrote to Chancellor Bishop explaining the BFSA’s opposition to the State’s desegregation plan. In his letter Dr. Murray’s was explicit in his characterization of the University’s nominal support for the Intensive Educational Development program:

...the program appears to be useful only to provide compliance with HEW guidelines. The support and cooperation received from colleagues in the Counseling Center, Admissions, Financial Aid, Housing and some academic departments have been the key factors in the development and maintenance of the program to date. At this point, there has been no statement of University policy setting forth directly the institutional commitment to the program. From the inception of the program, it has been anticipated that a formal announcement of the program and a policy statement would be forthcoming (Murray, 1971).

Whatever the circumstances, the program was determined to grow and to progress. It would have to overcome marginalization; the antidote was community activism.

IED, the Network and Other Allies

In the early 1970s, African Americans had a very small presence in the University community, but they formed several affinity groups to promote their visibility and their influence. The membership of these groups frequently overlapped, fostering a commonality of purpose and of cooperative action. IED staff featured prominently among the leaders in what was described in a University report as a “network of black-oriented service programs which exist in impoverished isolation from the mainstream of the University.” Further, the report contained the observation that, “In this isolation there are proclamations of black solidarity and demands for relevance. In addition,

there is a strong desire to become a functional part of the University community while maintaining some self-identity of black students” (University of Maryland, 1973).

Dr. Davidson encouraged her staff to take every opportunity to participate in and influence institutional decision-making, thereby serving simultaneously the best interests of the program and the institution. Staff members were

... expected to serve on one or two committees within the University. Their participation and involvement in policy-making groups serves to increase our exposure, to effect the growth and development of the program, enhance individual knowledge and growth and serve as a catalytic force to create change in the administrative procedures, curriculum planning and other areas which affect students (University of Maryland, 1972).

For Dr. Murray, it was just a matter of common sense: “Development of community is very, very important. You just can’t stay isolated. First of all, you don’t learn very much in an isolated community. You begin to duplicate nonsense sometimes. So in order to broaden your opportunities and horizons you have to develop community” (Murray, 2008, p. 25).

Accordingly, Dr. Davidson became actively involved in the Black Student Union (BSU). In a published essay, “Prying the Door Farther Open,” former BSU president, Dr. Hayward “Woody” Farrar described Dr. Julia Davidson as the “virtual spiritual mother to all of the black students at the University of Maryland, whether they were members of her program or not” Dr. Farrar also recalled graduate student Glenwood Brooks, who “provided the wisdom and maturity so needed by the leadership of the BSU, who were, after all, just eighteen, nineteen, twenty and twenty-one years old” (Farrar, 2008, p. 148).

The BSU was recognized as a full partner in promoting the welfare of the African American community within the University campus. According to Dr. Davidson, who served as faculty advisor to the BSU:

In addition to the majority of IED students actively participating as members and in some official positions in BSU, the Coordinator [director] of IED is Faculty Advisor to BSU. The BSU membership is utilized for filling staff positions, both paid and volunteer, for recruiting new students and staff and for support through suggestions and participation in program activities. All proposals, recommendations, etc., are routed through the BSU Steering Committee for comment and approval (IED, Undated).

Dr. Davidson also served as the founding secretary-coordinator of the Black Faculty and Staff Association, initially known as the BFS. According to Dr. Davidson, the BFS was created “to exist as a central bureau of Black concerns in the University of Maryland community, created to provide equitable representation and a source to channel grievances and concerns to the proper source (Davidson, 1970). The BFS became an advocacy body that also provided advice and counsel in certain areas of the University’s policymaking. Dr. Davidson wrote:

The major concern of the group is to solicit a total commitment from the University to initiate fundamental changes within the system to provide equal educational opportunities to all members of the community and to significantly increase services to Black people. To effect these necessary changes, which will ensure academic, psychological, social and economic growth of Black people, are the paramount goals of this group (Davidson, 1970).

This network served not only the purposes of survival but also leveraging the expertise of individual units and enhancing their effectiveness for the collective good. They demonstrated what the IED leadership knew: For those who are not in the mainstream, friends are particularly important. According to Mr. Jackson:

This was the core, but there were groups of people right around the core that made it possible. It wasn't just the staff, but the staff collaborated with all of those ... All of those who were willing or interested in working in this kind of activity ... So, we had people who were in the administration, in the departments, who were willing to work with us and anyone who was willing to work with us we worked them ... there was a lot of hostility on campus, to black students on campus. A lot of students experienced hostility. There were people who were hospitable. We worked with those who were hospitable. We worked with those who wanted to support us (Jackson, 2008, p. 16).

On many days, unsung heroes for IED included the Housekeeping and Dining Services staffs. Former IED staff member Ms. Roberta Coates, who now is assistant to the President of the University, recalled:

People I remember the most were the housekeepers. They were wonderful to me. They would come by and ask me if I was hungry. They would share with me information about certain people that they thought would have been detrimental to me, and they would caution me about those people. And they would – when they thought they could – they would hug. It was interesting. They didn't think they could hug you at certain times. And so, I really remember the housekeepers (Coates, 2008, p. 7).



Some members of Dining Services became an informal support system for black students (1972).

Mr. Jackson explained: "They supported the concept of the program. They felt they could understand what was being done and they became a part of it" (Jackson, 2008, p. 17).

Dr. Lewis agreed, but he said he saw the support of the campus workers in a broader context. He sensed that change was developing at the grassroots level where the housekeeping staff members were becoming agents of that change.

The housekeepers became the advisors and mentors of students living in the dormitories. I remember that very clearly. Many of the students who came to campus, their contact was with one of the housekeepers who invited them to lunch -- dinner on Sunday at their house in Lakeland community. ... IED was the primary operational component, but the community took leadership and ownership of the campus student population (Lewis, 2008, p. 10).

IED's existence at the periphery of institutional consciousness was mitigated somewhat by the reinforcement of its colleagues and allies in the network. The challenge in the 1970s was to establish the legitimacy and merit of the Intensive Educational Development program, and to bring it into the institutional mainstream.

IED: Outside the Mainstream and Isolated

The Intensive Educational Development program was new and relatively small. It had an unconventional mandate that made categorization difficult. In order to understand IED, the University had to alter the lense through which it perceived the meaning and implications of minority education generally and the IED program specifically. Without this understanding, the University had no rational basis for institutionalizing the IED program, or for allocating resources for IED's ongoing operations. Without this understanding, the IED program had all the indicia of a passing fancy, which is to say that the University was unable to articulate its expectations of and commitment to IED in any tangible way, placing IED in limbo.

IED's early years were overshadowed by institutional indecision regarding the following questions: What is the mission of this program relative to that of the University; what organizational division would appropriately serve as this program's administrative home and promote the program's effectiveness; what financial resources, physical facilities and personnel development are necessary to enable the program's accomplishment of its stated goals; what other support might enhance the effective collaboration of this program with other programs that have related missions? In the absence of definitive responses to these questions, IED remained peripheral and isolated.

Not always high on the University's agenda, IED represented approximately 25 percent of the minority student body. Minority students overall constituted less than five percent (1,321 students) of the approximately 27,000 undergraduate students in 1972 (Brooks & Sedlacek, 1973; University of Maryland, 1974). As noted in a report of the Chancellor's Commission on Minority Student Education that reviewed all of the University's minority education programs, IED functioned "in a vacuum."

I.E.D. may be faced with the greatest educational challenge of any unit on campus in that it caters to students with the most marginal academic and financial resources, and yet it is very isolated from needed resources on campus. I.E.D., like the EORP Program [Equal Opportunity Recruitment Program], has a heavy ideological bent which seems to relate to the need of blacks to work out some sense of self-identity as they try to succeed in predominantly white institutions. This characteristic seems in part to be a reaction to feeling isolated from the University at large. If it is to be meaningfully tested whether 'high risk' students, in terms of traditional criteria, can advance through the University of Maryland, the University must make available to I.E.D. the best of all of its programmatic and educational program evaluation resources. This embracing of the I.E.D. Program without stifling its unique character must be endorsed explicitly by the Chancellor. That is, units on campus which have functions related to I.E.D. programs must be strongly encouraged to give assistance (Commission on Minority Student Education, 1973).

The Commission, taking its charge seriously, had carefully prepared its report and with regard to IED had forecast a problem: "In sum, if the University does not give I.E.D. the kinds of support already indicated, it runs the high risk of being accused of establishing a program for failure ..." (Commission on Minority Student Education, 1973).

Perhaps the real value of the Commission's report was the fact that its findings helped to crystalize the need for University administrators to reach consensus on the University's policies and practices on minority education. Dr. Robert Schoenberg, Dean of Undergraduate Studies and a member of the Commission, identified the crux of the matter as "... the basic conflicting attitudes that create the problem in which we find ourselves: is higher education a special opportunity or a right for Blacks



Dean of Undergraduate Studies Robert Schoenberg (1973) believed that the University should articulate a “clear philosophy” on the education of minority students.

who have been denied so much by American society?” He went on to explain:

It is obvious what the expectations of the Blacks are, but I would hasten to add that the University is as responsible for the creation of those expectations as are the Blacks themselves. Words of promise which we have spoken in all sincerity in the past are interpreted as containing more than we really meant or could conceivably deliver on. In the face of challenges to our honesty and credibility we have reacted by insisting on our original sincerity and have privately registered feelings of indignation that our efforts have gone unrecognized. The problem is that what we mean and what the minority population understands are two different things and for a variety of reasons we have not made clear the reality that we see. Whether Blacks would accept our perceptions of reality is another question, but we have never been sufficiently explicit to find out. That is what is meant by the lack of a clear philosophy or a clearly articulated plan (Schoenberg, 1973).

The University was struggling to determine its responsibility for minority student education within its institutional mission for student education. It was struggling to find IED’s “place” within the organizational and physical structures of the University. One can imagine that some of the University’s administrators thought that they were responding to the Intensive Educational Development program’s needs as well as might be expected under the circumstances. But, as Dr. Schoenberg observed, “... the University faculty and administration are dealing basically with the problem of attitudes based on perceptions that we do not fully understand” (Schoenberg, 1973). In a true multi-cultural environment, open and honest communication based upon mutual respect and trust is critically important. The University of Maryland had a long way to go.

IED and Multiculturalism

In the absence of straightforward communication or unambiguous action, meaning is derived from appearances. In its early years, IED had at least three apparent reasons to believe that it was not being taken seriously: (a) It was located on the edge of campus in the Gulch; (b) it was unable to provide development opportunities for its professional staff; and (c) it was administered at a level significantly removed from University decision-making. These concerns were not frivolous, inasmuch as they related to IED’s efficacy, but these concerns also related to the credibility of IED’s status and stature.

It was important that IED be located at a central location on the University campus, not only to facilitate student access to key services, but as well to symbolize IED’s legitimacy as an important University endeavor. The various IED units initially had offices in the North Administration Building (what is now the Mitchell Building) and Shoemaker Hall but eventually was assigned to a space in the Gulch. Housing the IED program became problematic and controversial. When asked why this

was so, Dr. Murray said, “The facility was just a poor, cold facility. It did not appear to have any permanence in it at all. It was a temporary building and we appeared to be temporary as a program” (Murray, 2008, p. 20).

One can imagine that some University administrators thought that they were doing a good thing, that they had found a feasible solution to at least one of IED’s immediate problems, when they offered Building CC to the Intensive Educational Development program. Adequate space was at a premium on campus, yet IED was being offered its own building. It’s true that the building was an old Army barracks and small and in serious disrepair. It’s true that the building was located in the Gulch – so-called because it was in a ravine at the bottom of a hill on the south side of the campus. It’s true that this location would place major parts of the IED program well beyond the easy access of its students. But the Intensive Educational Development program would be the sole occupant of its building, which sat alongside neighboring Education and Dance units that also had been assigned to buildings in the Gulch.

Billie Haskins (Garner-Brown) said the location was an insult.

Oh. I didn’t go over there unless I had to go over there. I was so mad about that place. I was ticked off that they got us all revved up that they were going to give us a building – that’s how it came down. ‘You’re going to have your own building.’

When I saw it – I wouldn’t have taken it. I told Julia, ‘I wouldn’t take it. I would tell them ‘I’m going to stay cramped right up in your face – right up here in North Administration. I’m not moving (Garner-Brown, 2008, p. 14).

The program remained in the Gulch even after the staff’s 1974 petition to the director of the Office of Minority Student Education, Dr. Andrew Goodrich, citing “construction, location and furnishing” as the factors that made the “CC Building” unsuitable – and increasingly intolerable.

The program remained in the Gulch despite the staff’s requests for assistance from Governor Mandel, President Elkins, Dr. Kaplan and the Board of Regents:

We will not continue working under such conditions and all efforts to change our location have been ignored, with the exception of sympathetic expression from Dr. Andrew Goodrich, Director of OMSE, and Ms. Yolanda Ford, of the Human Relations Office. We appreciate sympathy, but it does not alter the ridiculous situation we have been in for too long (IED, 1974).



IED’s home for much of the 1970’s was in an old Army barracks (in an area that is now South Campus Commons). The “Gulch,” as it was called, is seen here in a photo from a *Black Explosion* article about vandalism to the building (1972).

According to a letter to President Elkins, “...the entire Department of Dance and parts of several other academic departments share similar inadequate facilities and this is similarly embarrassing to us” (IED, 1974). Meanwhile, the University sought to determine its position on the consolidation of the Intensive Educational Development program, the Upward Bound program and the Nyumburu

No changes occurred in the building assigned to IED, despite the request of Regent Edward V. Hurley "...that you proceed immediately to implement whatever administrative action that is necessary and appropriate that will make it possible for the mentioned programs to be relocated in adequate facilities prior to the coming fall semester (1975)." Mr. Hurley wrote:

During my visits and in reading recent issues of THE DIAMONDBACK, I have become aware of the Intensive Educational Development program's building problem on the College Park campus ... my concern is that the continued utilization of those deteriorating facilities by the Intensive Educational Development program and Nyumburu is creating a rather embarrassing situation for the University. It also places me, as a University Regent, in an indefensible position as to why minority programs, of all programs, are housed in that particular facility, which in my estimation is as bad as any housing which exists in the ghettos of our cities.

To the general public, the building problem may very well be interpreted as a lack of commitment to minority programs. Certainly that is not the case, but the Intensive Educational Development program/Nyumburu building problem does lend itself to multi-interpretations, most of which are negative, primarily because of the given circumstances of minorities being involved.

Specifically, we cannot continue to tolerate or ignore the identified building problems – the leaky roof, poor heating in the winter, faulty air conditioning in the summer – which have apparently been neglected for years. Additionally, the fact that black students and other minority students are program-wise assigned to use the CC building, as opposed to more appropriate campus facilities, is disgraceful to say the least (Hurley, 1975).

The new director of the Intensive Educational Development program, Dr. Benjamin Cowins, said he was "...simply appalled to say the least, to discover the existence of an identifiable IED condition that has, from all indications and factual reports, served as a negative factor ..." (Cowins, 1975). The Chancellor's Commission on Minority Education "urged that in identifying the above itemized office and program spaces, attention should be given to the selection of a site that is located in the mainstream of the campus to provide maximum service to students and to allow for facilitating program coordination and administration" (Chancellor's Commission on Minority Student Education, 1975).

Despite protest, pleas and petitions, IED was located in the Gulch for much of the 1970s, until it was moved to the Chemistry Building late in the decade. Throughout this period, IED's location represented a negative message: "...the Gulch was always a joke for everybody and always had been. So whatever program was down there was a joke ... how can anybody be serious and think seriously about themselves when this is where you put them ... Now [the program is located in Marie Mount Hall and] the students can walk with honor and heads up and know that they're not going to a dilapidated building; they're going to a building that has been there for many years and it's going to be there. You feel like you are a part of, not separated from" (Murray, 2008, p. 20-21).

IED: Ownership and Belonging

As the Commission on Minority Education had indicated, the University needed but did not have a clearly articulated plan for minority education. Individuals concerned with various aspects of developing or testing the feasibility of such a plan seemed to be speaking at cross purposes with each other. The trial-and-error approach did not inspire confidence, and may have impeded the effective performance of the programs that had been created to promote minority education within the University. Whatever the actual intent of the University's administration, its actions were scrutinized carefully.

As Dr. Schoenberg had observed, "The problem is that what we mean and what the minority population understands are two different things and for a variety of reasons we have not made clear the reality that we see" (Schoenberg, 1973).



Black administrators gather for a University publicity photo taken in 1973. From right to left are Melvin Hollis (the first president of the Black Faculty and Staff Association), Ulysses Glee of the Office of Financial Aid, OMSE Director Andrew Goodrich, and Cultural Study Center Coordinator Glenwood Brooks.

In the early 1970s, the Bishop Administration directed structural reorganization and realignment of units that provided student services or were otherwise associated with the University's equal opportunity activities. This kind of restructuring occurred several times over the next few years under the Bishop and Gluckstern administrations, reflecting the extent to which the University was struggling to determine the place of minority student education in the University's vision for undergraduate education. At the same time, these reorga-

nizations had implications that reinforced any concerns that IED may have had about being marginalized. There were no African Americans in high-level positions of institutional decision-making, and IED did not report to a high-level academic officer. Moreover, without a permanent administrative home, IED had limited access to such fundamental resources as funding for professional staff development opportunities. The 1970s were a period of uncertainty and flux.

The Office of Minority Student Affairs (which eventually became the Office of Minority Student Education or OMSE) was established in July 1972, when the Student Affairs Program was reorganized. Dr. Daniel Bratton, Vice Chancellor for Student Affairs, appointed Dr. Harry G. Walker, III, as Interim Director effective July 1, 1972:

Mr. Walker will report to the Vice Chancellor for Student Affairs for all areas and programs within Student Affairs which are pertinent to our minority student population on campus. This will include Upward Bound, Intensive Educational Development, Cultural Study Center and the Nyumburu Cultural Center. This office will also be charged with developing a greater institutional concern and response to those minority students not currently served through our special programs (IED, 1972).

On January 27, 1972, it was determined that the Upward Bound and IED programs would be consolidated and transferred to OMSE in a three-step process. First, a coordinator would be appointed to oversee both programs and the Upward Bound program would be reassigned to Student Affairs.

Recognizing the importance of continuity and effectiveness of the delivery of services to low-income minority youth, the closer coordination of IED and Upward Bound will be given top priority in our program planning and projection. During the 1972-73 year a full-time coordinator of the two programs will assume the responsibility for providing leadership and direction for integration of the program services. Initially, the first phase of this consolidation will move the Upward Bound program from the College of Education to the Student Affairs Division. The Coordinator, Director of Upward Bound, and other selected staff members will form an executive committee to plan and develop a model for the second phase (University of Maryland, 1972).

Second, the IED Advisory Board was appointed.

Early in the spring semester, Dr. C.E. Bishop, University of Maryland Chancellor, reorganized the Steering Committee and appointed an Advisory Board including students and community members to provide 'general advice to the Chancellor concerning the direction and support of the IED program.' Dr. Gart Westerhout, Professor of Astronomy, was appointed Chairman of this Committee (University of Maryland, 1972).

The third step involved developing an actual plan for the consolidation. Dr. Davidson was appointed Coordinator for the two programs and Director of the Intensive Educational Development program for the year 1972-73, and the committee was convened (IED, 1972). Then in November

1973, OMSE moved to the Office of the Dean for Undergraduate Studies, which had been founded in 1971; this was a controversial move – in part because it was seen to place OMSE at a greater distance from institutional decision-making. Dr. Davidson had expressed her concerns about the impending transfer. She wrote:

At this particular time, it is not only appropriate but critically important that Black administrators are strategically placed in positions to make direct input into the central administration's operations. I am sure that you will take into consideration the absence of a black administrator on the Vice-Chancellor's immediate staff and reverse the decision to place OMSE within the office of the Undergraduate Dean (Davidson, 1972).



Office of Minority Student Education staff members (left and right) meet with University of Maryland Native American students (1974).

Dr. Callcott had responded to Dr. Davidson's concerns, as well as those of several other administrators, in his letter dated January 3, 1973. Addressing Dr. Brooks, Dr. Davidson, Mr. Hollis, Dr. Lewis, Mr. Morgan, and Mr. Williams, Dr. Callcott wrote:

I appreciate the letters and discussion you have offered about the administrative location of the Office of Minority Student Education. All of us are united in seeking to promote in the most effective possible way the work of that office, and I fully understand your concern about the level of reporting.

My reasons for asking that Minority Student Education operate as part of Undergraduate Studies revolve entirely around the concern of where it can obtain the greatest support. While administration in part implies control, good administration much more means support. My office must, of necessity, work primarily with the five Division Chairmen, and I have learned with distress that the other three agencies which report directly to me – OAR, the Library, and Computer Science – too often go neglected. It is for this reason that the Regents have authorized an Administrative Dean for Academic Services which will support these agencies, and for this reason that I wished to avoid this organizational error with Minority Student Education. By serving with Undergraduate Studies, the Office of Minority Student Education will not be simply an isolated or miscellaneous agency, but inherently a part of the educational structure (Callcott, 1973).

The transfer had been effected.



University Vice Chancellor George Callcott (1971) moved IED into Academic Affairs and the Office of Undergraduate Studies in 1972, where it is today.

At that point, Dr. Schoenberg raised the issue of staff development. Writing to Dr. Callcott, Dr. Schoenberg described a critical situation:

More money is indeed requested for IED. The job cannot be done with a lot of people who are being paid part-time and are working full-time and who are, in some cases, less than qualified for the jobs they are doing. This is not to mention the shortage of personnel created by the fact that non-IED Blacks, unable to find sufficient sympathetic help in regular campus service agencies, also rely upon IED personnel.

This extra burden placed on IED staff is characteristic of the extra burden that falls on all capable Blacks at the University – staff and students alike. There simply are not enough Black people at the University who ‘have it all together’ to meet the needs of those who are frustrated, angered and confused by the situation they find here. That is why it is necessary to recruit more strong Black students and staff (Schoenberg, 1973).

At the same time, OMSE, its director and its unit directors continued to feel strongly that OMSE should report directly to the Vice Chancellor for Academic Affairs. The directors presented Dr. Callcott with an ultimatum on February 15, 1974:

The Office of Minority Student Education (OMSE) has reached a very difficult decision, one that was not without strain and emotion. The Director of OMSE and the respective Directors of the OMSE units have decided to tender their resignations in the event:

- (1) that a direct reporting line is not established with the Office of the Vice Chancellor for Academic Affairs. (Any other reporting line to the Office of the Vice Chancellor for Academic Affairs would be viewed as not strengthening OMSE.)
- (2) that a compromise satisfactory to OMSE is not reached regarding who shall have access to racial identification data.

We are all in accord that we should wait for your response. We seek to resolve the above efficiently and expeditiously and, therefore, request that you give this matter your attention as soon as possible.

We have decided to make our position and intended actions public (i.e., HEW, Black Coalition, Black Board of Regents Members, Black Legislators, Black United Front and Black Faculty and Staff) should undue delay in resolving this matter occur or should the above not be resolved satisfactorily (The Petition Board, 1974).

Dr. Callcott did not reverse his decision. OMSE and its constituent units remained in Undergraduate Studies through much of 1975, at which point the University administration began to consider the feasibility of reassigning some of the OMSE units, most particularly transferring Upward Bound and IED to the Division of Human and Community Resources under the administration of Division Provost, Dr. George J. Funaro. Although Dr. Robert Gluckstern sought to place the OMSE units in "whatever structure ultimately seems best to me for the students and faculty," he found it difficult to develop consensus around what "best" meant (Gluckstern, 1975).

Dr. Goodrich saw the separation and reassignment of the OMSE units as a contradiction of the University's stated commitment to desegregation, in that the Upward Bound program "represents the university's initial recruitment effort," and that the Equal Opportunity Recruitment Program "represents the university's main artery for recruitment of freshman and minority transfer students" (OMSE, 1975). The Chancellor's Commission on Minority Student Education suggested that, "With regard to all three programs ... perhaps they are entering another phase in their growth process, and now would be a good time to institutionalize the programs to assure permanence" (Chancellors Commission on Minority Student Education, 1975). Mrs. Yolande Ford, Director of the Human Relations Program, advised the Black Faculty and Staff Association to support the option to imbed student services programs in the academic units of the University. It was her opinion that "they must be grafted into these structures too securely to be cut out without doing serious damage to the nature and purpose of the academic divisions themselves (Ford, 1975). Mrs. Ford explained:

The matter of future directions for OMSE is best considered within the context of determining what courses of action will best ensure that program resources, effective leadership, and administrative support are made available to minority students on a basis best calculated to insure their consistent availability to these students (Ford, 1975).

The Division of Human and Community Resources was considered a likely candidate for the administrative home of the Upward Bound and IED programs. Dr. Funaro convened a committee to consider the question of the feasibility and appropriateness of the Division as the administrative home for the Intensive Educational Development program. The committee recommended incorporation of the program.

As a result of our efforts, we have concluded that the interests of the students, the units involved and the University as a whole can best be served by...the recommendation of the Chancellor that IED and Upward Bound move into the Division of Human and Community Resources and be associated directly with the Office of the Provost. Among all the various units of the campus, Human and Community Resources is the Division most uniquely qualified, by reasons of composition, function and expertise, to attempt the full development of human potential. By combining the experience and the knowledge of the IED and Upward Bound staffs and the DHCR faculty, the goals of improving academic opportunity, retention rate and graduation for these students can be served. In addition, ways may be sought to serve a still broader spectrum of exceptional students now enrolled in the University. This is an evolutionary step in the direction of integrating all students of all cultures, interests, goals and abilities into the mainstream of the University (Ad Hoc committee, 1975).



In 1975, University Chancellor Robert Gluckstern (1973) moved IED to the then Division of Human and Community Resources. The search for a home for IED continued.

Dr. Funaro endorsed this recommendation, with reservations that he expressed in a letter to Chancellor Gluckstern on December 17, 1975.

In all candor, it is my feeling that the recommendations I have made will not meet with the majority support of the faculty and administration ... This is particularly true in the light of the serious political and emotional debates which have accompanied the possible relocation of these OMSE units during the past several weeks...Although the direct administrative responsibility for these programs rests with me and the administrators and faculty of my Division, it is only with the total support of your Office and that of the other Provosts that the promise and potential of minority student education can be fully realized" (Funaro, 1975).

On December 22, 1975, Dr. Gluckstern announced his decision to transfer the Intensive Educational Development program to the Division of Human and Community Resources. He explained his decision in great detail in a memorandum to Provost Funaro. First,

Dr. Gluckstern acknowledged the advisory work that had informed his decision and reaffirmed the University's commitment to minority student education:

The University of Maryland at College Park is committed in many special ways to supporting the recruitment, retention and graduation of minority students. Our efforts in these areas extend over many years, and have involved several different administrative structures. It is clear from the record that program activities for supporting minority students have been subjects of almost continual development, through discussion and review by all concerned – students, faculty, staff and administrators (Gluckstern, 1975).

Chancellor Gluckstern continued, "I am requesting that as of January 1, 1976, the Director of the IED program, Dr. Cowins, be responsible to Provost Funaro in all matters concerning the IED program, its staff and students. I am requesting that Dr. Goodrich cooperate in all ways necessary to facilitate a smooth transfer of the IED program to the Provost's Office." He explained,

I believe very strongly in the necessity to ensure maximum opportunity for academic success to every minority, and non-minority, student at College Park. I believe that this support of minority students in their academic careers can best be achieved by the closest relationship to that academic division which increasingly is identified – on-campus and off-campus – with integral concern for the entire human and community problem (Gluckstern, 1975).

One of Dr. Funaro's first actions then was to request funds for staff development. In his letter to Dr. Callcott, Dr. Funaro reasoned: "To assure that IED students are provided with the most competent assistance required for retention and graduation, the educational background and status of the IED staff must be systematically and continuously developed" (Funaro, 1975).

Unfinished Business

The mission of the Intensive Educational Development program was ambitious; the willingness of staff to work against the odds to achieve the program's objectives was apparently limitless. What they produced was, in the opinion of Dr. Gart Westerhout, an imperfect but important program that deserved greater support than it had received.



Professor Gart Westerhout, chair of the Mathematics department and of the IED Advisory Committee concluded in 1973 that the IED program was important, albeit imperfect, and deserved greater University support.

Dr. Westerhout was chairman of the Mathematics, Physical Sciences and Engineering Division, as well as director of Astronomy. He was also chairman of the Intensive Educational Development Advisory Committee, where he had served for approximately two years when he wrote to Chancellor Bishop on July 24, 1973, "to make some personal comments on the IED Program" (Westerhout, 1973).

He made three points. First, the Intensive Educational Development program was important to the University, but poorly understood and poorly supported. Among the comments he included in his lengthy letter were these:

I feel very strongly that, in spite of the rather minimal support this highly important Program has received from the University Administration, Faculty, Students, and the State and Federal Government, it has been extraordinarily successful. The success-rate of its graduates, in particular seen in the light of the very inadequate educational and emotional background with

which many of its students enter academic life, has been excellent...

We still find faculty members who do not know what the IED Program is (and an even larger fraction of white students who don't know of its existence). We still have Professors who, upon learning that a student in their class is in IED, automatically assume, and tell the student even before the semester has properly started, that 'he doesn't have the ability to take my class.' Such attitudes results almost certainly in low achievement...

No longer can the University afford to be an 'ivory tower' with students sitting admiringly at the feet of the great men. We are here to provide an education not just to the gifted few, but to all those who are willing to put in the efforts required (Westerhout, 1973).

Professor Westerhout's second point was that the Intensive Educational Development program was an opportunity to demonstrate the human value of combating racism in our society, to diversify beyond the classical paradigm of who should be educated and what they should learn. He expressed his vision in these comments and others:

This is one field where the Administration can fulfill a major educational role. But it can only do that if its members are convinced of the real human value of combating racism in our society, and if they are aware of the meaning of the words 'equal opportunity education.' The words do not mean 'he who fits into our system of values will

make it.’ No, they indicate a commitment to provide the opportunity of a University education to those who do not fit into the ‘classical mode’...Equality does not mean uniformity (Westerhout, 1973).

His third point was this: The Intensive Educational Development program suffered from some internal flaws that inhibit its effectiveness. Dr. Westerhout, in his letter, gave several examples of programmatic failure to provide bridges between the students and the University. His comments included the following:

...relatively little contact is established between the Program staff and the faculty. The staff seems to get turned off when they run into negative or apathetic responses, rather than turned on by the challenge. This attitude in turn is reflected by their students, who are easily discouraged by a bad experience and sometimes actively discouraged to seek outside help. Among some staff members there seems to be a feeling of ‘the failure of our students is all due to the white society they live in.’

Intensive Educational Development must do fully what its name implies: prepare the student, in his own surroundings, to accept the methods and philosophies of others who come from a different background, and to use these to his own advantage. It must aim at drawing out of the student the maximum possible effort (Westerhout, 1973).

Dr. Westerhout closed his lengthy letter on an affirmative note that emphasized the worthiness of the Intensive Educational Development program for more substantial material and moral support by the University.

This letter has turned into an essay; let me summarize it by saying that in my opinion major improvements are needed in the methods employed by the IED staff, but that the most important next step is to make visible our commitment to equal opportunities in education by recognizing the goals, aims and philosophy of those who come from a different society; this can only be done through an intensive program of educating the faculty and the students on this campus, if necessary at the expense of some other highly needed improvements (Westerhout, 1973).

In his advocacy for the IED program, Dr. Westerhout articulated a larger vision of the Intensive Educational Development and a larger vision of the University—one in which the University defined talent as a nuanced variable, recruited that talent from a broader pool of potential students, and promoted the maturation of that talent through innovative programs of teaching and learning.

Reflection

Long before the term “diversity” became an educational concept and a factor of educational excellence, the educators and their fellow pioneers who are cited here envisioned a university where diversity enriches the learning of all students.

In those years, much of law and policy, as well as of institutional action, were focused on remediation. IED was seen and described officially as a desegregation program, an exemplar of the University’s commitment to the principles described in its equal opportunity and non-discrimination

policies—which focused principally, although not exclusively, on race. Given the early history of the University of Maryland, it is safe to say that race mattered.

Few of the pioneers or visionaries could have imagined that an entire Dean's duties and staff would evolve to house more than a dozen programs whose work it is to enrich the lives and learning of Maryland's students by helping them to connect with this campus, with its faculty, and with the life of the mind. Intellectual enrichment and student success are the goals of the Office of Undergraduate Studies, where IED now has its administrative home.

Grouped with two other federal programs, IED today is housed in Academic Achievement Programs, which reports to the same dean as does the University Honors College, College Park Scholars Program, Letters and Sciences, Army and Air Force Reserve Officer Training Corps (ROTC) units, and a host of other programs that make learning more meaningful for Maryland students. Engagement of every student is now a genuine goal of the University, officially sanctioned in Academic Affairs and part of the everyday life of the campus.

Certainly the University still has room for growth in the area of student engagement. But there is progress in the University's broad recognition that students come to us with different forms of readiness, and that it is our job rather than theirs to accommodate the richness of diversity. When we do our work as educators, the rewards are rich and tangible for all.

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Chapter 2

The Context for Change

*Do not go where the path may lead, go
instead where there is no path and leave a
trail.*

Ralph Waldo Emerson

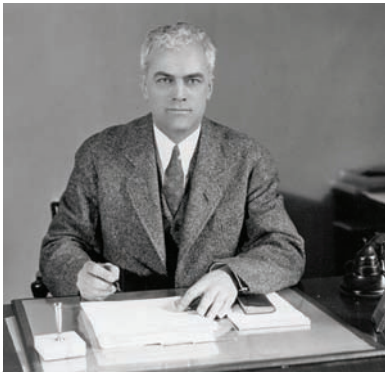
Desegregation of the University of Maryland was largely a legal matter in the early years when African American students challenged the University's race-based admission policies. For much of this period, the University was concerned primarily with enhancing its status as a public institution of higher education, without much attention given to the question of equal education opportunity. The University of Maryland identified and responded to the issues of the day under the leadership of University presidents Dr. Harry Clifton Byrd (1935-1954) and Dr. Wilson Homer Elkins (1954-1978).

President Byrd's focus was on expanding the University and building the physical plant and athletic programs. During his tenure the University became one of the largest institutions in the country. However "the Middle States Association [of Colleges and Secondary Schools], while not formally taking away Maryland's accreditation, 'denied reaffirmation of accreditation,' in effect putting the University on probation" (Webster, 1956, pp. 64-68).

"Curley Byrd," as he was known, supported expanding the educational opportunities for "colored" students through a dual educational system reflective of the principle upheld in the United States Supreme Court 1896 decision in *Plessy vs. Ferguson*: "separate but equal" (*Plessy v. Ferguson*). "Colored" students either attended colored colleges within the state or obtained state-funded scholarships that permitted the students to attend colleges and universities outside the state of Maryland. The State of Maryland provided separate higher education facilities for Negroes.

In 1933, an Act of Assembly, chapter 234, provided that the Regents of the University of Maryland might set aside part of the state appropriation for the Princess Anne

Academy, an institution of junior college standing for Negro students, now an eastern branch of the university, to establish partial scholarships at Morgan College in the state, or at institutions outside the state, for negroes qualified to take professional courses not offered them at Princess Anne Academy, but offered for white students in the university ... By an act of 1935, chapter 577, a commission on Higher Education of Negroes was created and directed to administer \$10,000 included in the state budget for the years 1935-1936 and 1936-1937, for scholarships of \$200 each to Negroes, to enable them to attend colleges outside the state, mainly to give the benefit of college, medical, law or other professional courses to the colored youth of the state for whom no such facilities are available in the state (Pearson, et al., 1936).



University President H.C. Byrd served for 19 years, expanding the University and supporting higher education for minority students through a dual system. He is seen here early in his tenure as president.

Desegregation of the University of Maryland was not a priority in the Byrd administration, or in any other level of university governance, as long as the law only required “equality.” The law changed in 1954, however, and the bi-racial educational system was eventually dismantled. The dual system was eroded by the work done by the National Association for the Advancement of Colored People (NAACP), where Mr. Charles Hamilton Houston, working with such notable NAACP attorneys as Mr. Thurgood Marshall, formulated and executed a gradualist legal strategy of challenging institutional policies on a case-by-case basis.

The seeds of structural change in the University of Maryland were sown early in court cases beginning in 1935. In that year, the University of Maryland became the first southern university in the 20th century to accept an African American student when it admitted Mr. Donald Gaines Murray to the Law School.¹ Mr. Murray was awarded a Bachelor of Laws degree at the commencement ceremony at Ritchie Coliseum on the College Park campus on June 4, 1938.

He subsequently was involved in several cases – sometimes in collaboration with Mr. Houston and Mr. Marshall – that would lead to the integration of other professional schools, and eventually of the undergraduate programs, at the University of Maryland.

No other African American student was admitted until academic year 1950-51 when, as a result of legal actions, the University admitted its first African American undergraduates. Ms. Esther McCready was admitted to the School of Nursing in Baltimore and Mr. Hiram Whittle was admitted to the School of Engineering in College Park (University of Maryland, 2009).

Ms. McCready was a resident of Baltimore and a graduate of Dunbar High School. She was also an African American and therefore was expected to attend a regional black nursing school at the Meharry Medical College in Tennessee. Although she was qualified for admission to the University of Maryland School of Nursing, her application was denied because of her race. Represented by Charles Houston, Thurgood Marshall and Donald Gaines Murray, Ms. McCready filed suit against the University, and on April 14, 1950, the Maryland Court of Appeals ruled in her favor. She was admitted to the School of Nursing (McCready, 1950).

All of the other programs at Baltimore and College Park continued to exclude African American applicants.

Thus it was that Mr. Whittle, a black resident of Baltimore and an undergraduate at Morgan State

¹ Mr. Murray was the first African American student to enter the University of Maryland School of Law since 1890, when the School had changed its admission policy, barring “colored” students.



Mr. Hiram Whittle (2nd row, 3rd from left) is pictured with fellow students(1952). In 1951 he became the first African American undergraduate to enroll at College Park after he petitioned the University to admit him. Campus enrollment at that time was 10,000.

College, had to bring suit against the University when his application for admission to the electrical engineering program at the University of Maryland at College Park was denied on the basis of his race. Mr. Whittle was admitted when, in response to his petition, the Board of Regents concluded that the University could not legally defend its position. The Board considered the matter in January 1951 and determined: "What has been done heretofore neither gives the Negro what he is entitled to nor prevents him entering the University of Maryland. It is inconsistent to say that the bi-racial system should be continued and then not make adequate provision for its continuance" (University of Maryland, January 1951).

The University was struggling to maintain its dual educational system and finding the principle of "separate but equal" increasingly burdensome, as suggested here in the minutes of the Board of Regents meeting of January 1951.

These minutes reported the decision to admit Mr. Whittle and recorded a statement that subsequently would be publicized. The statement read in part as follows:

The Board of Regents of the University of Maryland, at a special meeting today, considered at length the petition of a Negro student, Whittle, to the Court for a mandamus for admission to the College of Engineering of the University of Maryland at College Park. The Attorney General has advised that, in his opinion, the Board has no legal grounds on which to successfully contest this petition. The President of the University substantiates this opinion of the Attorney General by stating frankly that no facilities exist at Princess Anne in engineering education for Negroes equal to the facilities for white people at College Park. This is the criterion that the Supreme Court, in its opinions, and the basic law, set up as a necessity if bi-racial education is to be continued. Therefore, inasmuch as the State has not provided such facilities, the Board of Regents sees no other action to take in this individual case than to comply with the law and immediately admit the student (University of Maryland, January 1951).

When Mr. Whittle became the first African American undergraduate to enroll at the University of Maryland at College Park in 1951, enrollment on campus had grown to nearly 10,000 students. None were African American. This situation did not change significantly for a long time. The focus was on the professional programs at Baltimore and so the Board of Regents revised its admission policy for the professional schools in spring 1951 (Farrar, 2008).

Having "desegregated" the professional programs in Baltimore for the regular terms of the academic year, the Board of Regents then accepted the practical inevitability of extending this policy to govern graduate admissions for the Summer School term at College Park. "The President [Byrd] reported that large numbers of colored students were applying for graduate work in the summer school at College Park. He advised the Board that he knew of nothing to do other than accept such qualified applicants" (University of Maryland, June 1951).

In the same year, Rose Shockley Wiseman became the first African American graduate of the College of Education at the University of Maryland, College Park. Ms. Wiseman received her master's degree in education at the College Park commencement on June 9, 1951, one of the first three African American students to receive master's degrees at College Park. Because the College Park campus was segregated, Ms. Wiseman had done her coursework at Bowie State University. Thus it was that Commencement Day was the first time Ms. Wiseman had been permitted to enter the College



University President Wilson H. Elkins greets Maryland Governor Theodore R. McKeldin upon his visit to the University in 1955. Dr. Elkins guided the University's desegregation efforts during his tenure as president from 1954-1969.

Park campus in her capacity as a student (University of Maryland, June 1954).

On the same day, Ms. Wiseman's colleagues, Myrtle Holmes Wake and John Francis Davis, who also had completed their coursework off-campus, received their master's degrees in education at the College Park commencement.

Another milestone was achieved in 1952 when an African American graduate student completed his coursework on the College Park campus and received his degree in sociology. That student was Parren James Mitchell, who became Maryland's first African American congressman, serving in the United States Congress from January 1971 to January 1987 (Mitchell, 2009).

With each momentous accomplishment these students demonstrated that "'desegregation' of higher education is a concept that makes far more sense when understood as a process than as a single event." These are the words of author Peter Wallenstein, who further observed:

Segregation did not end when the first black student enrolled. Desegregation had not yet been achieved, even though that 'first' was a tremendously important marker of change. Change had only begun, and continuing it required constant pressure from civil rights organizations and black applicants (Wallenstein, 2008, p.32).

So it was that by 1954 many states, including Maryland, had created dual collegiate structures of public education, most of which operated on an exclusive basis that separated white students from African American students. In that year, the United States Supreme Court rendered its decision in the landmark case of *Brown v. Board of Education* and overturned the prevailing doctrine of separate but equal that had been introduced by *Plessy v. Ferguson* in 1896. The Court handed down its opinion on May 17, 1954, saying in pertinent part:

We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment (*Brown v. Board of Education*, 1954).

In the wake of this decision, the Board of Regents promptly took official action. After deliberation spanning several meetings, the Board of Regents unanimously voted to revise its policy on June 11, 1954, upon the motion of Regent Harry Nuttle:

That the same policy heretofore governing admission of students resident of Maryland, to the Graduate Schools of the University shall hereafter apply to the undergraduate schools at all branches of the University, that is, that all qualified students, resident of Maryland, may apply for admission to the University in any of its schools (University of Maryland, June 1954).

Thus the University was integrated by resolution of the Board of Regents and became the first state university below the Mason-Dixon Line to do so. Notwithstanding this fact, the University

“remained largely devoid of blacks through the early 1970s” (Fenton, 2005). After its initial response, which was hailed by the Baltimore Urban League (Baltimore Urban League, 1954), the University’s desegregation efforts were, as in the rest of the South, “deliberate.”

The Board of Regents convened the Committee to Study Plans for Implementing Recent Supreme Court Decisions, and sought legal counsel in determining the path the University would follow (Cole, 1954). Ultimately, the board concluded that “we should treat Segregation, insofar as the University in its entirety is concerned, as no longer a legal requirement for us to impose” (Cole, 1954). The change in federal law required the University of Maryland to change its admissions policy, which it did. But beyond that technical change, the Brown decision had little initial effect on the University of Maryland. Experience would demonstrate that change in law and policy does not automatically produce material change. Desegregation of the University of Maryland at College Park was a slow, halting and uneven process well into the 1970s.

Directing and navigating the dynamics of desegregation became the responsibility of the new University President, Dr. Wilson Homer Elkins (B.A., M.A., Litt.B, Ph.D., Phi Beta Kappa, and Rhodes Scholar). Arriving at the University of Maryland in 1954, he came with the reputation and ambitions of an academic reformer, but his position on educational opportunity for minority students was not an obvious element on the list of reforms that he championed (Webster, 1956, p. 64-68).

The transplanted Texan ... says that his over-all goal is to establish a broad academic program that is at the same time mass education and superior. This can be accomplished by raising standards on the three levels of education with which the University is necessarily linked – teaching, research, and extension work ... He has already come to the tentative conclusion that state students will, in the future, have to be charged more than their present nominal tuition fees. And although he has not worked out the details, he envisions an academic screening program which will separate deserving applicants from students whose abilities show there would be little chance of their surviving four years at the University. Late this year [1956] academic requirements for students in attendance will be raised (Webster, 1956, p. 64-68).



University of Maryland students register for classes in the Armory in 1975.

Desegregation of the undergraduate programs came slowly. In 1955 – five years after Mr. Whittle was admitted to the undergraduate electrical engineering program – Ms. Elaine Johnson became the first African American female undergraduate student at the University (receiving her degree in education in 1959 (University of Maryland, undated).

Their numbers were small for a very long time; African American students did not become anything approaching a “critical mass” within the University’s student body before the 1980s. But, again in the words of Peter Wallenstein, “... once having gained admission, they challenged white proprietary claims on residence halls, sports teams, faculty and administration, or any other aspect of campus life” (Wallenstein, 2008).

In the 1960s college campuses were both microcosms and laboratories for social change.



In one of the early campus protests by African American students, members of the Black Student Union led a rally in October 1968 to protest research policies of the Home Economics Department.

Students at the University of Maryland during this period were part of a larger national phenomenon in which college students were finding their voices – sometimes in protests, boycotts, sit-ins and other demonstrations – and using them to influence societal trends, both inside and outside of their university communities. According to what became known as the “Scranton Report,” the early pattern of student protest in the 1960s focused on “a large number and broad range of distinct issues, which students rarely lumped together in criticisms of ‘the system.’ The university usually was subject to protest only over matters that were within its own control” (Scranton Commission, 1970). The Scranton Commission on Campus Unrest was appointed by President Nixon to “study dissent, disorder, and violence

on the campuses of institutions of higher learning or in connection with such institutions, and report its findings and recommendations to the President” (Scranton Commission, 1970).

As the 1960s evolved, students became increasingly vocal in expressing their concerns about the socio-political dynamics of the larger society. By the mid-1960s, the techniques of the Berkeley Free Speech Movement were being used by university students to protest three issues:

American involvement in the war in Southeast Asia, the slow progress of American society towards racial equality, and charges of ‘unresponsiveness’ against both the federal government and university administrations and against their ‘repressive’ reaction to student demands. These three issues gave campus protests their unifying theme. They were defined by protesting students as fundamentally moral issues; and this definition gave a tone of passion, fervor, and impatience to student protest (Scranton Commission, 1970).

“More numerous than ever before,” wrote Dr. Haywood Farrar, an alumnus who wrote of his experiences of this period at College Park, “America’s college students viewed themselves as citizens of a new, idealistic, and freer ‘counterculture.’ They had great expectations and the numbers and economic muscle to pursue these expectations” (Farrar, 2008).

For African American students generally, the issues were more narrow, but no less important. The “dawn of Black consciousness” gave new impetus to political action on behalf of social justice, what the Scranton Commission described as “the pursuit of



Police presence on campus was used as students became increasingly vocal about concerns. Seen here is a May 1971 demonstration.



Pickets support University workers in front of the North Administration Building (now Mitchell Building) in December 1969.

equity and parity in the American society.” The Commission explained:

They began to demand access to, and participation in, all of the opportunities, rewards, benefits, and powers of America – not on the basis of race or even of citizenship, but on the basis of their very humanity. In the movement for civil rights, one could say that the battle was fought largely in terms of being American citizens, but in the new and developing struggle for social justice, it is regarded as being waged in terms of being human beings” (The Scranton Commission, 1970).

For African American students at the University of Maryland, College Park, the process started slowly at the beginning of the 1960s and intensified as the end of the decade approached. At first, “... black students, influenced by Black Power ideology, were organizing and agitating to make these schools acknowledge their presence and needs as well as those of the black community they came from” (Wallenstein, 2008). According to *The Diamondback*:

Protests began in fall of 1960, according to university historian and history professor emeritus George Callcott, when black and white students boycotted a bowling alley ...The act of blacks and whites picketing together made an impact, Callcott said, and students began protesting neighborhood restaurants and facilities. It was well after Rosa Parks, but it was only a start in the area.

With the Civil Rights Act in Congress in 1963, *Diamondback* Editor R. Stewart Baird not only endorsed it but provided students with a petition to show their support for its ‘swift passage.’ Coverage spread to black issues throughout the state. Writers Jim Spears and Dick Shafer wrote an on-the-scene account of major sit-ins, lie-downs and violent demonstrations at the Princess Anne campus (now the University of Maryland, Eastern Shore), complete with a two-page spread and color photos (*Diamondback*, 2005).

Like their counterparts in other southern colleges and universities, African American students at the University of Maryland were experiencing what Dr. Martin Luther King, Jr., called the “urgency of now.” They were at the pinnacle envisioned by generations before them who had prepared the way for access to educational opportunity, and they were not to be turned back. But their numbers were still very small. Their presence on the College Park campus was “barely more than a rumor” (*Diamondback*, 2005).

Throughout most of the 1960s, President Elkins’ position on desegregation and integration was unclear – perhaps because he was working in unfamiliar territory, or perhaps because such a dramatic change in the University’s identity and mission required careful advocacy and a delicate balance of competing interests in a time of fiscal constraint. Perhaps he saw little evidence that the federal government was particularly concerned about its desegregation mandate. Certainly, the U.S. Department of Education, which was responsible for monitoring and enforcement, initially accepted “slow and deliberate” efforts and only in the mid-1960s began to take a more assertive posture in terms of establishing guidelines and deadlines. As of 1968, the public school systems of Maryland were on notice.

David Seeley from the United States Office of Education says it is no secret that they have been criticized for accepting gradual compliance as a basis for Federal aid to schools. He states that they were convinced that complete and immediate desegregation as set forth in Title II of the United States Civil Rights Act of 1964 would have been impossible to achieve. Accordingly, the Office of Education followed the example of the courts in permitting school systems to desegregate over a period of time. However, that time has now run out. The guidelines issued in the spring of 1965 made it clear that the fall of 1967 was the absolute deadline and any school system which did not comply for the 1967-68 school year would not be eligible for Federal funds (Commission on Interracial Problems and Relations, 1968).

Whatever the reason for the University's administrative restraint or reticence, delayed action only reinforced the University's previous reputation, which discouraged African American student enrollments and effectively maintained the dual system of higher education in the state of Maryland. The University of Maryland's image meant different things to different people. Among prospective students who were African Americans, the University of Maryland was an institution that was hostile to their presence. Many of these students decided to pursue their collegiate aspirations elsewhere. Dr. Farrar recalled:

Because of the university's indifference toward black students and the school's reputation as a racially segregated institution, black students did not often consider the

University of Maryland when choosing colleges. College-bound black high school graduates in Baltimore, for example, were more likely to attend one of the public historically black colleges – Morgan State College, Coppin State College, Bowie State College, or Maryland State College [later to become the University of Maryland, Eastern Shore] – than the state university. The University of Maryland did not draw well from the large black com-



This photo from 1969 University marketing materials reflects an increased concern with public image and with recruiting African American students.

munity in Washington, D.C., either, though the College Park campus was just eight miles from the D.C. line. As 1967 turned into 1968, Maryland's higher education system – save for the few hundred black students at the University of Maryland and a smattering at Towson State and Frostburg State – was as racially segregated as it had been before the 1954 Brown v. Board of Education decision (Farrar, 2008).

An African American student choosing to attend the University of Maryland at College Park was opting for a very narrow range of choices in configuring his or her student life. First, African American students were not any more welcomed in most of the neighborhoods surrounding the University than they were in the University itself.

Lakeland, the small Negro community in College Park, offers very limited and inadequate housing facilities for Negro faculty, staff and students of the University. The nearby Washington, D.C. community offers some relief, but it is outside the State; consequently, students residing there pay out-of-state fees. There are also other problems of transportation and accessibility of library facilities which make commuting this distance undesirable to some" (Committee on Integration, 1969, p.16).

Secondly, fraternity and sorority houses located on the campus were segregated.



This publicity photo depicts life in a residence hall as desegregation became the norm.

The Greek houses at the University of Maryland have been vital centers of student life. Without overlooking the positive contributions which fraternities and sororities have made, it seems clear that the Greek system has served and is still serving as a focal point for racial segregation. Only one out of thirty-nine Greek houses can presently claim to have a black student in their membership and this fraternity, Pi Rho colony of Delta Upsilon, is a new fraternity and is the first to have integrated its membership (three black actives out of thirty total actives)" (Committee on Integration, 1969).

This hostile environment – real and perceived – fostered a sense of isolation among African American students on the College Park campus. Perhaps because of this isolation, African American students began to organize in fall 1967. According to Dr. Farrar:

There was also an interracial group called CORE, which, though not connected with the national organization with the same name, sought racial desegregation at the university and its surrounding town of College Park. Headed by Earl Wynn, Andrew Chisholm, and Bob McLeod, and advised by Arthur Adkins, a white professor, CORE struggled mightily in 1966 and early 1967 against black apathy and white indifference concerning race relations at the University of Maryland...

The fall of 1967 saw the beginning of the end of the University of Maryland's racial apathy. The number of black students at College Park increased somewhat, and these new students were more interested in forming a black community there than previous generations (Farrar, 2008).

In 1968, African Americans comprised 1.8 percent of the undergraduate student body. Slightly less than half of these 484 students lived on campus and the majority of these students had white roommates (based upon the random assignment policy of Resident Life). They were few in number but highly diverse in ideology and socio-economic background, in needs and expectations. They were "black nationalists, racial assimilationists, supporters of the Black Panther Party, Black Muslims, Pan-Africanists, violent revolutionaries, nonviolent reformers, 'hippies,' conservatives, and feminists" (Farrar, 2008). And, they "... were also divided between resident students and commuters; between those from Baltimore and those from Washington, D.C., and its suburbs; between affluent and poor; and by skin color" (Farrar, 2008).

By many accounts, they were invisible; they were alienated; they were isolated. Dr. Vivian Boyd spoke of residence hall students who purchased their meals from Macke machines rather than face embarrassment or rejection by other students in the dining halls (Boyd, 2008, p.15). Ms. Roberta Coates also described African American students that she saw even in the early 1970s:

I got a sense that they didn't feel like they could be themselves and that there was always this fear of being evaluated or of being ostracized by others. And I felt really sad for them because I didn't believe they were enjoying the same kinds of privileges that other students did ... Other students laughed. They ran around. They enjoyed the campus, but these students were really quiet (Coates, 2008, p. 7).

These students had no sense of belonging. They bore the substantial burdens of difference, of

being “the other,” while presenting the rest of the University community with the dilemmas of finding appropriate responses to those differences. No institutional programs existed – other than the Intensive Educational Development program, which began in summer 1968 – to support African American students. *The Diamondback* summed up the situation:

The administration wasn’t doing much to fix things. And then there was that house on Fraternity Row adorned with a giant Confederate flag, just rubbing it in.

University President Wilson Elkins would listen, and he’d explain why these things take time, but what kinds of changes were being made? ... The university’s black students didn’t have ‘time’ (*Diamondback*, 2005).

Although the University had been the first institution in the Atlantic Coast Conference (ACC) to integrate four of its intercollegiate sports teams (football, swimming, men’s basketball and track), that was a recent occurrence (1963-1965) and one that had marginal, if any, impact outside the athletic program. “To black students, the social atmosphere was hostile” (Committee on Integration, 1969).

So, in an environment that rejected their worthiness, individually and collectively, African American students took the initiative. Catalyzed by the assassination of the Reverend Dr. Martin Luther King, Jr., on April 4, 1968, they came together in mutual support and defense. Apathy morphed into resolve and student activism found its focus. Dr. Farrar recounted:

Two weeks after King’s assassination, CORE members interrupted the annual convocation speech given by University of Maryland president Wilson H. Elkins. A small group of black students walked out onto the floor of Cole Field House, approached the podium where Elkins was making his presentation, and read out ten demands. Among these demands were the establishment of a black studies program, increased recruiting of black students, hiring of black faculty and staff, and more courteous treatment by the campus police. Before all ten demands were read, the group was mobbed by state troopers assigned to guard Elkins and quickly hustled out. The morale of the black student population rose greatly as a result of CORE’s show of defiance. Attendance increased at CORE meetings, and hitherto silent black students clamored for more militant action by the organization.



The 1966-67 basketball team is shown here shortly after Maryland became the first ACC school to desegregate its athletic teams.

The action took place in early May 1968 as CORE voted to change its name to the Black Student Union (BSU) and invited those few white students in the organization to leave it. The name change met no opposition, but the move to oust whites from the organization did. Some black students thought it odd that a group dedicated to ending racial exclusion at the University of Maryland should practice racial exclusion itself. As a result, the BSU never explicitly prohibited white membership, though its future activities left no room for white student participation. Oddly, Arthur Adkins, the white faculty adviser to CORE, was retained as the faculty adviser to the BSU. With the conversion of CORE into the BSU accomplished, its president, Earl Wynn, who had provided dogged and effective leadership for the school’s black students,



The University desegregated its own teams and the ACC starting in 1963. Here is a University photo of part of the football team as it was comprised at the beginning of the 1969 season.

graduated from the university in June 1968 (Farrar, 2008).

Thus, the Black Student Union was born in May 1968 to represent the legitimate presence of African American students in the campus community:

“We stand at this University as aliens –people from another country who have not the rights and privileges of those who hold the power. Therefore, it seems reasonable that we as aliens should form a Union for our common defense, and further, that we use any means necessary to defend our rights as

men and women while students at this University’ (Commission on Integration, 1969).

Other members of the campus community began to discuss the meaning and implications of integration in spring 1968. Following the initiative of faculty and administrators who had come together as the Senate Committee on Student Life, Welfare, Rights and Responsibilities, and as the Policy Committee of the Student Life Division, the University Senate took several definitive actions at its meeting on May 23, 1968.

First, it received for consideration a document titled “A Statement of a University Policy for Human Rights.” Speaking as chairman of the Senate Committee on Student Life, Dr. John Portz, Director of University Honors explained:

Most recently, the joint committee has met with CORE in order to discuss the situation of the black student on campus, and since then has worked long and hard to hammer out what it calls ‘A Statement of a University Policy for Human Rights,’ which, we feel, represents a reasonable and positive response to a complex situation. The ‘Statement’ contains a number of recommendations, including one calling for the formation on campus of a Commission on Human Rights. The preparation of this ‘Statement’ was neither hasty nor easy, in view of the great diversity of views held by the members of both committees (University Senate, 1968).

Second, the Senate approved a recommendation offered by the Committee on the Future of the University that a “University-wide task force be established to deal with the subject of meaningful integration at the University of Maryland ... in the atmosphere of urgency and high priority” (University Senate, 1968).

The rationale for this recommendation was the need for the University to identify and implement practices that would more fully realize “a fair and sincere open door policy for all who are capable.” In its discussion, the Senate acknowledged that

... not many black students and staff members seem to enter that door. As a result, it appears to be necessary to shift to a more active position and recruit qualified representatives of those groups in our community who have not been coming to the University. The intention is to consider and recommend only those actions consistent with our traditional color blind policies. We have no magic solution, ... but feel the matter should be studied with a sense of urgency (University Senate, 1968).

On the same day, President Elkins announced that the Committee on Integration was being formed “to study problems of integration and make recommendations” (Office of University Relations,

1968). At the same time, he issued his "Statement in Response to Questions Raised by Students and Faculty Members Pertaining to Opportunities for Negroes at the University of Maryland" in which he reaffirmed that:

... the University of Maryland is opposed to discrimination against any group or individual. In regard to programs and activities of the University, we will make every reasonable effort to provide equal opportunity for all students who are admitted to the University. As a public institution of higher education, the University bases its admission requirements on academic achievement" (Elkins, 1968).

Mindful of faculty prerogatives, President Elkins observed that " ... scholars within a discipline have a considerable influence on a given course in determining academic soundness and in assuring favorable conditions for offering the course" (Elkins, 1968). He then mentioned the Negro-centric academic course offerings that had been developed, including the History Department's "The Negro in American Life," The English Department's "Folklore and Culture of the American Negro," the Sociology Department's "Ethnology of African Americans" and "Sociology of Race Relations." He indicated that the "Seminar in American Studies" featured some of the unique contributions of the Negro in music and literature, and that the new orientation course for students beginning the General Honors Program would deal with selected problems of all students in the University. Moving from the specific to the general, President Elkins stated, "Many courses presently offered include elements of the Negro culture within a context which provides proper perspective" (Elkins, 1968).

Elkins spoke of the Booker T. Washington Papers documentary editing project as "probably the major scholarly project in 'Black History' being conducted anywhere in the United States. Dr. Louis R. Harlan, Professor and Editor of the Booker T. Washington Papers, is the country's leading authority in this field and is assisted on the project by Mr. John W. Blassingame, lecturer in the History Department" (Elkins, 1968). Notably, Dr. Blassingame (1940-2000) became one of the preeminent scholars in the study of enslaved African Americans (blackpast.org, 2009).

President Elkins also mentioned the Upward Bound and Intensive Educational Development programs, saying of IED, "The success of this and similar programs must depend greatly upon the wholehearted support of faculty members since it is they who must give extra time and attention to these students" (Elkins, 1968).

He closed with the following statement:

The University of Maryland will continue to oppose discrimination in its educational programs and in its supportive activities. We shall continually reexamine all of our policies so that, to the best of our ability, a contribution will be made to the advancement of every individual. The University is firmly committed to equality of opportunity, and it will continue to respond to the needs of all of its students. This response will depend not only on policies but also on the quality, conduct and cooperation of faculty, administration and students (Elkins, 1968).

Perhaps the University was beginning to understand that revision of the admissions policy in 1954 had not removed the barriers to education for African American Students or for other diverse student populations – particularly to education and learning that come through interpersonal interaction across differences. Segregation and discrimination had created a complex dynamic; more than a change in language would be required to remedy the outcomes.

Desegregation is a legal matter. Integration is social. The decade came to a close and Dr. Elkins' statement presaged a new decade where legal regulation would test the University's commitment, as well as its willingness to learn how to function in a multicultural environment.

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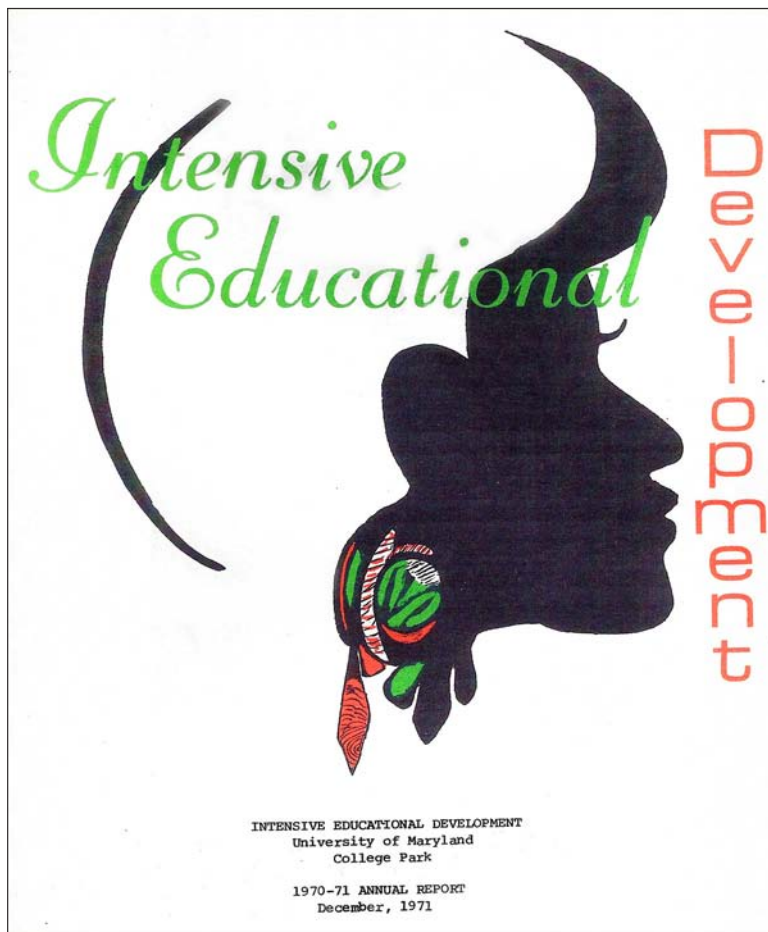
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Chapter 3

The Law and the University

History, despite its wrenching pain, cannot be unlived, however, if faced with courage, need not be lived again.

Maya Angelou (1928 -)

During the period 1968 – 1976, the University of Maryland, College Park, concerned itself with the legal matter of desegregation and with the integration of new groups and new functions within the University. In those days focus was on several issues that arose from what Dr. Lee Hornbake called “new expectations within the basic framework of what higher education sees as its purposes.” At Maryland, as with the rest of the nation, the socio-political landscape was changing and creating uncertainty and disruption. Mandates from the Office for Civil Rights in the U.S. Department of Health, Education, and Welfare set ambitious goals for desegregation in the University’s offices and classrooms. The resulting stress was played out in conflicts between state and federal governments as well as between the courts and the University of Maryland.

The requirements of federal orders for affirmative action were felt most acutely on the College Park campus (University of Maryland, 1965; University of Maryland, 1967). Initially based on desegregation principles established by *Brown v. Board of Education* (*Brown v. Board of Education*, 1954), the new affirmative action also prohibited various forms of employment discrimination, including discrimination based on race or gender.

Responsibility for meeting these challenges fell to University President Dr. Wilson Homer Elkins (1954-1978), and to University Chancellors Dr. Charles E. Bishop (1970-1974) and Dr. Robert L. Gluckstern (1975-1982). Responsibility was shared with numerous other administrators, as well as faculty, staff and students at the University. Alumnus Dr. Haywood “Woody” Farrar’s description of the University’s leaders was concise; he said they were “pragmatic, opportunistic, and idealistic” (Farrar, 2008, p. 147).

At the close of the 1960s and the advent of the 1970s, President Elkins was faced with the implications of a student enrollment that was slowly becoming more diverse. The undergraduate populations of 1968 and 1970 were approximately the same size (26,000 and 25,000, respectively), but the number of African American students had increased over the same period, from approximately 1.9 percent to approximately 3.5 percent of the undergraduate population (Brooks and Sedlacek, 1972). At some point, greater attention would have to be given to minority student education, including admissions, curriculum and teaching, and student life and services. Constituent groups and their advocates demanded it.

The basic underlying reason for the sparse social interaction lies within the people at the University – the students, the faculty, the administration, the workers. All have their own prejudices and inner feelings and concerns. As one black student said, ‘You are fighting an attitude rather than something physical. It takes time, and I don’t know if we can wait for time, but it’s going to take it.’

Report of the Committee on Integration, 1969

Across campus, during 1968-1972, several organizations were emerging in response to the growing African American presence in the University community. These organizations, seen by some as a “network,” included the Black Student Union, the Black Faculty and Staff Association, the Afro-American Studies Department, the Cultural Studies Center in the Counseling Center, the Office of Human Relations, the Nyumburu Cultural Center, and the Office of Minority Student Education (now the Office of Multi-Ethnic Student Education or OMSE). Some of these organizations were the result of self-help; others were created out of a student-centric service orientation; still others were created as a result of institutional recognition of the need to address the meaning of “university” in the context of a more diverse student body.

The President’s Committee on Integration, established in 1968, studied the need for reform. The committee completed its work and submitted its report, “A Study of Integration,” in April 1969, through its chair, Dr. Monroe H. Martin, Director of the Institute for Fluid Dynamics and Applied Mathematics. The study amplified the challenges and opportunities that interracial interaction presented in the University:

... the basic underlying reason for the sparse social interaction lies within the people at the University – the students, the faculty, the administration, the workers. All have their own prejudices and inner feelings and concerns. As one black student said, ‘You are fighting an attitude rather than something physical. It takes time, and I don’t know if we can wait for time, but it’s going to take it.’ It will take time, for people must first become aware of what is happening socially in America. People need to be re-educated in race relations, to believe and show that all men are, indeed, created equal. There is a moral obligation to create a world where anyone can go anywhere and feel at ease.

Besides the moral obligation to create a healthy social world, there are practical reasons for creating a freer society ... Students who participate in school activities identify positively with the University. Social activities give individuals an opportunity to overcome their feelings of rejection, their feelings of confusion, and their

feelings of resentment. They help individuals develop social skills in life which are characteristic of the person who is in college and who finishes college. One learns the style of life and the mode of operation typical and expected among educated people. Interaction between groups is the easiest and most practical way to get to know people and to learn. The University is the blending ground and the site of this real and practical education (Committee on Integration, 1969).



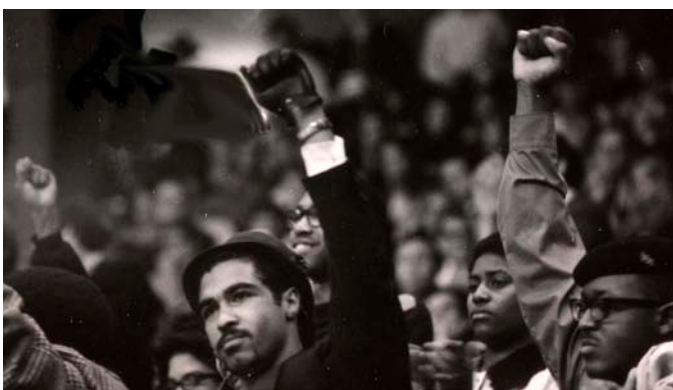
At the 1969 University Convocation, some 200 black students silently walked out during the ceremony to show their concern over the status of black students at the University.

In March 1969, the Department of Health, Education, and Welfare (DHEW) determined that the State of Maryland was operating a racially segregated system of higher education in violation of Title VI. The State was asked to develop and submit to the Office for Civil Rights (OCR) a desegregation plan designed to eliminate the vestiges of de jure segregation still existing within its higher education system (Gerry, 1975).

This action by HEW provided fodder and incentive for a confrontation between the University and the Black Student Union. Dr. Farrar recalled:

HEW specifically pointed to the 99 percent white student body composition at the University of Maryland at College Park as an example of this unlawful situation. With its contentions concerning the university's lack of interest in black students now vindicated and supported by the federal government, the BSU had an issue with which it could challenge the university (Farrar, 2008, p. 148).

The "challenge" took the form of a "walk-out" during the 1969 Convocation, when "approximately 200 black students ... silently stood up and filed out of Cole Field House, site of the speech" (Farrar, 2008). Subsequently, on April 1969, Dr. Elkins met with the BSU leadership, as well as the leaders of the black student organizations from the University of Maryland Baltimore County and Maryland State College, to discuss "plans for an Afro-American Studies program and an affirmative action plan, as well as to talk about his interest in incorporating Maryland State into the University of Maryland system" (Farrar, 2008, 149).



Students protest at the 1969 University Convocation.

Dr. Farrar wrote, "If anything, that was the major result of the meeting, for within the next year Maryland State College became the Eastern Shore campus of the University of Maryland. Another major result of the meeting was a considerable lessening of racial tension at College Park" (Farrar, 2008, 151).

The faculty were paying attention. "At its meeting of May 22, 1969, the Faculty Senate of the University of Maryland approved the 'Major Recommendations' of the report of the Committee on Integration, titled 'A Study of

Integration' " (University of Maryland, 1970).

The University of Maryland and the DHEW/Office for Civil Rights continued to negotiate development of the state's "desegregation plan containing the steps by which it could fulfill its affirmative duty to eliminate all vestiges of de jure segregation still existing within its higher education system." Maryland's Secretary of State, Blair Lee, submitted the first plan on October 1, 1969 (Holmes, 1973).

In the late 1960s, the University began slowly to engage in a more concerted effort to recruit African American students to its undergraduate programs. According to an unidentified writer, "In 1969 the College Park Campus of the University of Maryland began formal recruitment efforts aimed at increasing the number of minority students on the campus with focus on recruitment of Blacks" (Unidentified author, 1973).

I didn't feel pressures pushing against integration, but I think the prevailing sentiment which guided the University was to stand apart from the issue

UM President Wilson Homer Elkins, 1981



Black students present demands to University President Elkins following the Spring 1968 convocation.

Nonetheless, it was a student group, the Campus Coalition Against Racism (CCAR), that took charge of minority student recruitment.

In 1969-70 an active recruitment effort to increase the number of Black students was initiated by the Campus Coalition Against Racism (CCAR) with cooperation of the Black Student Union (BSU), Student Government Association (SGA), and the University Admissions Office. The IED staff and students participated in this effort in addition to recruiting students through community agencies, Talent Search, Upward Bound and Job Corps programs (IED, 1971).

However, ambivalence and caution remained. In the retrospective, *Forty Years as a College President: Memoirs of Wilson Elkins*, President Elkins, spoke about integration, the civil rights

movement, affirmative action, and the competing pressures associated with these developments. He recalled:

I didn't feel pressures pushing against integration, but I think the prevailing sentiment which guided the University was to stand apart from the issue. We did not press for higher enrollments of minorities, and we did not offer any special services. The attitude was very different, of course, from the policy that was finally developed by the federal government, and which the state and the University were finally drawn into (Callcott, 1981).

The question always in our minds was how we could have a certain number without reducing the quality of students and the quality of the faculty. ... There was

outside pressure on us to do something, not necessarily because it was best for the University, but because it was considered best for society, and for the minority groups, especially the blacks. Faced with that kind of issue there is a pulling against it to a certain extent. Sometimes there was a tendency to place the interests of the University, maybe the short range interests, above the interests of society, which may be the long range interests (Callcott, 1981).

By 1970, the University had made some strides forward. The Cultural Studies Center had been established in the Counseling Center to:



Dr. Mary Francis Berry (left), the first director of the Afro-American Studies Program, and Dr. Andrew Goodrich, director of OMSE, at a ceremony honoring Dr. Berry in 1974.

... study minority and other student cultural subgroups at the University of Maryland. ... Initially, the Center will develop data that bear on the interface between black and white cultures, on and off campus, and that point to change that can be made at the University (University of Maryland, 1970).

The Afro-American Studies Program had been approved on July 23, 1969, and had begun accepting enrollments in the fall of 1969 (University of Maryland, 1970). Dr. Mary Frances Berry became its first director, subsequently serving as Provost of the Division of Behavioral and Social Sciences (University of Pennsylvania, 2008). Creation of the Afro-American Studies Program was a significant

but controversial move, as explained by Dr. Morris Freedman, professor and chair of the English Department, who also was a member of the Afro-American Studies Committee. Dr. Freedman wrote:

I think, finally, that those of us concerned with keeping our various disciplines properly related to the dynamic and changing world about us should be grateful to the new directions and territories opened up for us by the pressures exerted by black studies requirements. Nor should black studies people, if I may say so, try to go so rigidly their independent way. As they can teach us, they can learn from us. Everyone learns from someone else in the academic world, the teacher not least from his students. Learning, education, is a mutually reciprocal process (Freedman, 1971).

Rejection and Forward Motion

The 1970s was a challenging period that took the University of Maryland and its leadership into uncharted territory, requiring vision, open-mindedness, persistence, patience and courage. The period had a difficult beginning when the State's first desegregation plan was rejected as being insufficient by the Department of Health, Education, and Welfare on January 30, 1970.

In April, however, University officials noted that the University had made “substantial progress within the past several months, progress which would have seemed overwhelmingly impressive 5-10 years ago,” according to the “Progress Report on Integration at the University of Maryland College Park, Maryland, April, 1970” (University of Maryland, 1970). The Report also included a sober observation:

Thoughtful Americans now appreciate that major efforts are required immediately if our nation, and its universities, are to survive. It is this sense of urgency that is not displayed effectively in the University’s current response to the Integration Committee’s recommendations. Perhaps some sluggishness, inconsistencies, and ambiguous messages are inevitable in so large an institution, but they seriously hamper our effort to resolve this pressing problem. We urge a concerted attempt at all levels to ensure that the College Park community recognizes that the elimination of racial discrimination is placed at the highest priority of the University (University of Maryland, 1970).

A shift in priorities seemed more likely in June 1970, when the University of Maryland’s employment practices – separate from educational practices – came under federal scrutiny and became the subject of a federal compliance review pursuant to “allegations regarding discrimination against women in our hiring, promoting and paying of women at both the faculty and classified employee levels” (Office of the Chancellor, 1970). As a consequence, the College Park campus filed an affirmative action plan with the DHEW/Office for Civil Rights in August 1970.

Ensuring that the University functioned in compliance with federal non-discrimination laws was the task of the new Chancellor, Dr. Charles E. Bishop. Communication between and among the various sectors of the University leadership became increasingly important.

Dr. George H. Callcott, Vice Chancellor for Academic Affairs (1970-1976), identified the “areas of discontent” at the time as registration, advising, college reorganizations, grading, tenure, ROTC, the role of classified employees, faculty government, budget procedures and housing problems (Callcott, 1970). He advised Chancellor Bishop that the campus community should be reassured that the administration was paying attention.



IED Director Juia Davidson, Chancellor Bishop, Special Assistant to the Chancellor for Human Relations Bertrand Phillips, and an unidentified colleague (August, 1970).

According to Diamondback reporter Susan Hayes, Chancellor Bishop used the occasion of his Convocation on the Mall in September 1970 to address the issues of discrimination and human relations. In his remarks, he said, “It is my hope that ... we can encourage people of diverse cultures to come and to unite in the common pursuit of knowledge.” He affirmed that “discrimination in admission policies, employment or promotion based on race, sex, religion or personal characteristics will no longer be tolerated at the University,” and he “... announced plans for an intensive review of human relations at the University to be handled by P. Bertrand Phillips, the newly appointed special assistant [for Human Relations Programs] to the chancellors” (Hayes, 1970).

This commitment to unifying diversity increased the University’s engagement with the federal government on topics of mandated desegregation

and affirmative action programs. Speaking to the University Senate, Chancellor Bishop said,

We must proceed vigorously in the battle against prejudice and ignorance. Let us grasp the opportunity that academic freedom presents us to teach the untutored, to push back the barriers of the unknown and to extend our hands in helping to overcome the problems of the state and the society at large (Bishop, 1971).

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Chancellor Charles E. Bishop, 1971

In October 1970, Chancellor Bishop began a comprehensive review of the University's equal opportunity efforts as they related to employment and education. He wrote to the Vice Chancellor, Deans, Directors, and Department Chairmen:

It is my purpose in sending this first of a series of memoranda to obtain a review of policies and programs related to the elimination of discrimination and equal access to educational opportunities on this campus. I want to learn what has been done and what is being done. This is in accord with my convocation statement on this matter.

The attainment of an all-encompassing, creative, and realistic affirmative action plan leading to the complete elimination of discrimination on this campus and full and equal access to employment and educational opportunities is a matter of highest priority for all of us at the University (Bishop, 1970).

It became clear that the University would have to place greater emphasis on minority student recruitment. Prior to 1970, there had been no formal mechanism for bringing African American students into the pool of applicants for admission to undergraduate status. Targeted recruitment had been left to CCAR students and IED staff. This began to change in 1970-71 when, in partial implementation of the University's desegregation plan, "two full-time recruiters were hired by the Admissions Office specifically to recruit Black students" (IED, 1971).

The "Maryland Plan for Desegregation of Higher Education" was controversial. Lt. Governor Blair Lee submitted a revised plan on December 1, 1970. He explained, "The revised desegregation plan is essentially a fleshing out and firming up of the policies that were projected – perhaps too tentatively – in the original plan of October 1, 1969" (Holmes, 1973). Thereafter a series of correspondence ensued in which the DHEW/Office for Civil Rights and the State attempted to reconcile their different perspectives on what was required in an appropriate desegregation plan.

The Black Faculty and Staff Association prepared a critique of the "Maryland Plan for Desegregation of Higher Education" and submitted it to the Office for Civil Rights on April 6, 1971. On May 6, 1971, the Coalition of Black Faculty and Staff of the University of Maryland met with "Dr. Sidney Marland, Commissioner of Education, Mr. Stanley Pottinger, Director, Office for Civil Rights and other officials of HEW, to request the rejection of the State of Maryland Plan for Desegregation of Higher Education" (Murray, 1971).

Mr. Gareth E. Murray, Chairman of the BFSA, wrote to Chancellor Bishop on May 19, 1971, informing the Chancellor of the meeting and enclosing a copy of the critique that had been prepared by representatives of the BFSA Executive Committee. This critique illustrated not only practical concerns but philosophical differences: Should programs and services for minority students be provided only by minority professionals? Should those programs and services be

provided by special units separate from units that provided programs and services for the general student body? Dr. Donald W. Giffin, Director of Admissions and Registrations (OCAR), wrote to Chancellor Bishop on August 3, 1971, expressing his opinion:

I have recognized that our Black professionals have a special commitment and special strengths in the area of minority recruitment and the office workload has been structured to permit them to capitalize on these strong points. I have also sought to avoid creating a ghetto unit within the admissions office for the following reasons: (1) to maximize minority recruitment efforts by making it the responsibility of five rather than two staff members; (2) to minimize confusion in the handling of minority applications by keeping them in the mainstream of the workload; (3) to emphasize the posture of the University in racial matters by having Black staff members working with white students, teachers and parents in predominantly white schools; and (4) to encourage career development of Black staff members within the general framework of the office; and (5) to maintain the integrated character of the office (Giffin, 1971).

As a practical matter, recruitment, admissions and retention numbers would be the primary focus of the University's desegregation plans for several years into the future. In September

1971, Chancellor Bishop charged Mrs. Julia Davidson, Dr. Donald Giffin, Dr. Palmer Hopkins, and Miss Margaret Lloyd to serve as a committee to make recommendations for "a coordinated program of admissions, housing, financial aid and supportive services to enable us to recruit promising students to the University of Maryland" (Giffin, 1971).

Chancellor Bishop wrote to Mr. Meldon Hollis, a BFSA member, on October 25, 1971:

Approximately 15 percent of the Maryland public high school graduates are Black. I firmly believe it to be an achievable goal for College Park to have an undergraduate enrollment which reflects this 15 percent State Black population of high school graduates. Toward that end I am urging increased recruiting efforts, a much more coordinated effort in housing and scholarship/loan aid, continued support



Members of the University Admissions Office, seen here in October 1970, were charged by Chancellor Bishop to increase the enrollment of black students.

of special programs like IED, enlarged investigations into alternative predictors of success, expanded efforts within the Office of Human Relations, vigorous recruiting of Black Faculty and Staff, and, most important, a total effort by all the Black members of the Campus Community in carrying the message to the residents of this State that the University of Maryland is a publicly-supported University endeavoring to serve the educational needs of the people of the State regardless of race. I ask your assistance in these endeavors and welcome your support (University of Maryland, 1971).

The Admissions Conundrum

As the University's affirmative action and desegregation efforts continued, the Board of Regents initiated revision of the University's undergraduate admissions policies and procedures. As reported by President Elkins to Chancellor Bishop on September 21, 1971, the Board of Regents would steadily raise standards for incoming students from 1972 to 1977.

The Board of Regents approved Proposal B which continues the present threshold of admissibility to UMES, UMBC, and College Park of a 'C' average in high school academic subjects in grade 11 and the first semester of grade 12 and standing in the upper half of the graduating class, or a 1.75 predicted grade-point average. Further the Board accepted Proposal B, for stabilizing enrollment on the College Park campus, which provides for 5200 new freshmen; that in 1972, 1973, and 1974 Maryland residents will be admitted on application when they have a predicted grade-point average of 1.90 and in 1975, 1976, and 1977 when they have a predicted grade-point average of 2.0; six percent of the entering class will be admitted as exceptions: non-resident freshmen will be held to 500; places left unfilled will be filled on a lottery basis from the pool of Maryland residents who meet present threshold requirements (Elkins, 1973).

It is not appropriate to use the same predictors for blacks and whites. It is not a question of 'lower standards' but using the most appropriate predictors for a given cultural group

Dr. Glenwood C. Brooks and Dr. William E. Sedlacek, 1971

The Black Faculty and Staff Association (BFSA) was concerned that these changes would exacerbate "the problem of minority access to higher education," which was already "a critical issue in the State of Maryland" (Rawlings, 1971). In addition, Mr. Howard P. Rawlings wrote to President Elkins on behalf of the Black Coalition of the University of Maryland Campuses on October 4, 1971, expressing "the outrage in the Black community at the new restrictive and racially biased admissions policies recently approved by the Board of Regents" (Rawlings, 1971). Mr. Rawlings wrote that the Coalition had resolved,

That the University of Maryland, having a history of official Black exclusion which has restricted the number of capable Black servants for our community, has the moral and legal responsibility to take the necessary affirmative action to ensure that the incoming classes, beginning with 1972 and at the College Park and Baltimore County campuses, have a Black student population not less than the proportion of Blacks in the State of Maryland (20%) (Rawlings, 1971).

The Coalition also asked President Elkins to expand the membership of his new admissions policies and procedures committee "to receive Black input from the predominately white campuses," by appointing Mr. Meldon Hollis, Mrs. Alice Murray, Dr. Glenwood Brooks or Mrs. Julia Davidson to the committee. Apparently, President Elkins had already made his decision. He appointed Dr. Glenwood C. Brooks, coordinator of the Cultural Studies Center, to the University Committee on Admissions Policies and Procedures, subsequently known as the Hornbake Committee, on October 4, 1971.

Dr. Brooks co-authored a paper, "Statement of Proposed Changes in Admissions Policies for New Freshmen at the University of Maryland," with Dr. William E. Sedlacek, Director of Testing in the Counseling Center. Together they presented the paper to the Hornbake Committee on October 7, 1971, concluding, "It is not appropriate to use the same predictors for blacks and whites. It is not a question of 'lowering standards' but using the most appropriate predictors for a given cultural group" (Brooks and Sedlacek, 1971). As they explained:

Considering evidence from a number of Cultural Study Center studies and outside information, the following 'profile' typical of blacks entering and remaining at College Park emerges. He (or she) comes from a background different from the white students entering. His background was one that did not move him toward college, particularly a place like College Park; education was little emphasized or de-emphasized. However, he had one person who was strongly pushing him toward college; it may have been a friend, relative, teacher, etc. So he comes ready for new challenges and a much different environment; he is ready for the racism he will face and is self confident. He will tend to have a tough time his first year but will begin to come into his own by the time he is a sophomore.

We feel it is possible to develop different predictors along these lines for blacks that are admittedly more tentative and experimental, but which should be applied and tried out (Brooks and Sedlacek, 1971).

Developing – or identifying – appropriate predictors was one issue; the need for institutional latitude in making exceptions to the admissions policy was another. On October 18, 1971, Chancellor Bishop asked Dr. John Faber, Mrs. Julia Davidson, Dr. David Falk and Mr. Wayne Sigler to serve as a committee that would "establish criteria by which people will be admitted who fall outside the normal admissions criteria" (Bishop, 1971).

More Work on Desegregation



In 1971 the University's Board of Regents initiated a revision to the admission's policy that caused concern among those on campus who wanted to increase minority access to higher education.

On October 21, 1971, representatives of the Black Coalition met with "the administrative leadership of the University of Maryland, Senator Charles Mathias, and Congressman Parren J. Mitchell" regarding the Coalition's concerns about the State's desegregation plan (Rawlings, 1972).

Chancellor Bishop continued to be optimistic that the University was "meeting the letter and spirit" of the desegregation plan, particularly with its emphasis on recruitment and retention. He said as much in his November 1971 letter to President Elkins (Bishop, 1971).

In November 1971, BFSA Chairman Meldon Hollis wrote to Dr. Bishop, saying that public image would not change until the underlying realities changed: "Before it can successfully attract Black students, the University must overcome its racist image and must provide an academic

experience which will provide equal access and opportunities for training to prepare them to meet the community's needs" (Hollis, 1971). He added:

Further, interracial programs and efforts should be greatly enhanced through the cooperative forces of the Black administrators who actively participate in the daily University operation and seek meaningful changes and resolutions of problems. The University image and attraction for Black students would be affected by visible Black leadership (Hollis, 1971).

In January 1972, Chancellor Bishop reported more progress in the University's desegregation plan. In writing to President Elkins, Chancellor Bishop stated, "... it is my opinion that the University is, in good faith engaged in a successful effort to combat racial discrimination. With the financial support of the State, particularly in the areas of direct student financial aid and in advising and counseling, we shall be able to maintain and improve our position" (Bishop, 1972).

Chancellor Bishop also reported that the number of African American faculty, administrative personnel and classified employees had grown from 52 in 1969 to the current 98; that financial aid had increased to the extent that African American students had received ten full Office of Admissions and Registrations scholarships (22 percent of the total), and that in 1971-72, 27 percent of the total financial aid awards had been made to African American students. At the same time Chancellor Bishop reported that enrollment in the Intensive Educational Development program had increased from 82 students in 1969-70 to 378 in 1971-72; over 90 percent of these students were African American. The Afro-American Studies program had grown to include sixteen courses. There were 23 full- and part-time African American professional counselors in the Division of Student Affairs (Bishop, 1973).

Further, Chancellor Bishop wrote:

Mrs. Yolande Ford has been appointed Director of Human Relations with a full-time and part-time staff of five. Equal Employment and Educational Opportunity (EEEE) officers have been appointed at the department level. The University's affirmative action plan is being continually restudied and brought up-to-date (Bishop, 1972).

Chancellor Bishop noted that the University's targeted recruitment efforts were having a positive effect in that the number of African American undergraduates had grown from 574 in fall 1969 to 944 in fall 1970, and 1,231 in fall 1971 (Bishop, 1973).

The Black Coalition was not so sanguine. It was concerned that the predominately white institutions were not recruiting African American faculty, staff and students "with the degree of dispatch with which the University of Maryland Eastern Shore Campus has recruited whites." The Coalition wanted the DHEW Office for Civil Rights to include "numerical goals and time-tables for the elimination of racism and sexism" in the state's desegregation plan. Representatives of the Coalition met with staff of the Regional Office for Civil Rights Director on January 6, 1972. Then, on January 19, 1972, Mr. Howard Rawlings wrote to Dr. Eloise Severinson, Regional Director of the DHEW/Office for Civil Rights, setting



IED Director Davidson talks with newly appointed Director of Human Relations Yolande Ford (1971).

forth “some of our impressions and understandings related to the conference” and reiterating the Coalition’s concerns about the importance of numerical goals and guidelines (Rawlings, 1972).

Perhaps the Coalition was not alone in its belief that change was more likely to come from externally imposed mandates. At least that is the implication of a contemporaneous document by an unidentified author, who observed:

While the University has an officially stated policy of non-discrimination in recruitment, retention, promotion and training of personnel, the policy has been enforced only through the occasional goodwill efforts of the various colleges, departments and administrative units of the University. The progress of the College Park Campus toward its stated goals has been modest. It is significant that in a letter of January, 1971, H.E.W. cited the Maryland State Plan for the Desegregation of Four-Year Institutions for ‘a striking scarcity of proposals aimed at faculty desegregation.’ The racial census for the College Park Campus for the academic years 1969-70 and 1970-71 indicate that Black participation increased from 2% to 3% among faculty and administrative positions. There is a striking under-utilization of minorities and/or females at higher salary and management levels. Of the five College Park programs directed by Blacks, only one is directed by a Black male; his staff consists of a secretary and one half-time graduate student. (Bishop, 1972).

The aim of the University is to enroll minority students in an equitable relationship to the State’s minority high school graduation, with the understanding that all students will be admitted in accordance with the established admissions policy of the University.

Chancellor Charles E. Bishop, 1971

During the same period, which was academic year 1971-72, the University formally established the Equal Opportunity Recruitment Program (EORP) in the Office of Admissions and Registrations, with Mrs. Velma S. Jones, Director. EORP was “designed to intensify recruitment efforts for minority and disadvantaged students. One of its chief goals is to help the University to achieve a student population representative of the cultural diversity of the state of Maryland” (Bishop, 1972).

Mrs. Jones was appointed director on February 21, 1972; she resigned six months later September 1, 1972. Her supervisor, Dr. Giffin, informed Chancellor Bishop that the “Office of Admissions and Registrations will no longer be responsible for minority recruitment” (Office of the Chancellor, 1972). On September 22, 1972, the Board of Regents approved an affirmative action policy that made coordination of minority recruitment and enrollment imperative. The policy affirmed:

The University of Maryland is committed to increasing the enrollment and making every reasonable effort to the retention and graduation of students of minority groups. The aim of the University is to enroll minority students in an equitable relationship to the State’s minority high school graduation, with the understanding that all students will be admitted in accordance with the established admissions policy of the University (Office of the Chancellor, 1973).

Dr. Daniel Bratton, Vice Chancellor for Student Affairs (1971-1973) expressed concern about

the need for a cohesive minority education program when he wrote to Chancellor Bishop on October 2, 1972. In his lengthy memorandum, Dr. Bratton discussed what he perceived to be his colleagues' resistance "to the creation of a viable minority student affairs operation" beyond what was being provided in IED . He wrote, in part:

Only 25% of our minority students are in IED and it negates the tremendous needs – very real needs – of non IED minority students. More recently we have witnessed this decision in Admissions regarding EORP which is an incredibly bad decision or determined in an incredibly bad manner. It reflects what I see in Admissions to be a complete lack of awareness as to all of the dynamics – internal and public – of minority recruitment (Office of the Chancellor, 1972).

Dr. Bratton saw the Regents' policy on minority student retention and graduation as a call-to-action. He wrote:

I believe that Maryland has not begun to comprehend what it means to have a retention program for some 3,000 to 4,000 undergraduate black students. Not only has this comprehension not begun, but my few personal experiences lead me to worry over whether others would want it to begin. ... It's not a one sided issue. The black community must accept the budgetary realities as must anyone else, but their acceptance can only be expected to come as part of a proactive institutional stance which is short on jargon and philosophy and long on particulars" (Office of the Chancellor, 1972).

Thus, Dr. Bratton noted that he and Dr. Harry Walker were drafting a "proposal to make Nyumburu a community center for all our black students." He continued, "There's no over-all campus posture to make it a part of, there's a horrible budget situation and a worse receptivity in many quarters about the idea. ... It's a tough task, but if we don't do it, we will find ourselves continually enmeshed in a series of isolated incidents, bad feelings, confrontations and dissatisfaction" (Office of the Chancellor, 1972).

Meanwhile targeted recruitment efforts were floundering, and those EORP staff who remained after Ms. Jones's resignation expressed their frustrations to Chancellor Bishop in a memorandum dated October 4, 1972:

When the EORP program had a Director it gave stature along with structure to the program. After reorganization there are now three equal and separate Admissions counselors [Washington, Gibson and Rosalind Jones], none having administrative authority. This leaves the EORP program without adequate representation or stature.

Recruitment is an effort which must initiate innovative ideas to effectively perform the task of getting minorities to the campus. In the absence of a Director the remaining staff has no one to emphatically relay the sensitive needs of minorities to administrative sources which would be instrumental in getting policies and procedures initiated or changed (Washington and Gibson, 1972).

Subsequently, Chancellor Bishop created the Commission on Minority Student Education to "help us in achieving the goals established by the Board of Regents in its policy of recruitment and retention of minority students adopted in session on September 22, 1972" (Bishop, 1972). The Commission was chaired by Dr. Dorothy Evans, Assistant Professor of Psychology. Its membership was comprised of Dr. Daniel L. Bratton, Vice Chancellor for Student Affairs; June E. Harris, graduate student; Meldon Hollis, Chairman, Black Faculty and Staff; Ted Laster, President, Black Honors Caucus; Walter Rundell, Chairman, History Department; Dr. Robert E. Schoenberg, Dean for Undergraduate Studies; and Harry Walker, Acting Director of the Office

of Minority Student Affairs. The Commission was charged on November 7, 1972, and began the work that was scheduled to be completed in the following spring term. (Office of University Relations, 1973).

On December 7, 1972, Chancellor Bishop introduced the University's new Affirmative Action Plan to the campus leadership, noting that it "...is to be implemented immediately as an operating policy of the College Park Campus." Dr. Bishop explained:

The ultimate goal of actions outlined in the Plan is to create substantial changes in the representation and status of minority and women employees on Campus, and to incorporate a viable, permanent affirmative action mechanism into the operational structure of the Campus.

More important, the Plan is in keeping with the commitment this Campus has made and will continue to make toward fairness and justice. The Plan is intended to utilize effectively the skills of minorities and women at all levels of employment. In every aspect of the Plan, all Campus citizens are expected to make good faith efforts to implement recommended actions (Bishop, 1972).

Concurrent with the development of the Affirmative Action Plan, the College Park campus had developed a Human Relations Code that was approved by the Faculty Senate, by a vote of 88-1, in fall 1972. According to Chancellor Bishop, the Affirmative Action Plan and the Human Relations Code were inextricably linked.

The Affirmative Action Plan was envisioned as a commitment to equal educational and employment opportunities on the Campus. The Human Relations Code was an attempt to provide in written form a policy which would specify for the individual the procedures for exercising rights established for the Campus as a whole. This code of ethics was designed to state explicitly an individual's rights against discrimination on Campus. It was also to state definitely the procedures by which grievances could be redressed (Elkins, 1973).

Developments in Minority Education

The Commission on Minority Student Education submitted its initial findings and recommendations on February 7, 1973 (Commission on Minority Student Education, 1973). The Commission had given primary attention to black undergraduate residents because they comprised the largest minority student group on campus. The Commission reported the following findings:

- a. That approximately 92 percent of college preparatory black students from Maryland high schools matriculated at six college campuses in Maryland during 1971-1972, and that 16 percent of these students matriculated at the University of Maryland, College Park. (The other percentages were: Morgan State (27%), the Community College of Baltimore (24%), Coppin State (15%), Bowie Community College (14%), and the University of Maryland, Eastern Shore (4%).)
- b. That non-IED students comprised between 60% and 70% of the black students on campus. For example, in 1971, the total black undergraduate population at College Park was 1,231; of this population 403 were IED students.

c. That, based on a comparison of black and white attrition for 1969 matriculants, the attrition rate for non-IED black students after one year was 20 percent, and 43 percent after two years as compared to 16 percent and 34 percent respectively for whites. During 1970-1971, and 1971-1972, for all students, attrition from freshman to sophomore status was 25 percent for the first period and 32 percent for the second period. For non-IED black students, these figures were 44 percent and 71 percent, respectively. For 1971-1972, white sophomores advanced to junior state with 0 percent attrition; for non-IED black students, the attrition rate was 32 percent (Commission on Minority Student Education, 1973).

The Commission saw some relationships between the recruitment and retention data and a 1972 report issued by DHEW regarding allegations of racism at the University of Maryland, College Park. According to the Commission's Report:

There are also data showing a positive correlation between the perception of racism on the part of black undergraduates and their academic achievement (Pfeifer, 1972). One interpretation of this finding is that blacks who are able to identify institutional racism accurately are those who are able to develop coping mechanisms to negotiate successfully the hurdles of the University of Maryland. Some support for this interpretation is found in the works of Gurin and Gurin (1969) who found that black adolescents who accurately identified institutional racism (i.e., attributed responsibility for racism to institutions rather than to themselves) also made creative, effective career choices. It may be that black students who are not able to attribute accurately responsibility for racism also are not able to cope well in an institution such as the University of Maryland which is viewed as racist (e.g., the 1972 Health, Education and Welfare Review of alleged racism on the College Park campus) (Commission on Minority Student Education, 1973).

The Commission identified "a network of factors which seem to diminish the effectiveness of recruitment and retention efforts," reporting,

First and foremost among contributing factors is the lack of campus administrative leadership and support for the recruitment and retention of minority students. Specifically, in no operation, philosophy, program or administrative structure has the University of Maryland adequately articulated the nature, extent and limitations of its responsibility to the education of minority students. Secondly, in the University at large, and in the support programs for black students, there are bureaucratic inefficiencies, rigidities and apparent indifferences which irrespective of the intentions of the University leadership, contribute to a demoralized state among black students (Commission on Minority Student Education, 1973).

This "demoralized state" had many manifestations and consequences. Specifically,

These two conditions create among black students a profound sense that the University has disengaged itself from their particular concerns. There is a pervasive, anger-laden sense of alienation from the University among black undergraduates. They perceive the University to be rife with racism, and many are extremely and overtly angry about feeling 'short-changed,' i.e., having little or no access to many aspects of University life. Those who are more quiet in their isolation convey a sullen resignation to their feeling that the University has no investment in helping them to capitalize on their academic strengths or to overcome their academic handicaps. We received many reports that these perceptions of racism and the anger are transmitted back to our 'feeder' black high schools in the Baltimore-Washington area. The angry message given is that the University promises to fulfill

needs that it does not fulfill. These students feel like ‘... a guest in a strange house where my welcome has all but run out (Monroe, 1973).’ The feelings of alienation are not limited to support programs. They also extend to the classroom situation wherein black students feel the professor has made a fixed, a priori judgment about the student’s capabilities at the very beginning of a course (Commission on Minority Student Education, 1973).

The Commission’s Report contained a number of recommendations, including those having to do with providing an administrative structure to coordinate minority-related students services. The Commission envisioned an “Office of Minority Student Education” to “include all of the existing operations of the [current] Office of Minority Student Affairs plus the EORP program,” and be administered by a high-level officer of the University.

This appointee must be academically credible to the University at large, should be black, and should have demonstrated skill and experience in working on issues of higher education among blacks. To prevent this operation from becoming isolated and thereby ineffectual, the Chancellor will need to clarify to the University community that this person is not being appointed to solve the minority recruitment and retention problems alone. Rather, he will work in close collaboration with departments and service programs on campus so that all who contribute to the problems of minority group retention may also contribute to their solution (Commission on Minority Student Education, 1973).

From the vantage point of the Commission, consolidation of certain services and programs under the umbrella of a new Office of Minority Student Education would have a broad effect.

It is the judgment of the Commission that this arrangement will emphasize the academic focus of the Office and will permit easier access to needed aids from academic departments. Also, perhaps this arrangement may better serve the educational needs of black students who enter the University by regular admissions but whom the University has more trouble retaining than their white counterparts (Commission on Minority Student Education, 1973).

The Commission’s report detailed some of the complexities that faced the University community as it struggled with the implications of desegregation and the meaning of equal educational opportunity in an environment where the most apparently benign routines might take on negative connotations. It was a time in which clarity and mutuality of purpose were important. It was a time in which candor and trust among fellow travelers were important. As Dr. Robert Schoenberg observed in response to the Report (discussed in Chapter One above), “We should also be aware that no matter how sincere the Chancellor is in his public pronouncements regarding such matters, his message has not generally penetrated the ranks of middle management in either the academic or service areas” (Schoenberg, 1973). It was a difficult time.

Recruitment, Retention and Consolidation

The University continued to address the issues of student recruitment and retention in the context of the larger discussion about the feasibility of a coordinated program for minority student services. In March 1973, Chancellor Bishop deferred his decision regarding consolidation of the Equal Opportunity Recruitment Program (EORP), IED and the Cultural Studies Center under the umbrella of a new Office of Minority Education. However, he did move minority recruitment efforts into the Office of Minority Affairs in Student Affairs, “to establish more

effective liaison with the Housing and Financial Aid Offices and with the Intensive Educational Development program,” Chancellor Bishop affirmed that “All prospective students recruited through ... recruitment programs must be referred to the Admissions Office for review and possible admission.” The transfer to Student Affairs took effect on March 20, 1973 (Bishop, 1973). Dr. Bratton assigned EORP to the Office of Minority Student Education (OMSE). The reorganization of OMSE and its constituent units continued (Day, 1973).

Another statement of the problem: how do we convince a larger fraction of the minority students admitted actually to come?

Vice Chancellor Thomas Day, 1973

Data became increasingly important and great significance was attached to enrollment numbers. Shortly after EORP was transferred to the Office of Minority Affairs, Dr. Thomas Day, Vice Chancellor for Academic Planning and Policy, wrote to the Director of OMSE, on April 23, 1973, about “a serious dilemma in minority recruitment.” Dr. Day reviewed these facts: In Fall 1972 approximately 30,000 Maryland high school student graduates were college eligible. Of those, 4,500 were African American students. Of these African American high school graduates, 4,100 were going to college, with only 880 being admitted to and 380 actually enrolling at the University of Maryland College Park. For Dr. Day, these numbers constituted a dilemma:

Another statement of the problem: how do we convince a larger fraction of the minority students admitted actually to come? ... [W]e are probably already reaching and admitting over half of the total possible minority Maryland freshmen. It will be hard to admit more – but we can register more. We need to achieve significantly higher registered-to-admitted ratios for minority students than for others in order simultaneously to raise our registered number from 430 to 700; not to endanger other State institutions’ legitimate aspirations; and to remain within the Board of Regents policies on admissions qualifications. How to do this?

It seems to me that convincing more admitted students actually to come can only be done by a concerted effort of all members of the UMCP community, but particularly on the part of the Black Faculty and Staff. If the 884 Black students admitted in Fall 1972 had all come, our efforts and goal would have been transformed into realities, and there would be even less to argue over numbers (Day, 1973).

This dilemma was significant in the contexts of both academic policy and federal mandates.

Federal and State Perspectives

The University continued to correspond with the Office for Civil Rights in the Department of Health Education and Welfare regarding the mandated desegregation plan. Mr. Peter E. Holmes, Director of the Office for Civil Rights, had written to Maryland Lt. Governor Blair Lee on March 27, 1973, informing him that “While we did not respond to the final plan, formally approving or disapproving it, the plan did not vary substantially from your original outline submission.” Mr. Holmes had advised Lt. Governor Lee that “appropriate state officials” should begin planning the requisite compliance actions (Holmes, 1973).

In that same letter, Mr. Holmes recalled that he had advised Lt. Governor Lee on February 16, 1973, that U.S. District Court Judge John Pratt (Adams v. Richardson, 1973) had directed that by June 16, 1973, HEW was “to commence enforcement proceedings by administrative notice of hearing or to utilize any other means authorized by law in order to obtain compliance with Title VI” (Holmes, 1973).

On May 21, 1973, Mr. Holmes wrote to Dr. Lewis Kaplan, Chairman of the Board of Regents, regarding review of the materials in the Office for Civil Rights. The information had been submitted by Mr. Fred Spigler, Jr., Administrative Officer for Education, on behalf of the state of Maryland in connection with the State’s desegregation plan. Mr. Holmes explained the review process.

In our review of the information you submitted, we have looked first to the question of whether vestiges of the racial dualism still persist. Next, we have considered what effect past and recent steps to expand your higher education system have had and will be likely to have upon those aspects of the dual system that persist. Last, we have considered what further steps are needed to fulfill completely your obligation under Title VI to assure equal educational opportunity in your system of higher education (Holmes, 1973).

Vestiges remained; remediation efforts were having inadequate impact on the problem; further effort would have to be made in recruiting both faculty and students. Mr. Holmes wrote, “As to faculty, we find that there are presently 737 full-time and part-time faculty who are black among the total of 5092 college level teachers in the system. Of this 737 black college teachers, 588, or 80 percent are employed by those schools which were black during the period of legally enforced segregation.” The case was even less impressive at the predominantly white State institutions. For the 1972-73 academic year at the University of Maryland, College Park, there were 76 (3 percent) black faculty among the 2,548 total faculty (Holmes, 1973).

“With respect to the students,” Mr. Holmes reported, “there are 9744 (19.5 percent) black full-time undergraduate students enrolled in the Maryland state system among a total of 49,967 full-time undergraduates. Of the number of black students enrolled in the state college system, 7613 (78.1 percent) are enrolled in colleges which are predominantly black and the remaining 2131 are enrolled at the various predominantly white state colleges” (Holmes, 1973).

Again, the University of Maryland, College Park, was criticized because, at “the largest undergraduate campus black students constitute only 4.5 percent of the student population ... For the 1972-73 academic year, the total numbers of full-time undergraduate students and total numbers of full-time undergraduate black students at predominantly white colleges are as follows ... University of Maryland College Park, 24,868 Total Students, 1,113 Total Black, 4.5 Percent Black” (Holmes, 1973).

The states have never been told what is expected of them in the field of higher education as distinguished from the altogether different public school system.

Governor Marvin Mandel, 1973

This assessment was a part of a very complicated series of correspondence where failings were cited, authority was challenged and threats were made. In this environment, Maryland Governor Marvin Mandel responded to Mr. Holmes on May 30, 1973, objecting to “the insufficiency of time for a response,” and stating that “the states have never been told what is expected of them in the field of higher education as distinguished from the altogether different public school system.”

Governor Mandel wrote:

I am not aware of any pronouncement by HEW or by any Federal Court having jurisdiction over us that defines exactly what constitutes compliance with Title VI of the Civil Rights Act of 1964 in the area of higher education.

The operative language of Title VI simply states that 'no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or actively receiving Federal financial assistance.' Beyond that, the Federal Courts and HEW have done no more than make vague references to 'dismantling' the former dual systems and 'eliminating racial identifiability' of the institutions.

We in Maryland believe that our present desegregation plan is adequate and practicable and we are proud of the fact that black student enrollment at the predominantly white colleges in the Maryland state system has more than doubled since 1970. We are willing to make reasonable amendments to our plan subject to firm information as to the ultimate target. Conversely, we are not willing to limit or distort our system to the point that the delivery of higher education becomes secondary to other objectives (Mandel, 1975).

A system of higher education which has removed the vestiges of its former dual structure is one in which students select an institution on a basis other than race.

Mr. Peter E. Holmes, Director of DHEW OCR, 1973

The contentious correspondence continued, and the recitations of the past discussions mounted. For example Mr. Holmes wrote to Governor Mandel on June 6, 1973, first with regard to judicial case law involving the application of Title VI to higher education. He cited the case of *Norris v. State Council of Higher Education*, wherein Judge Butzner wrote, "... a state is obligated to convert its white colleges and black college to just colleges. *Norris v. State Council of Higher Education for Virginia*, 327 F. Supp. 1363 (E.D. Va. 1971) affirmed sub. non. *Board of Visitors of William and Mary in Virginia v. Norris*, 404 U.S. 907 (1972)." In short, Mr. Holmes explained: "A system of higher education which has removed the vestiges of its former dual structure is one in which students select an institution on a basis other than race" (Holmes, 1973)

Turning to the issue of how compliance would be determined, Mr. Holmes wrote, "The State of Maryland retains discretion with regard to the actions it will take to achieve a unitary system of higher education and the time period over which this will be accomplished." He specified temporal and numerical limits:

We will look for specific courses of action to be implemented during a stated time period which have a high probability of significantly increasing the presence of white students and faculty at the predominantly black institutions, particularly in the Baltimore metropolitan area, and black students and faculty at the predominantly white institutions. To the extent possible, the effect on desegregation should be projected in numerical terms for each action proposed in the plan (Holmes, 1973).

The View From Inside the University

While this correspondence transpired between the state and federal governments, related communication was taking place at the institutional level, as well. For instance, the Black Faculty and Staff Association (BFSA) had convened a Desegregation Committee. On August 31, 1973, Mr. Meldon Hollis, BFSA Chairman, wrote to his Executive Committee and Desegregation Committee Chairmen, reporting on “the often neglected aspect of the desegregation process: that of governance of the institution. It is a good bet that to increase the numbers of Black people without providing for their interests and concerns at the policy making level is to invite increased conflict and dissension” (Hollis, 1973).

Mr. Hollis set out three broad areas of concern that required close attention. First: The University’s credibility was suspect with regard to the information submitted to federal agencies in connection with desegregation and compliance activities. “Reports made to HEW and other federal or state agencies which concern the desegregation of the University should be made available to the public. There is significant cause to believe that information being supplied to compliance agencies is inaccurate or misleading” (Hollis, 1973).

Second: The objectives of the University’s desegregation plan did not necessarily correlate with the needs of the African American segment of the campus community. “The hiring plan should also take into account the manpower needs in the Black community” and the “attraction of Black faculty and professionals and the necessary curriculum modifications should offer a greater incentive to minority students who currently complain of the lack of relevant information in their various departments” (Hollis, 1973).

Third: The University’s organization did not appropriately reflect the importance of minority student education. “The Office of Minority Student Education should be moved to Academic Affairs and headed by an Assistant Vice Chancellor. It is clear that to effectuate the kinds of changes necessary in curriculum support activities must operate from an appropriate level for central direction throughout the academic area” (Hollis, 1973).

Chancellor Bishop had also convened a Task Force to assist in the preparation of the University’s Desegregation Plan. It was chaired by Dr. Thomas Day. In its Report dated September 1973, the Task Force reported to Chancellor Bishop:

Perhaps the most important long range action taken within the past few years has been the construction and promulgation of the University of Maryland College Park Affirmative Action Plan ... It is being followed up at the academic Division level and the academic department level by constant monitoring for reports, as well as detailed procedures in the hiring of faculty and staff and the handling of grievances (UMCP Desegregation Plan Task Force, 1973).

Among the leadership of the African American student community, the focus was on institutionalizing gains that had been achieved and building organizational infrastructures that supported a more diverse community. In voicing their concerns, these students continued to use some of the tools of the Civil Rights Era, specifically demonstrations and coalitions. They joined together as the Black United Front” and published its “Position Paper” in January 1974, defining “desegregation” as “... the ‘Right of a Black Student to attend any institution of higher education that he chooses.’ The responsibility of the institution is to educate the student by eliminating all the academic, economic and social barriers so that a black student can pursue the quality education which he desires” (Gregory, 1974).

Another Rejection and More Unrest

The State and the University continued to grapple with the meaning of desegregation and integration in the context of federal law. On February 5, 1974, Governor Marvin Mandel submitted the State's Plan for Completing the Desegregation of the Public Post-Secondary Educational Institutions in the State to Mr. Peter Holmes at the DHEW/Office for Civil Rights.

The transmittal of the 1974 Maryland Plan culminates a planning effort begun by Maryland in July, 1969. Despite the lack of specific direction from H.E.W. during most of this period, Maryland has made substantial progress toward desegregation of higher education. Candidly, we have benefited in the development of this new Plan by an analysis of your communications late last year to the other nine states cited in the Pratt decision. I am confident a positive response will be forthcoming for Maryland (University of Maryland, 1974).

232 WASHINGTON DC 20540
ZIP 21404

HON MARVIN MANDEL
GOVERNOR OF MARYLAND
ANNAPOLIS MD 21404

file copy

ORIGINAL TO: Gov
COPY TO: Blair Lee
Ship
Head

THIS IS TO CONFIRM OUR TELEPHONE CONVERSATION TODAY WITH STATE OFFICIALS CONCERNING THE OFFICE FOR CIVIL RIGHTS' ACTION ON MARYLAND'S HIGHER EDUCATION DESEGREGATION PLAN. A DETAILED LETTER OF ACCEPTANCE WILL FOLLOW. AN INFORMATIONAL COPY OF THIS WIRE WAS SENT TO HON BLAIR LEE LT. GOV. OF MARYLAND ANNAPOLIS,, MD; DR LEWIS KAPLAN CHAIRMAN BOARD OF REGENTS OF THE UNIV OF MARYLAN; DR ELAINE DAVIS CHAIRMAN BOARD OF TRUSTEES OF MARYLAND STATE COLLEGES ANNAPOLIS, MD; EDMUND MESTER EXECUTIVE DIRDCTOR BOARD OF TRUSTEES OF THE MARYLAND STATE COLLEGES ANNAPOLIS, MD; AND DR WESLEY DORN EXECUTIVE DIRDCTOR MARYLAND COUNCIL FOR HIGHER EDUCATION ANNAPOLIS, MD. PETER E HOLMES DIRDCTOR OFFICE FOR CIVIL RIGHTS DEPT OF HEALTH EDUCATION AND WELFARE

1727 EDT

MGMBALB BAL

Maryland Governor Mandel received the above telegram on June 24, 1974 from Mr. Peter Holmes at DHEW/OCR following the agency's receipt of Maryland's Plan for Completing the Desegregation of the Public Post-Secondary Educational Institutions in the State. The subsequent exchanges over the plan highlight the tension between the federal government and Maryland state officials.

Governor Mandel received acknowledgement of the Plan by telegram on June 24, 1974: "This is to confirm our telephone conversation today with State officials concerning the Office for Civil Rights' action on Maryland's Higher Educational Desegregation Plan. A detailed letter of acceptance will follow" (Holmes, 1974). In that letter, dated June 21, 1974,

"the Office for Civil Rights, in compliance with the court order in *Adams v. Weinberger*, accepted the Maryland Plan for Completing the Desegregation of the Public Postsecondary Institutions in the State (hereinafter referred to as the Plan), in the belief that it contained 'a process by which significant desegregation 'could be achieved by the State of Maryland over a period of years. The Plan committed the

State to take certain actions which were designed to bring the thirty institutions of higher education in the Maryland system into compliance with Title VI of the Civil Rights Act of 1964 (Dodds, 1975).

This amicable conclusion would be short-lived. The plan was rejected in August 1975.

In the interim, African American students became increasingly vocal in asserting their presence as members of the campus community. On February 25, 1975, the BSU staged a march of approximately 500 Black students moving from the Nyumburu Cultural center to the Student Union to the Administration Building (Ashton, 1975). The objective of the march, according to BSU president Walter Stone in his interview with Black Explosion reporter Jerome Ashton, was “to

The protest is ‘for everybody and for the benefit of everybody. If there is quality education here for me, there is quality education here for you. We’re all in this together.’

Student Legislator KaKa G. Kehinde 1975

make public our grievances with the University, and let everyone know that we aren’t satisfied with the situation here at Maryland ... [and that] it is time that we start sitting on committees and boards that will determine our future here at the University.” These grievances included the treatment of Black faculty, staff

and students, as well as concerns about Nyumburu and the Intensive Educational Development program, which, Mr. Stone said, “... are located in the ‘rat infested’ temporary buildings. ‘If they can spend money on renovating the old dining hall why can’t they allocate funds for a new building for both Nyumburu and IED,’ asked Stone.” Further, “They treat us like a novelty,” said Stone.” “They act as if we won’t be around, so they won’t have to worry about our complaints” (Ashton, 1975).

The conclusion of Mr. Ashton’s interview with Mr. Stone drew the link between this demonstration and its predecessors in the Civil Rights Movement:

According to Stone, “Many people think of marches as a by-gone era, something which happened in the sixties.” But the idea of mass demonstrations are very much alive; he referred to the PUSH march on Washington last month.

The point was stressed that the march isn’t only to protest the grievances of the BSU, but to air the grievances of all Black organizations on campus. The organizers are asking for 2,000 Blacks to march hand in hand on the 25th. Stone has designated the 25th as colors’ day, everyone is asked to wear something Red, Green, and Black – the colors of the Black Liberation Flag.

The organizers of the march strongly stressed the point that the march is going to be peaceful. They said that ‘we don’t plan on any violence’ (Ashton, 1975).

According to a *Diamondback* article written by Peter Mehlman, the Student Government Association legislature had, “despite some opposition, given its support to the BSU march on a roll-call vote of 10-3-4.” Mr. Mehlman reported: “Legislator KaKa G. Kehinde, who introduced the motion on behalf of the BSU, claimed the protest is ‘for everybody and for the benefit of everybody. If there is quality education here for me, there is quality education here for you. We’re all in this together’” (Mehlman, 1975).

Later in 1975, Dr. Robert L. Gluckstern succeeded Dr. Bishop as Chancellor, and became responsible for directing the University’s progress in a complicated time. In forecasting the issues

that would be faced by his administration, Chancellor Gluckstern acknowledged the expanding role of higher education in promoting equal educational opportunity and in addressing larger societal issues. The University of Maryland's agenda items, in this sense, would not be very different from those of its counterparts elsewhere, he said (Gluckstern, 1975).

Chancellor Gluckstern also noted that mutual trust and credibility would be factors in the University's successful accomplishment of its objectives:

The people on the Campus need to know in some reasonably personal sense who the people are who are leading them, who the administrators are, what they are like, to develop their own sense as to whether these people can be trusted with those sets of responsibilities. ... It is inevitable that campuses like this are going to seem to be very impersonal places. Administrators and other members of the community have to fight as hard as they can to break down those areas of impersonality so that people do know one another (Gluckstern, 1975).

Early in his tenure, Chancellor Gluckstern was advised by Dr. Day that equal opportunity and non-discrimination regulations had established some of the parameters within which the University was operating. Dr. Day wrote, "Keeping the two very broad fronts of past activity in mind – one the State Desegregation; the other the University compliance effort – both fronts show recent, sharply increased activity" [Emphasis in original] (Day, 1975).

On August 7, 1975, the federal Office for Civil Rights notified the State of Maryland that they had "completed its evaluation of the implementation of the Plan for the period July 1, 1974, though June 30, 1975 ..." and rejected the Plan. Writing on behalf of the Office for Civil Rights Region III, Mr. Dewey Dodds, Regional Director, stated, "As a result of this evaluation, we have concluded that the Maryland Council for Higher Education [MCHE] and the thirty institutions of higher education which comprise the State higher education system in Maryland have failed to implement, or have only partially fulfilled most of the commitments made in the State Plan" (Dodds, 1975).

Mr. Dodds warned that anything short of timely compliance would result in an enforcement action. He concluded his letter with the statement that, in the absence of timely execution of certain specified actions, "enforcement action will be initiated against the MCHE and the thirty state-operated institutions of higher education to secure compliance with Title VI. In addition, all other activities which are part of the Plan must be carried out in a manner calculated to achieve the maximum degree of desegregation within the next academic year" (Dodds, 1975). The threatened action would have terminated funding to the University of Maryland in an amount approximating "\$40.5 million in contracts and grants; about \$3.4 million more in student aid excluding BEOG [Basic Educational Opportunity Grants], or \$4.9 million including BEOG" (Day, 1975).

Rejection of the Rejection

Governor Mandel's response to the ultimatum on August 13, 1975, was unambiguous. The DHEW/Office for Civil Rights had set a deadline by which the State would have to make changes in certain operations and maintain action in others – all "in a manner calculated to achieve the maximum degree of desegregation." The Governor, in response, noted the delayed response to interim status reports and criticized federal government interactions with the State. He called for the August 7, 1975, letter to "be rejected out of hand."

AUG 18 1975



MARVIN MANDEL
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

August 13, 1975

Mr. Dewey E. Dodds, Director
Office for Civil Rights
Region III
Department of Health, Education, and Welfare
3535 Market Street
Philadelphia, Pennsylvania 19101

Dear Mr. Dodds:

Your letter of August 7, 1975, is a clumsy effort at intimidation which must be rejected out of hand.

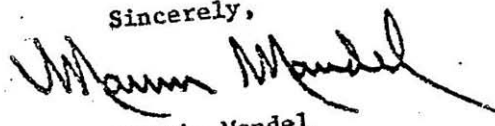
The Maryland Desegregation Plan has been in operation for one year under the direction of the Maryland Council for Higher Education. During that period the Council has submitted to your office the first two Status Reports (February, 1975, and August, 1975) that are required by the Plan. Each of them contains more than 600 pages of solid information about our progress in setting up the institutional machinery for achieving the goals set forth in the Plan. It is painfully clear that no one in your office bothered to read these reports.

I am particularly pleased by Table 18 on page V-509 of the February Status Report, entitled "Trends in Racial Composition of Full-Time Undergraduate Students, 1970-74 and 1980 Projected Ranges." This table demonstrates - in absolute numbers and by percentages - a tangible and visible progress toward the 1980 targets. Four institutions reached the 1980 target in the 1974-75 academic year, and most of the others are close.

Mr. Dewey E. Dodds
Page 2

It is my intention to send copies of this letter to the Governors of the nine other States involved in this action and particularly to President Ford, whose every pronouncement about Federal-State partnership and cooperation has been violated by your inflammatory ultimatum.

Sincerely,


Marvin Mandel
Governor

Copy of letter from Maryland Governor Mandel's to the U.S. Department of Health, Education and Welfare's Office for Civil Rights in 1975 is a response to a required deadline by which Maryland would have to make changes in certain operations and maintain action in others in desegregation.

Governor Mandel explained:

The Maryland Desegregation Plan has been in operation for one year under the direction of the Maryland Council for Higher Education. During that period the Council has submitted to your office the first two Status Reports (February, 1975, and August, 1975) that are required by the Plan. Each of them contains more than 600 pages of solid information about our progress in setting up the institutional machinery for achieving the goals set forth in the Plan. It is painfully clear that no one in your office bothered to read these reports.

Maryland, on the other hand, will carry out its desegregation commitment in accordance with the time frames and general provisions of the Plan. The Maryland Council for Higher Education will continue to direct the program, but it will submit to no further bureaucratic harassment by your office. Please feel free to initiate 'enforcement action' at your earliest convenience.

It is my intention to send copies of this letter to the Governors of the nine other States involved in this action and particularly to President Ford, whose every pronouncement about Federal-State partnership and cooperation has been violated by your inflammatory ultimatum (Mandel, 1975).

The negotiations came to a difficult pass when, in December 1975, the State was notified that administrative action would be initiated against Maryland to force compliance.

Based on a review of the total record, as the responsible Department official, I have determined pursuant to Section 80.8(c) (1) of the Department's Regulation that the State of Maryland, its agencies and its state-operated institutions of higher education are not operating in compliance with Title VI of the Civil Rights Act of 1964, and OCR has exhausted the possibilities of compliance through informal conferences and other voluntary means. Therefore, I have referred this matter to the Department's Office of General Counsel and requested that it initiate formal administrative enforcement proceedings against the State of Maryland.

In accordance with the Coordinated Enforcement Procedures for Higher Education under Title VI of the Civil Rights Act of 1964, issued by the U.S. Department of Justice, each Federal agency extending assistance to Maryland's institutions of higher education will be notified of this action. In addition, pursuant to delegations of authority to this Department, we shall notify these agencies that efforts to secure compliance by voluntary means have failed, and they will be given the opportunity to join the enforcement proceedings (Holmes, 1973).

The federal and state governments were joined in legal battle and met in court in 1976. In its "Memorandum in Support of Application for Preliminary and Permanent Injunction," the State took the position that:

In the State's view, the history of dealings between Plaintiffs and Defendants demonstrates that Defendants were not satisfied with the Maryland plan when it was officially accepted without condition; that they took actions designed to cure the deficiencies which they had perceived in the plan accepted; that, upon the departure of the Director of OCR [Holmes on November 30, 1975], they finally succeeded in completing their repudiation of the acceptance of the plan; and that they took all of the foregoing actions in part because of the considerable pressure they were receiving from extraneous sources [i.e., the Adams case]. The history has been characterized by the broken promises of Defendants, by their knowingly

unreasonable demands and threats, and, finally, by their self-satisfied statements that the citizens of Maryland were losing their money. The record already developed demonstrates the failure to comply with the jurisdictional prerequisite of good-faith voluntary compliance. The threatened enforcement proceedings must be enjoined (University of Maryland, 1976).

Lt. Governor Lee testified at the hearing.

When this whole matter first started, when the first letter came in March of 1969, there was absolutely no problem, no conflict of thoughts and ideas and desires as far as the State of Maryland is concerned, and this is not a backward state or a red neck state.

It was our desire to comply with Title VI in every way, in every way that made sense, as long as it didn't involve literally destroying our higher education system.

And we have been, from the beginning, anxious to do what we conceive Title VI to be all about and we had worked very closely with Dr. Severinson toward that end ... But then began this incredible zig zag course, this pursuit of a moving target, sometimes an almost invisible target, where the Department simply wouldn't tell us what they wanted or wouldn't tell us in words that could be translated into a plan in the real world and their erratic changes of course and changes of pace, of speed, made it very difficult for the State (University of Maryland, 1976).

The U.S. District Court found in favor of the state of Maryland and granted an injunction. According to Judge Edward Northrop's opinion in this matter:

Plaintiffs offer numerous compelling reasons in support of their contention. The first, and possibly most persuasive, is the inherent futility of attempting to secure voluntary compliance of Title VI in a major system where the offending program is unknown. It is paradoxical to assume that a recipient of federal funding, such as a state or a large city, could rectify any discriminatory programs within its system without ever being informed which program was considered by HEW to be operating discriminatively. Consequently, a statewide or citywide approach to enforcement of Title VI is, doubtless, not conducive to compliance by voluntary means and, in all likelihood, contrary to Congressional non-vindictive intent (University of Maryland, 1976).

Judge Northrop then executed his Order on March 9, 1976: "Ordered, that pending a final determination on the merits of the Complaint, Defendants, their successors in office, their agents, and others acting in concert with them, are affirmatively hereby ordered to ... Cease and desist ..." (University of Maryland, 1976).

At that point, the Department of Health, Education and Welfare was enjoined from taking administrative enforcement action against the state of Maryland pending identification of "which specific postsecondary education programs are not in compliance with Title VI of the Civil Rights Act of 1964, and until the Department has made an attempt to obtain voluntary compliance in each of the specified program areas. This decision has been appealed by DHEW to the 4th Circuit Court of Appeals" (University of Maryland, 1977).

The story continued well into the next century, and, as many of its participants would remark, its lesson is that everyone – intentionally or otherwise – contributes to the outcome.

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Chapter 4

The People of IED

History tells of large currents but often fails to reveal what it was like for the people on the ground who endured, gave meaning to, or perhaps offered direction to the changing scene.

Milton Greenberg

The viability of the Intensive Educational Development program depended upon creating a vision that could be shared by the people who would be directly responsible for realizing that vision. The success of the program depended upon the staff, the cornerstones of the program. In Dr. Davidson's view,

The program staff, by providing a communicative link with the establishment, developing and communicating a parental kind of concern, an innate sensitivity to the attitudes and behaviors of the students and incorporating these factors into a counseling framework, appears to be the most effective way to provide students support for self-development and enhancement. Certain changes in the program have been helpful in alleviating these initial problems, i.e., increasing the number of students, building cohesiveness in the group, peer counseling and immediate intervention and action on students' complaints of discrimination (IED, 1971).

The staff had to be the kinds of people who were or had the potential to become educators who identified with this special student population; who were knowledgeable enough to analyze situations and creative enough to identify possible solutions; who were resilient enough to work in the face of indifference and hostility; who were able and willing to meld their individuality with that of their colleagues in the name of a larger good. Beyond that, their race and gender mattered. Thus, Dr. Davidson described the characteristics of staff that she sought to recruit and develop in this way:

The major considerations in selection of professional staff will be the racial and sexual composition of the participating students. The total staff should reflect the 90% black and 65% male ratio. Other general qualifications which will be considered are: academic preparation (college degree or equivalent experience), maturity, personal sensitivity, flexibility, ability to plan, develop and coordinate activities, understanding of and sensitivity to social and cultural background of low-income and minority students and recent experience working with youth (IED, 1971).

Black faculty and staff

Ms. Thomas Adams I.E.D. Nyumburu 5649	William Cunningham School of Library & Inf. Services Undergraduate Library 3016	Gladys Jefferson Supervisor of Housing 100 Baltimore N. 2251, 3373, 3378 Reese Jefferson Office of Financial Aid N. Administration Bld. 3048	Alice Morrison Supervisor of Housekeepers Hagerstown Hall	Shelly Todd I.E.D. Nyumburu 5649
Tim Autry Athletic Dept. Colefield House 009 4614	Julia Davidson I.E.D. N. Administration Bld. 4646	Dr. Martin Johnson Elementary Education Education Bld. 2037	Alice Murray I.E.D. Nyumburu 5774	Reggie Tillery Resident Director 203A Bel Air Hall 2497
Joseph Barbee Health Service Health Center 3444	Tano Davis Off. of Resident Life Hill Area Office 2624, 4785	Carolyn Jones Publications Dept. N. Administration Bld. 3327	Gary Murray I.E.D. N. Administration Bld. 4646	Pat Townsel Student Activities Student Union Bld. 2827
Bernice Barnett Supervisor of Housekeepers Easton Hall	Julius Debro Sociology Dept. Taliaferro Hall 2602	Ralph Jones Athletic Dept. Colefield House 009 4614	Chacha Nbissi Afro. American Studies 016 Woods Hall	Oxen YuoHistory Dept. Francis Scott Key Hall 2843
Dr. Mary Berry Afro. American Studies Dept. Woods Hall 016 5666	Dr. Dorothy Evans Psychology Dept. Zoo-Psych Bld. 5221	Rolalind Jones Admissions Office N. Administration Bld. 4535	Mario Nauwah Afro. American Studies 016 Woods Hall 5666	Gladys Gary Vaughn Home Economics Dept. College of Education 5466, 2110
Norine C. Berryman Supervisor of Housekeepers Baltimore Hall	Yolande Ford Human Relations Office N. Administration Bld. 4124	Dr. Leonard Kapunga Dept. of Gov't & Politics Tydings Hall 2250	Betty Perry Resident Director Hagerstown Hall 124 4061	Harry Walker Office of Minority Student Affairs Student Union Bld. 2827
John Booker Student Activities Student Union Bld. 2828	Larry Frelow Office of Resident Life Easton Area Office 4645	Ernece Kelly English Dept. Taliaferro Hall 2523, 2511	Louella Reed Career Development Cumberland Hall 2813	Hugh Warner Upward Bound W. Education Annex 2116
Vivian Boyd I.E.D. Nyumburu 5645	Curtis Gibson Admissions Office N. Administration Bld. 4535	Troy King Afro. American Studies 016 Woods Hall 5666	Ella Reid Admissions Office N. Administration Bld. 4137	Cleveland Washington Office of Admissions N. Administration Bld. 4535, 4137
Dr. Elizabeth Brabble Home Economics Dept. Education Bld. 2142, 5387	Robert L. George Air Science Dept. Armory 5369, 3046	Sylvia Kinney Afro. American Studies 016 Woods Hall 5666	James Reid Art Dept. Tawes Fine Arts Bld. 2717	Victoria Welbore Supervisor of Housekeepers La Plata Hall
Dr. Glenwood Brooks Cultural Study Center Shoemaker Bld. 4698	Dr. Regina Goff Elementary Education Education Bld. 2037	Ted Laster Black Honors Caucus 516 Hagerstown Hall 4083	Theodore Rose English Dept. Taliaferro Hall 2511	J.C. Welbourne Jr. Honors Dept. Francis Scott Key Hall 864-7628
Dr. Chistina R. Brown Dept. of Education Education Bld. 2021	John Goldsby Admissions Office N. Administration Bld. 4137	Carolyn Lee Office of Resident Life Hill Area Office 2624, 4785	Ethel Sands I.E.D. Nyumburu 5645	Franklin D. Westbrook Asst. Professor Shoemaker Bld. 2931
Bertha M. Butler Computer Science Center 4255	Dr. Richard A. Goldsby Chemistry Dept. Chemistry Bld. 4417		Thomas Scott Manager Dining Hall no. 1 Main Dining Hall 4106	Mr. J. Otis Williams I.E.D. Nyumburu 5645
Catherine Butler Supervisor of Housekeepers			Lettie Williams Admissions Office	

The complete list of "Black faculty and staff" took up a single page of the tabloid size student newspaper, *Black Explosion*, in the November 6, 1972 issue.

As it turned out, Dr. Davidson faced a scarcity of qualified candidates among seasoned professionals. She recruited her staff primarily from among graduate students and practitioners who had recently completed their graduate degrees. In this way, the Intensive Educational Development program was an incubator of talent not only for undergraduates but also for graduate students and educators new to their field.

The earliest trailblazers in IED included Vivian Boyd, Wilhelma Garner-Brown, Roberta Coates, Julia Davidson, Beverly Greenfeig, Q.T. Jackson, Jerry Lewis, George Marx, and Alice Murray. Products of the times and the communities in which they were reared and educated, they brought to the University, during the period of 1968 to 1976, sensibilities, social consciousness and a vision of what might be that infused the work they did and the way in which they did that work.

They came from different parts of the country – the South, New England and the mid-Atlantic region. They came from various socio-economic backgrounds. They were young. They were spiritual. They valued education. They had grown up during a time when educational patterns and expectations had been disrupted and reorganized around the desegregation efforts that followed Brown vs. Board of Education. They came from different backgrounds – some privileged and some not – with

different perspectives – some were first generation college graduates and others came from educated families. They all came from families that had supported their ambitions and they were all risk takers in whose lives fortitude had served them well. They brought to the program experiences that enabled them not only to understand various dimensions of student life, but to ensure that the Intensive Educational Development program accommodated those multiple dimensions. The Intensive Educational Development program was inclusive – philosophically and in practice.

This is a part of their story. It is told primarily in their words, in their voices. There is more to the story: there are other words, other voices, other perspectives to be explored and understood. The focus here is, primarily, on the origins of the Intensive Educational Development program and on its creators and its original staff.

Julia Perrin Davidson

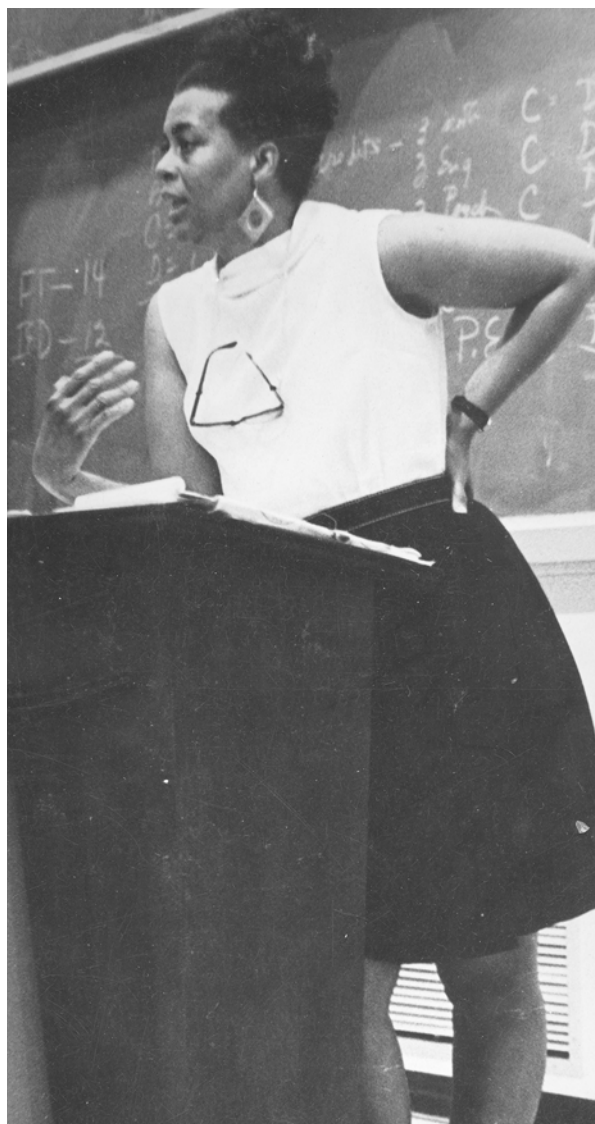
She was “Julia.” If you did not know her well and you are inclined to use an honorific, you must call her Dr. Davidson. Her admirers insist upon it. It is true that she was Mrs. Davidson for many years, but she earned her doctorate while she was the director of the Intensive Educational Development program and they are very proud of her. Please call her “Dr. Davidson.”

Dr. Davidson was a southerner, born and bred in Raleigh, North Carolina; she was the daughter of a chemistry professor at Morgan State University; she was a biochemist who earned her undergraduate degree from Shaw University in Raleigh, North Carolina. In 1967, she became a 37-year-old graduate student, when she left her position at Walter Reed Hospital in Washington, D.C., to pursue graduate studies at the University of Maryland, College Park. While completing her master’s degree in counseling and student personnel at Maryland, she also worked as a counselor in the University’s brand new Upward Bound program.

One of the first things that you discovered about her was that she was an impressive – maybe even an imposing – presence. She was tall, statuesque, beautiful, self-confident. She inspired respect and loyalty; she exuded authority; she was trusted and she was loved.

Roberta Coates, who, as a master’s student in counseling, had worked for Dr. Davidson and then become a lifelong friend, recalls:

If you ever met the woman, you would never



Colleagues remember Dr. Julia Davidson as an imposing, caring presence.

forget the way she looked. She was tall; she was built; she had an aura of confidence. When she spoke, she spoke with authority, but there was still something that was so warm and genuine about her. Just meeting her was an experience, number one.

Number two: everyone who worked for her had this utmost respect. There was no such thing as not listening when Julia spoke. There was no such thing as second-guessing Julia – mainly because you knew she knew what she was saying, and you had faith that she knew. So, there was no doubt that she was the leader. There was no doubt that she was there to provide the kind of leadership she thought we all needed – and every one of us felt loved, every one of us.

She had a way of touching each and every one of us. And that was really difficult to do because there were many of us who worked in that program – but, some way, she was able to stop by your office or you would see her – or even in meetings, you could feel her presence. I really only knew Julia two years prior to her leaving but she embraced me instantly and took an interest in who I was, and what I wanted to be, and she found time to share with me. And not just with me, with all of us (Coates, 2008, p.5).

There was no doubt that she was there to provide the kind of leadership she thought we all needed – and every one of us felt loved, every one of us.

Roberta Coates recalling Julia Davidson

She was a protégé to whom her graduate advisor, Dr. Thomas Magoon, could and did entrust the development and direction of a new program that would be proposed as an extension of the Upward Bound program.

When Dr. Davidson arrived at Maryland in 1967, Dr. Magoon was Associate Dean for Special Student Services, Director of the Counseling Center and Professor of Education. He was one of the three faculty members in the Counseling and Personnel Services (CAPS) Department who had brought the Upward Bound Program to the University of Maryland and established it in the Counseling Center. He was Dr. Davidson's advisor in CAPS. Because the Upward Bound program was administered by the CAPS Department, with the support of the Counseling Center, Dr. Davidson was also a member of Dr. Magoon's part-time counseling staff assigned to Upward Bound.

Dr. Magoon knew how to leverage talent and opportunity for new purposes. Although she had only been with Upward Bound for a year, Dr. Magoon recruited Dr. Davidson to work with him, Dr. Arthur Adkins, Dr. Stanley Pavey and Dr. George Marx, in creating what would eventually be known as the Intensive Educational Development program.

After the new program had received institutional approval, both Dr. Davidson and Dr. Magoon took leaps of faith when he created and she accepted a temporary position that would be responsible for coordinating the new program. As director of the Counseling Center, Dr. Magoon knew that one of his counselors would be on leave during the academic year 1968-1969. This represented an opportunity and a funding source simultaneously to meet an immediate need and gain time to design a more regular arrangement for staffing the new program. Thus, Dr. Davidson was moved from her position as director of counseling in the Upward Bound program to become a counselor-instructor in the Counseling Center.

She had split responsibilities: 50% Reading and Study Skills Laboratory Counselor (RSSL), and 50% Counselor (Specialist with former Upward Bound University students). As Dr. Magoon explained, the new “Upward Bound college program” needed a full-time counselor “to provide individual and group work services to the students on a scheduled and on an as-needed basis. Such a person was a common part of most institutions’ efforts in their disadvantaged student programs (Michigan State, Berkeley, and Stanford for example)” (Magoon, 1968).

Dr. Davidson was a natural choice for implementing “the new Upward Bound college program.” Dr. Magoon identified her particular qualifications:

- (a) She has a close and continuing counseling relationship with the Upward Bound students already, hence would clearly be the most knowledgeable person to serve in the counselor capacity with them.
- (b) She has completed three professional practicum courses in counseling and in educational skills at our Center and is evaluated by us as most competent and desired colleague, and
- (c) She must find a full-time position for the next year and would prefer clearly to continue here as she continues, more slowly, her graduate study (Magoon, 1968).

Dr. Davidson became the founding coordinator – and eventually the first director – of the Intensive Educational Development program when the program was initiated in summer 1968. It was a two-year pilot. It survived its embryonic phase in part because Dr. Davidson was a visionary and a spiritual magnet that would draw her colleagues and students into a family – a diverse family in which each contribution to the common purpose was appreciated. Dr. Vivian Boyd found that it liberated and enabled the staff.

Well, I think basically Julia was somebody who could accept almost anything. Her expectations were sort of split. So: if your contribution was – let’s say -- laughter, that was permitted. And if your contribution was, ‘No, we need to stop and think about ‘X,’ we need to discuss these kinds of things,’ that was permitted. She had this combination of seeing you for who you were, but she could also envision where you might be and she could support that as well. People had permission to give to that cause whatever it was they had to give (Boyd, 2008, p.14).

For those who worked with her, she was the guiding light, as described by Mr. Q. T. Jackson.

She was a very special person in her ability to listen, to hear, to mull over, to question, and to bring information together – synthesize information in such a way that it caused advancement. So, all the people who worked for her had access to her and we could dialogue on issues and we could bring these personal stories that we represented to her (Jackson, 2008, p. 2).

In 1974, Dr. Davidson resigned from the University of Maryland to become the Director of the pilot Educational Opportunity Center (EOC, TRIO) in Washington, D.C., a program funded by the U.S. Department of Education to develop community-based higher education services models.

In December 2007, Dr. Davidson died and was eulogized for a life well lived, a life of service and accomplishment that included the Intensive Educational Development program.

Under her guidance and supervision, the [Intensive Educational Development] program assisted hundreds of students to be admitted to and graduate from college; generated lasting campus-wide innovations in curriculum and counseling services; and was a training ground for countless multiracial, socially conscious professionals ... Her IED program, significantly impacted the integration of the student body, faculty and staff at UMCP, thus establishing a firm foundation for diversity upon which the University continues to build (University of Maryland, 2007).

Perhaps the operative principle is evolution, as Ms. Greenfeig observed. Whatever else the Intensive Educational Development program accomplished, it was transformative, and its work continues.

Julia had a motto. She used to say that 'Our goal is to put ourselves out of business.' And what she meant was her hope was that one day there wouldn't need to be an IED program because the University would be inclusive of all students from all backgrounds and all the problems would not be there. I wish that that were true but I think it's a very different campus from what it was before; I think it's a much more diverse campus; I think we still have a way to go but it was really a courageous step that was taken at that time (Greenfeig, 2008, p.5).

George L. Marx

Today, Dr. George Marx is emeritus professor of Education. When he retired, he was Vice Chancellor for Academic Affairs, University System of Maryland, having served the University of Maryland, College Park, in a long series of administrative positions that included Associate Dean of Student Life in the Office of the Executive Dean of Students, director of the Office of Intermediate Registration, and founding director of the Pre-College Summer Session.



Dr. George Marx (1968) and his colleague Dr. Tom Magoon established the guiding philosophy of IED and recruited much of its early leadership.

In 1967, Dr. Marx was chairman of the department he had created, the College Student Personnel Department (now known as Counseling and Personnel Services Department, or CAPS). He was co-sponsor of both the Upward Bound program and the Intensive Educational Development program with his College of Education colleagues from CAPS, Thomas Magoon and Stanley Pavey, and from Social Studies Education, Arthur Adkins.

Dr. Marx was advisor-mentor to a number of graduate students – some of whom were not much younger than he and, like him, had witnessed the advent of the Civil Rights Movement. Others of his students were indeed of the generation that had experienced the desegregation and

integration of their schools at some point during their pre-college years. This was the generation from which most of the Intensive Educational Development staff came. He shared some of their attributes.

Like them, Dr. Marx came to the University of Maryland early in his career. Like them, he came to a University that was in many ways rough-hewn and very much in need of a less parochial identity. And like them, he had early in life learned to aspire, to work conscientiously toward his objectives, and to do so in conjunction with his like-minded contemporaries. He could be outspoken; he also knew how to choose his battles.

He was a Midwesterner for whom an early social consciousness had made equity and justice core values of his self-identity. As a young boy, he learned that society differentiates among categories of people and that this differentiation can negatively impact the quality of human life.

I was the youngest of nine children. A single mother in Sioux City, Iowa. Was a fairly good student through high school. One of the things I remember vividly: I seemed to be quite different in orientation from the rest of my brothers and sisters. They were a bit the 'red-neck' side and I was always arguing with them about equity and justice.

I remember the first occasion I confronted. I was working for the drug store in a less desirable part of Sioux City as a school student and an Indian came in. And he said, 'Is it alright. Will they serve me at the hot dog shop, next door?' And I said, 'Sure. It's OK.' And I didn't believe that extent of prejudice existed in Sioux City but it did. He was an American Indian. This was not right; it was not fair (Marx, 2008, pp. 1-2).

That was in 1948 – a first experience, but not the last.

Dr. Marx's core values included a strong sense of obligation and a strong work ethic, as well. These led him to become a first-generation college graduate, to serve in the United States Army, to complete his doctorate, and then to accept a faculty appointment at the University of Maryland, College Park. It was at Maryland that Dr. Marx met and worked with the future director of the Counseling Center, Dr. Thomas Magoon, as well as with the person who would become the first Undergraduate Dean, Dr. Robert Schoenberg.

I was the first who went to college. Went to college. Went into the service. Went to the University of Iowa. And when I finished there, I had two job offers. One was the University of Maryland, and the other Detroit. I selected to come to the University of Maryland in 1959 as the second person in the Counseling and Personnel Services Department. Richard Byrne was here before me. Tom Magoon had come not to the Counseling and Personnel Services Department but as head of the Counseling Center in 1954. So those were the two colleagues that I had (Marx, 2008, p. 2).

The University of Maryland in the late 1950s and early 1960s was a small institution with its undergraduate population increasing from 12,500 to 17,000 students, approximately. It was not socially progressive. The environment was disturbing but not daunting to Dr. Marx. He recalled:

In 1961, Dick and I sat down, and we were going to select a graduate assistant. And the graduate assistant we selected from a highly competitive field was an African American. We forwarded that name down "the Hill," as it was called at that time, and the Vice President for Academic Affairs said, 'We're not ready for that yet' ... The decision was made 'down the hill.' We didn't protest. We felt it was unreasonable,

undesirable and so forth, and just kind of stored it away.

At the same time, I served on a part-time basis in the Student Life Office under Jim Borreson. We were in a staff meeting and I was aghast at the fact that they were talking about the plans for a minstrel show. And, yes, they had a minstrel show in Skinner Auditorium every year. A University sponsored activity. This was 1961, 1962, so I was really struck up front with the kind of – what I had not seen in Iowa to the extent it was here in terms of the different orientation, different value system (Marx, 2008, p.2).

Fundamentally, the assumption is made that an individual is in college to learn a great many things. First must be included the intellectual content of the curriculum. In addition, however, it is assumed that the student ought to learn a lot of other things....

Dr. George Marx, an IED founder

However, the University was ripe for change, and Dr. Marx and his colleagues represented proponents of a new vision for undergraduate education. The Counseling Center and CAPS had a pivotal role in both – as theory was put into practice. Again, from the perspective of Dr. Magoon,

The concept underlying the student personnel philosophy has been very well expressed by such people as Williamson and Gilbert Wrenn of the University of Minnesota, Cowley Lloyd-Jones, Wolff and Wolff, and others. Fundamentally, the assumption is made that an individual is in college to learn a great many things. First must be included the intellectual content of the curriculum. In addition, however, it is assumed that the student ought to learn a lot of other things, and indeed, such non-classroom settings as residential units have tremendous heretofore unexplored potentials for intellectual as well as emotional growth of the individual student. In order to facilitate this kind of learning, the student personnel program is set up to stimulate, encourage, oversee and evaluate programs in out-of-class activities, counseling, remedial work, housing, loans and scholarships, etc. All of these are packaged having to do with the student's total development as a mature person. Without these, a student may or may not make the most of his opportunity in college (Thomas Magoon).

Alice N. Murray

“Another person who was here, of course, was Alice Murray. We’ll talk more and more about Alice, but Alice was, I would say, the ball of fire. Alice was a ball of fire. The things that moved her, the things that she saw – she was able to cut through a lot of things and get – she cuts right to the point.” That was Mr. Q. T. Jackson’s characterization of his long-time colleague and friend (Jackson, 2008, p. 4). To those of us who didn’t know her back then, or know her so well, she is Dr. Murray. She is impressive, but one is drawn to her for her quiet inner strength, assured of her acceptance by the warmth in her voice and smile: you are welcome here.

She is a southerner – born in Knoxville, Tennessee: “East Tennessee, home of the University of Tennessee and Knoxville College. And I say those two institutions because they were important to my family, to me and my classmates that I grew up with” (Murray, 2008 p.1). She spent much of her adolescence in “Cartersville, Georgia, which is East Georgia – about 40 miles outside of Atlanta” (Murray, 2008, p. 1).



Dr. Alice Murray’s (1974) values of family, community, and education became values for IED and its students.

Dr. Murray was the daughter of a widow, who herself had a college degree and was a teacher and an activist. The daughter watched the mother and assimilated her values of hard work, persistence, and the intelligent ability to “make do with nothing” for the benefit of the larger community. Social consciousness started early and ran deep.

My mother finished Knoxville College when I was probably about twelve – eleven or twelve – and decided that she wanted to move to Georgia to teach. And so she was able to get a job teaching in Emerson, which is probably about eight-to-ten miles away from Cartersville – which means moving closer to Atlanta. But it was too small – this is a very small community, Emerson. They did not have a school building. The school was housed in the church. And, of course, this was in the black community. My mother and I moved because my father died when I was three months old. So it was just my mother and I, and we moved from Tennessee to Georgia and she started her teaching career.

And at this time, there was – this small black community had no running water, no electricity – and no school building. I think she might have been the second teacher that came to that community, but as I say, they had the school at the church, in the church sanctuary. So, they would have to bring benches and tables in for the children of that community. That was for elementary school up to the eighth grade, so it was a one-room school experience from first grade to eighth grade, and then they were bused to Cartersville to go to high school.

So, my mother heard that there were some barracks, old army buildings that were going to be released to communities to do various programming in and so my mother decided to go to the mayor, and the committees and so forth and petition for one of

those barracks. Then that committee decided that they ought to do something for this black community that had the land of course, but did not have anything else, that they would indeed bring one of the barracks in. So they built – the community built the foundation, prepared for the barracks so they could also have sanitation and so on. Which meant that, when that happened, it was a blessed event because the land that was chosen was at the top of the community.

So it meant when they put the electricity in for the school and the availability of water for the school that the whole community changed. So, she was able to enter – get a lot of things happening in terms of having health issues addressed because now they had – they had only a well that was at the bottom of the hill that everybody used. Now they had the ability to have at least some running water – spigots at every lot – and they still were not using running water for sewage, so they were still using outhouses – but they still had the water now. So they could keep their bodies cleaner and the children cleaner and so on.

So just that move to what education could do – putting out the ability for people's health, to increase the quality of their life and for longer life. So the rates of children dying and all that kind of issues around life changed. The whole community changed because now that everybody had – they were able to be exposed to electricity in their homes, so children could read longer; adults could read or learn how to read or have the facility of just lighting. Very, very important.



Alice Murray (far right) talks with staff of student newspaper, *Black Explosion*, in 1971.

So, I was young.... I saw this happening. Actually, I was in the second grade. So I stayed there in that community with my mother watching her educate these young people and I was being educated, too. She had to teach me, but my mother made a decision that I should go back to my grandmother's house and go to the city schools. And so that's what happened for me. I stayed in

Emerson maybe two years and then went to the schools up in Cartersville, living with my grandparents.

But those experiences probably shaped how I thought about what I wanted to do when I grew up. Just watching her and meeting all of the children, being involved with the families. I understood what community service was all about (Murray, 2008, pp. 2-3).

It was a foregone conclusion that Dr. Murray would go to college. The only real question was one of preparation. It was the late, 1950s and public schools were being legally integrated.

So, having then grown up – I think we left there when I was twelve and went back to Knoxville. My mother taught at Oakridge, Tennessee, and there I got to watch her prepare students to go off to the universities and prepare – she would call it 'I'm preparing them for integration.' By this time, I was a senior in high school and experienced having to go to a high school that was three miles away from my home, as opposed going to a high school two blocks away from me that was white. So, around this time

– I graduated in 1957 – so we knew that integration, by law, was going to happen. And the teachers were indeed preparing – they thought, perhaps, their students would not be as well educated or prepared to compete academically with white students – worked extremely hard to make sure that it happened (Murray, 2008, p. 3).

Dr. Murray did go to college, and as a fledgling adult began to incorporate her adolescent lessons about community service with her instinctive understanding about the importance of individual initiative and leadership. Necessity was one factor.

When I went to college in a Seventh Day Adventist college in Lincoln, Nebraska, which was a real experience for me because here I am having only gone to segregated schools now going into an integrated process. Not having the same kind of feeling that my mother had that ‘you’re not ready’ because I always thought that I was ready. So, you know, the academic experience of competition was fine for me, and I did well so I didn’t experience the failure they thought that maybe we would have. But what we had to build in this small school – because it was like 900 students and only thirty of us were black – that we had to coalesce together and work together and do what we wanted to do for ourselves in terms of leadership skills and in terms of assuring that each one of us would graduate. The support from the adult side was not there (Murray, 2008, p. 4).

Youthful audacity was another factor. Passivity was not an option.

[Taking leadership positions in campus organizations] was important because it gave us all an opportunity to exercise how to become a good leader and gave you an opportunity to practice it. So, if you learned about ‘Okay, this is leadership,’ but you never practiced it before, then how would you become a leader once you graduated or once you went into your profession or that kind of thing? So, it was important for us to do that. Now, we don’t know what made us do that; we just thought. We were

We weren’t radicals ... we did it in a way where people had to respect you ... to listen to you very carefully, and it just trained us how to approach people who had one idea about something and had not had the opportunity to be creative about another.

Dr. Alice Murray

not marching because we weren’t south and we missed all of that participation in the integration process at the beginning of the Civil Rights Movement, but we were doing our part where we were. And so that helped to push us and focus us, too, because we wanted to be with other college students but we were so far and we were poor and we could do what we could do in our own house and that probably kicked off.

We weren’t radicals; we did it in a manner – because we were in a church environment, remember – we did it in a way where people had to respect you and they had to listen to you very carefully, and it just trained us how to approach people who had one idea about something and had not had the opportunity to be creative about another. And so, that was important. Well, that’s the experience I came out of. So, whenever I move somewhere else, that’s what I was supposed to do (Murray, 2008, pp. 6-7).



Many years of service to the University were celebrated when Dr. Alice Murray retired in 2007. She is shown here from a 1972 *Black Explosion* article.

Dr. Murray received her master's of science in guidance and counseling from the University of Tennessee in 1963. Prior to coming to Maryland in 1970, she had been a counselor at Morgan State College (1969-70), a team leader and developmental advisor at the Washington Technical Institute (1968-69), a counselor in the United Planning Organization's Neighborhood Youth Corps (1965-68), and a teacher in the Washington, D.C. Public Schools System (1964-65).

Dr. Murray came to the University of Maryland to pursue a doctoral degree in Counseling and Personnel Services and was recruited to the Intensive Educational Development program by her mentor, Dr. George Marx. She served initially as a coordinator of counseling and stayed to become Chief of Counseling and Associate Director of the Personal Development Unit, as well as

Acting Director of the IED program, effective November 1, 1974, until July 1, 1975, when Dr. Benjamin B. Cowins was appointed Director.

Dr. Vivian Boyd, currently director of the Counseling Center, recalled the early days of IED:

Alice was the first person I met when I came to campus ... We all knew that the mission of the IED program was bigger than all of us. As staff, we formed a special bond that not only sustained us in our time in the program, but supported each of us in later years as we moved to other jobs. The specialness of that bond was an outgrowth of the many people who made up that small posse of African American staff members – amid a near total white campus environment.

In many ways, Alice was our Moses, our own Harriet Tubman. She was a navigator and guiding force for newly arriving black students on this campus. And IED was their Underground Railroad.

Dr. Vivian Boyd

Alice's role was that of chief of staff. Make no mistake, Alice was a believer in all things pro-Black PERIOD. She was literally the bridge between the streets from whence most of our IED students had come and the Ivory Towers here at College Park. Alice has an uncanny ability to communicate with anybody no matter who they are, or where they come from.

In many ways, Alice was our Moses, our own Harriet Tubman. She was a navigator and guiding force for newly arriving black students on this campus. And IED was their Underground Railroad (Boyd).

Dr. Davidson made a shrewd move when she recruited Dr. Murray to the Intensive Educational Development program. According to Dr. Boyd:

Not only was Alice a bridge over troubled waters for Black students she also played

that role for IED staff: We were all very different, yet Alice could communicate with everyone and get us to give to the students (and each other) the best that we had to offer. Even to this day, when the path ahead grows dark, it helps to remember my home base (Boyd, 2008).

Dr. Murray stayed. Her reasons are clear: the program was important, everyone's contribution to its success was valued, and contributions to the community beyond the perimeters of the program were encouraged.

I decided, "You know what? We have a lot of black Honors students coming in here and there is no mechanism for them to develop and grow...." We presented this idea to the then director of Honors Program.... Our whole goal was to be sure that black students were able to be respected and developed.

Dr. Alice Murray

Because I liked that opportunity and still do. And that we saw results in what was happening. And that we had an opportunity not just to stay within our confines of IED but we were able to also ride the crest of the movement right into whatever was going on in the University. Such that, for instance, I decided, 'You know what? We have a lot of black Honors students coming in here and there is no mechanism for them to develop and grow, either.' So, Q. T. went with me and we presented this idea to the then director of the Honors Program. So, it was really about black women and it was

called 'The Black Woman Today, Tomorrow, Yesterday,' or whatever. It was focused only for Honors students. We had men and women in this class. It was for me another great moment because of really, really having to develop a message that is the IED message to another group of students who were picked for their academic prowess that I was able to influence the IED experience with them.

So it was great. I mean, nobody ever actually said 'No' to anything we came up with. They would say 'Wait a minute' and we would go back and refine it and work it again, but we actually – when it comes down to it – our whole goal was to be sure that black students were able to be respected and developed in the way they needed to be developed.

I never felt like I was just confined in one little area. I had the whole campus to work with. And so I did. I did a lot of stuff. And hopefully most of it was good. It was my developing equally as well and when I left the University I went into my post-doc in public health and I went into public health and I did the exact same thing, because I knew it worked (Murray, 2008, p. 17).

Dr. Alice N. Murray retired from her position as Associate Director of the Academic Achievement Programs at the University of Maryland in June 2006.

Wilhelma G. Haskins Garner-Brown

Ms. Wilhelma G. Haskins Garner-Brown has a formidable name and can project a formidable persona when she wants to. She is a teacher. Her heart is open to all students, but she has a no-nonsense approach to mentoring their development. Nonetheless, it is easy to know her as “Billie;” many of her long-time friends and colleagues from the Intensive Educational Development years still call her “Billie Haskins.”

Ms. Garner-Brown was a member of the IED staff from 1970 – 1978 (taking a year away to serve as Director of Student Activities at American University in 1972-73). She had graduated Fisk University with a Bachelor of Arts degree in speech and drama and then taught there until she was recruited to Maryland by Dr. Davidson. During her tenure at Maryland, Ms. Garner-Brown served as counselor, associate director for administration, and acting director of the Intensive Educational Development program. Ms. Garner-Brown pursued a master’s degree in Education Administration during her early years with the IED program, but she completed her degree in Higher Education Administration at Johns Hopkins University.



IED Counselor Wilhelma G. Haskins Garner-Brown referred to her group of IED staff members as “the bi-racial generation.”

Ms. Garner-Brown is a true Marylander, born and reared in Baltimore, Maryland, the daughter of a mother who was a graduate of Columbia University (not having been permitted to enroll at Maryland) and a father who was a physician. These three facts contributed significantly to the person she became: fiercely independent, intensely loyal, smart and kind.

She grew up in Baltimore during a period when the schools were being integrated. It was a traumatic time, and one which not only reinforced her self-identity and self-respect, but also informed the empathy that would be the signature of her approach to teaching and mentoring.

The people that were working in IED were from the generation that I called the bi-racial generation. We came along as children in an all-segregated neighborhood and up until about the fifth or the sixth grade or at least high school – we all came along in colored schools with colored superintendents – “colored” with a small “c”.

We were all in that generation. So we had a sense of self. We were also the generation ... that were integrated in junior – in middle and – we called it junior high. ... And some of us went back to HBCUs [Historically Black Colleges and Universities] because of that experience and some did not. But, we all had a sense of community, of a black community and we all had had a taste of being welcomed and being not welcomed and how to maneuver and what needed to be done to get our children from Point A to Point B in one environment or the other (Garner-Brown, 2008, pp. 1-2).

Listen to Ms. Garner-Brown and one begins to understand that the significance and impact of Brown vs. Board of Education were complex. Segregation created differential outcomes in education. Socio-economic status either mitigated or exacerbated these outcomes for minority students.

I think what we all sought to do... was to take our children and save them.... Meaning that if they wanted to achieve more and succeed in an integrated environment – because it still hadn't been proven at that time that it was a good idea our parents had or not – we were going to have to help them through it.

Wilhelma G. Haskins Garner-Brown

Legally mandated desegregation may have gradually expanded educational opportunity in that it revised the way race was used as a factor in admission policies and practices. Over time, the focus shifted from increasing enrollments to increasing retention, always with an eye on the numbers. Over time, desegregation – a legal concept – became a term used interchangeably with integration – a social concept. In both instances, efforts in the early stages did little to address the disparities that years of segregation had created.

For many minority and first-generation students – particularly those from families of limited financial resources -- desegregation meant that they had to meet academic and social requirements in an environment for which they had not in all instances been prepared. They were expected to compete and achieve and to make the transition from adolescence to adulthood in an alien and often hostile environment even as they were developing the skills and confidence to do so.

These were the challenges that faced the first cohorts of IED students. According to Dr. Davidson:

... The distinct and unique problems black students bring with them (academic deficiencies, the external and internal scars of discrimination, personal uncertainties and financial need) require intensive personal and innovative approaches for solution.

Initially, students are faced with significant problems in interracial, financial, academic and social areas. Racial conflicts in the classroom, in the dormitory and on work-study assignments, [can precipitate] anger, unhappiness and despair. The lack of adequate funds to participate in the total campus scene; dress style; social functions, etc, led to feelings of alienation[,] inadequacies felt in class situations, conflicts reflecting cultural differences, real and perceived snubs by classmates and teachers – these all led to discomfort of the students.

Thus, the student handicapped by poverty, environmental problems, racism and previous unrewarding educational experiences requires services designed to insure a fair opportunity for learning and to meet their intellectual, physical, emotional and physical needs (IED, 1972).

That was the mission of IED in its early years. Reflecting on her experiences of those years, Ms. Garner-Brown observed that this mission focused and energized the staff, and the staff provided the transitional bridge.

I think what we all sought to do – but what Julia's vision was – was to take our children and save them.... Meaning that if they wanted to achieve more and succeed in an integrated environment – because it still hadn't been proven at that time that it was a good idea our parents had or not – we were going to have to help them through it. Because it was not something that everybody wanted. And especially the majority did not want at that time. So, they were almost doomed to failure unless they were assisted

by people who had very high self-esteem and a lot of self-confidence, who could also give them a lot of love and attention and I would also say almost – what do you call it – hard [tough] love (Garner-Brown, 2008, pp. 8-9).

In 1978, Ms. Garner-Brown resigned her position at Maryland to become Retention Coordinator in the Office of Student Affairs Coordination for the Schools of Dentistry, Medicine and Pharmacy at the University of Maryland, Baltimore. She moved to the Office of the Dean of the Dental School in 1980, to become assistant to the Dean and has since served in various administrative positions. She currently serves the students of the University of Maryland, Baltimore, as Executive Assistant to the Dean of the Dental School.

Beverly Rosenfeld Greenfeig

Ms. Beverly Rosenfeld Greenfeig is a Pennsylvanian turned Marylander. She came from a background of educated parents who nurtured her and her sister.



Long-time University of Maryland counselor and leader Beverly Greenfeig came to Maryland to work with IED students in 1972.

I was born in Philadelphia and I grew up in Philadelphia. I had wonderful parents and I think it was my mother who was a big influence on me. She was in a generation where women didn't usually go to college, and when she was in high school she took a test and she got a scholarship to college, which was very unusual in her generation. What was even more unusual is that she loved science and she went to a school and majored in bacteriology, which again was unusual in those days. I guess what she did do that was not so unusual was that she met my father at college and they got married and she didn't really, she helped him with his business, but she didn't do anything with bacteriology except raise my sister and myself who were probably the bacteria that she concentrated on the most (Greenfeig, 2008, p.1).

Ms. Greenfeig is a two-time graduate of Temple University, having achieved her Bachelor of Arts degree and her Master's degree in Education from that university. She came to the University of Maryland from Howard University Dental School, where she had been an educational psychologist and instructor in psychology from 1967 to 1972. During part of that period (1963-1969), she had also served as a half-time Skills Counselor in the Learning Assistance Service in the University of Maryland Counseling Center, recruited by Dr. Thomas Magoon. In 1972, Ms. Greenfeig returned to Maryland on a full-time basis to serve as a Skills Counselor-Instructor in the Counseling Center and in the Intensive Educational Development program, where she remained until 1976.

Although frequently known on campus as one of the "BG's", because she co-founded the Counseling Center's returning students program with Ms. Barbara Goldberg, Ms. Greenfeig is a distinct personality. She knows who she is; she understands how her own experiences have informed her personal development, particularly her empathy. A conversation with Ms. Greenfeig is an experience in knowing that you matter. One has the feeling not only that she is actively listening – very carefully – but that she is connecting with your "better angel."

Ms. Greenfeig understands the importance of self-identity and self-confidence in education and learning.

So I was brought up in Philadelphia. I went to what is again unusual, is a public all girls' high school. It is today the only public all girls high school. It is open to males but so far they say no male has ever attended because there is an all male high school which is now coed. So it was a very special experience of being in an all girls high school and what is interesting, which I think shaped a lot of my development, were two things. One was the belief that women could be all that they wanted to be. And secondly, that the students who came there were from all over the City and they represented, which was unusual at that time, a very diverse population of race, religion, ethnic background. So I went to a high school that was very accepting of diversity, while in most high schools people went to local high schools which were much less diverse. So I think that had some influence on who I was and what I wanted to do. Then I went to college at Temple University, which is in the City, and, again, it was a very diverse school so that I had a lot of opportunities to be a part of a diverse culture.

The program was built on a tremendous amount of group support, tremendous amount of peer support, staff support. It was all about helping students believe in themselves and know that they could do it, and if there was a problem, knowing that they had a home base on this big campus

Beverly Rosenfeld Greenfeig

It's hard for me to say how... where my interest in the counseling area came from. I think I always just knew that I wanted to work with people and have always felt that I wanted to make some meaning out of my life and do something that made a difference, so I guess it just was something that evolved for me (Greenfeig, 2008, p. 2).

Her move to the Washington Metropolitan area for an internship at Howard University Dental School was an eye-opener.

Being from Philadelphia, diversity was a given. Being from my family, diversity was a given. When I applied for the internship and it was given by the American Dental Association, it was for a summer internship at a dental school someplace in the United States. When they called me to tell me that I had received the internship and that it would be at Howard University Dental School, I was very excited and I accepted immediately. The next sentence that the gentleman who called me said was a little upsetting.

He said to me, 'You know Howard University is a black, predominantly black school.' And I said, 'Yes, I do.' And he said to me, 'Well, are you sure that you want to go there? We felt we had to tell you.' And I said, 'Yes, I want to go there. I'm not sure why you had to tell me.' And he said, 'Well, we're not sure that everybody would have accepted because of that.' And that to me was upsetting because it said something about the culture in this country and about what was going on at that time (Greenfeig, 2008, pp. 2-3).

Various experiences subsequently confirmed for Ms. Greenfeig that "there was so much prejudice

and discrimination still going on at that time in this area, Maryland and D.C.” She said that “there was not equal opportunity for everyone and so when this grant was being written and it sounded very exciting and very courageous that the University was going to take this on and I wanted to be a part of it.” (Greenfeig, 2008, p. 4) That grant was a new program in the U.S. Office of Education, “Special Services for Disadvantaged Students in Institutions of Higher Education,” and was one of the sources from which IED funding derived. It was a new program and the University of Maryland was an early participant. However, Ms. Greenfeig saw the Intensive Educational Development program as having much broader significance.

Only in hindsight do I see this because when I was in it I felt that it was a wonderful program, and it was challenging, etc., but as I look back, it was a program on a campus that really had not examined itself in terms of diversity. And it was a campus that was still very much a non-diverse campus. So I think, as I look back, it was a very courageous – I used that word before – it was a very important thing at a very important time.

Things were happening and I think that this was something that needed to be done, and I am so glad that it was done because it brought students to campus; it allowed them the opportunity, but it also, I think, helped to change the thinking and the culture of the University because faculty then needed to look at what they were doing for students and students who needed more support, and I think everyone benefited from it in the long run (Greenfeig, 2008, p. 4).

It was not an easy situation for the students. They were constantly reminded not only that they were capable of achieving their goals but that they were not alone.

I think ... one of the most powerful parts of the program was that the students had each other and it was the belief that ‘you can do it. We are here to support you, but you can do it and we want you to believe in yourself.’ There was a lot in the program that supported this [slogan] ‘whatever the mind can believe it can achieve.’ The program was built on a tremendous amount of group support, tremendous amount of peer support, staff support. It was all about helping students believe in themselves and know that they could do it, and if there was a problem, knowing that they had a home base on this big campus, that there was a home base and that there was IED. In fact, Dr. Julia Davidson, who was the IED director, used to talk about the IED family and that you could come home to the family if there was a problem, and people from the staff were always around to be there for the students (Greenfeig, 2008, p. 5).

When Ms. Greenfeig arrived at the University of Maryland, College Park, she thought “... it was looked at by even people on the outside ... as a Southern university and that segregation was still a part of the University” (Greenfeig, 2008, p. 7). The Intensive Educational Development program was a “wonderful experiment” that produced prototypes or forerunners of programs that benefited the broader student body. She cited two examples.

You know, I think one of the things that the University is realizing more and more is ... the idea that students can help each other and that mentors – student mentors, student tutors can be helpful for other students. And so we’ve had many, many more of these programs happen, and the idea of peer support is becoming something that I think people accept more and more. I don’t think there was that much of it when IED started. And I think also...for example, at the University now, every student needs to take diversity courses, and this is also something people at that time didn’t know about each other and [could be] afraid. And so having diversity courses in place that allow

students to learn about other cultures, or in this case require them at least to take a course to learn about one culture and maybe more cultures, has been a very positive thing. And I think these have all been the seeds that were planted with this program.

The University has a lot of diversity. There are student organizations for many, many ethnic, racial, religious groups. It's fascinating to see how many groups have evolved here and there are also a lot of support programs for different groups and I think, again, this was the prototype and I think it showed it can be done and that everybody benefits from it (Greenfeig, 2008, pp. 8-9).

Beverly Rosenfeld Greenfeig is currently a counselor-instructor in the Learning Assistance Service, University of Maryland Counseling Center, where she is the co-founder of the Returning Students Program for adult students who are starting or returning to college after a break in their education.

Most people know him as "Q" or "Q.T." – and those who knew him in the IED days look upon him as a senior statesman of the program, the resident historian. "Ask Q.T. He

Q. T. Jackson



Georgetown graduate Mr. Q.T. Jackson (1975) directed academic courses and tutoring for IED from 1970-76. He returned to the University and AAP in 1996.

knows. He'll remember."

Mr. Q. T. Jackson came to the Intensive Educational Development program in 1970 as supervisor of tutoring. A master's student at Howard University and soon to become a new father, he sought employment in a circumstance that would allow him to continue the community activism that is so much a part of his identity. He had then and he has now a deeply spiritual sense of his work. He is reticent to speak of himself and more inclined to laud the accomplishments of his colleagues and friends. Mr. Jackson speaks however of the influence of background and environment on what and how one achieves:

I am a person who is very, very blessed. I'm sure all the people – any one of us, if we stop and think about it – we are very blessed.

I was blessed through my parents. My parents gave – they gave me so many different things. And as I have had my own family, I've – I see myself becoming them in ways I swore I would never do. My personal family – my aunts, uncles, grandparents – my neighbors who were extended family – all

the experiences I had growing up.

I was born in Massachusetts – Springfield, Massachusetts – and I grew up in Pleasantville, New Jersey. All of the experiences, good and bad, helped to shape who I was. I have had a social consciousness that got some particular expression when I was a student at Howard University.... I was a student activist. You will find that the literature will call me all kinds of things, but I was a student activist and I was a student leader because I

was president of the student body at one time.

I was definitely a part of changing the consciousness of people. That was part of, I would say, that particular period of time.

I came to Washington – I graduated from Georgetown University, went to Georgetown, and then I went to Howard. The two schools are connected by the same bus line. The G2 starts at one end and ends at the other end. I had the good fortune to ride the bus between the two schools and be a part of both of them, and have both of them be a part of me.

So we created new models of teaching. We were interdisciplinary, [with] collaborative learning—some for freshmen, some for sophomores or other continuing students.

Mr. Q. T. Jackson

I had ministers and deacons and members of all parts of the church in my family. A few of the members who were more socially active than others, but all of them helped to shape who I am. There

are some other parts to that story, but, in the main, that's it. I am thankful to them for all that I have received ... (Jackson, 2008, p. 24).

Mr. Jackson is passionate about learning. Dr. Maxie Collier, Mr. Jackson's predecessor as associate director of the academic unit in the Intensive Educational Development program, was a model for Mr. Jackson: "He created an atmosphere for research, an atmosphere for scholarship, an atmosphere for true learning" (Jackson, 2008, p. 3). Apparently, passion is not easily defeated – it can be disappointed but not much daunted. Realism or pragmatism was also implicit in Mr. Jackson's description of the institutional environment in which IED operated.

I don't know that the University at that time had any high expectations. I think some of the University felt a responsibility for the change that needed to be made, a recognition that there was a problem. Some people had to be convinced that there was a need. There were various levels of reality within the administration. There were those who understood that these are the educational challenges of our time and how are we going to address them (Jackson, 2008, p. 8).

Whatever good things the program achieved were the result of "collaboration", he said. "We would sit down. I mean, we would argue with each other. We would discuss intensely, all times of the day, through the night, all along the weekends" (Jackson, 2008, p. 8).

So, when asked for examples of the innovations that came from the program, Mr. Jackson readily listed several that impacted not only the program but also the way in which other University students were taught:

College Aims was a one-credit course. It was an orientation course to college and so the students could choose – University students, I think, could choose to take it or not. Or maybe students were assigned. But, all of our students were assigned to College Aims. And then we developed College Aims so that it addressed ... the needs of our students. So, our College Aims classes became different and more dynamic, I would say, than the other College Aims classes. Now, what's interesting, from a historical point of view, there are now EDCP, EDCI, EDC courses that are basically modeled after

or continuations of the College Aims courses that we started then (Jackson, 2008, p. 9).

In addition, he mentioned developmental math and English courses, peer tutoring and learning communities and collaborative learning in cluster courses. IED also was a pioneer in collaborative curriculum development with the academic departments, Mr. Jackson said:

There was a collaboration between public speaking or communication and writing, so English 101 and the speech courses were designed ... together, with departments' help. So, we created new models of teaching. We were interdisciplinary, collaborative learning – some for freshmen, some for sophomores, or other continuing students (Jackson, 2008, p. 13).

The operating principle was, essentially, “meet the student where you find him or her.” As Mr. Jackson explained:

Students have difficulty in an area. Let's not penalize them by putting them in a class where they don't know the material and you're forcing them to do it in a certain time and they are going – you're going to force a person to fail. So, why don't we deal with – let's deal with the issues that students are facing. Let's deal with the places that students are coming from – wherever the students are, whoever the students are – let's deal with that and design the courses, design the approach so that it fits their needs. And then, you're not giving them the knowledge; they have to work for it. They have to study and they have to produce and perform, but you're providing the kind of support that makes sure that the students will succeed. I think that's very important (Jackson, 2008, p. 22).

Mr. Jackson succeeded Dr. Collier as associate director of the academic unit in 1972, a position that he maintained until his resignation in 1976. Mr. Jackson returned to the University in 1996 and is now counselor-advisor in the Academic Achievement Programs.

Vivian S. Boyd

Vivian Stallworth Boyd is a powerful person; you just know it. Maybe it's because she seems to know who she is and to be comfortable with what she knows. Maybe it's because she seems able to connect with you on multiple levels. She's warm, she's gracious and she is to be taken very seriously.

Having lived and worked in several states within the United States and in other countries, including France and Japan, Dr. Boyd speaks with authority about the part that self-identity and self-confidence play in learning and education. The people in the learner's environment influence the shape and direction of young lives. She explained:

Well, it goes all the way back to my formative years. We don't often think of parents as mentors, but I really was fortunate to have some incredible parents, in terms of how they thought about living, how they thought about children. My father played a major role in my life; so did my mother.

I was just reflecting on, having told you before that I grew up in Cleveland, Ohio. And not too long ago, I was talking to someone about the stability of Cleveland. It was the security of the home that our parents provided for me and my two brothers. I was a middle child, so I was always struggling to be heard as the only girl, and that made a difference.

But education was very important to my parents. My mother, herself, was a teacher; she was a graduate from Lomack Hannon teachers' college out of Tuskegee Institute. My father was not a college graduate, but he was very dedicated to education.

Cleveland is not a place where I would ever want to live again but it probably was a wonderful place to grow up. At the time, the public schools were controlled by Rockefeller money. We literally would go to the Cleveland Symphony Orchestra when it was in season, and attend plays, and all of this was paid for by Rockefeller money. I had my own garden in one of the Rockefeller parks, where I could go and plant the seeds and watch things grow. I can remember a time with my friends of actually sleeping on the front porch of our house with feather beds all night long, and talking until the dawn, drifting off to sleep and waking up with the sun in our faces. Cleveland was not only a stable environment that I grew up in, it was a safe world (Boyd, 2008, pp. 1-2).

In Dr. Boyd's experience, expectations on both sides of a transaction matter. She said:

Yes, and I think it's those conditions that help to mold the individual. One learns to trust the world. One believes that there is goodness somewhere out there. We just have to look for it. I think that made a big difference.

When I think about my coming to IED and the differences between me and the students in that program, even though we looked alike, a lot of that difference had to do with background. Many of the students in IED did not grow up in a world that was so safe, where it was okay to trust and to believe that if you tried you would be given whatever you earned (Boyd, 2008, p. 2).

The Intensive Educational Development program expected its students to complete their degrees and to graduate. One of its responsibilities was to provide an affirmative environment in which its students learned to value themselves and realize their potential, even under circumstances that were not always conducive to achievement. Dr. Boyd recalled the early days:

I would say the vast majority of those students wouldn't have been retained at all if it hadn't been for IED. That was really the whole issue. How many were graduated? IED clearly was a bridge. IED students were not going to make it in the classrooms without someone helping them understand how to function at the collegiate level on this particular campus. What does it feel like when you're sitting in a classroom and keep putting up your hand and you never get called on? Or you put up your hand, and you say something and it drops and nobody picks it up or says anything? The professor doesn't say, 'Yep, that's pretty close to what I had in mind.' Or 'That's right on.' Or, 'That really isn't what I had in mind, but here's another way of thinking about what you had to say (Boyd, 2008, p. 17).

Dr. Boyd confirmed that those circumstances sometimes involved a hostility, a stigmatism, a prejudgment that assumed that the program facilitated the admission of students who were not qualified.

Oh, absolutely. Absolutely. ... when you look back at the day in terms of what they were dealing with, yes, there were people who thought IED students shouldn't be here. There were people who thought that it was a good idea. Other people who thought that it was an experiment: let's see if it works. Some of these winds that were blowing at the time needed to be dealt with and I think that was another strength that Julia had because she could hear those different messages. She could also not lose track of her goals. She didn't have a whole bunch of cheerleaders saying 'Hang in there' (Boyd, 2008, p. 18).

Dr. Boyd is one of those educators who firmly believes that much is gained from the attempt – much is learned from the experience of participating in the solution to one's problems. She observed,

They [IED students] were not going to make it in the classrooms without someone helping them understand or being there hearing them talk about what does it feel like when you're sitting in a classroom and keep putting up your hand and you never get called on? Or you put up your hands, and you say something and it drops and nobody picks it up or says anything?

Dr. Vivian S. Boyd

"There is some advantage in saying to the student, 'Yes, there is that escape hatch there but maybe you don't really need it. Now let's get in touch with what it feels like when you can overcome the need for it'" (Boyd, 2008, p. 18).

Students are students and their lives are complicated by their circumstances that sometimes are intensified by race. According to, Dr. Boyd:

They're going to have all the same dilemmas, but I think the intensity is going to be much greater. And I'm not so sure they have the built-in security pieces that keep them safe. Not so sure at all. It reminds me that when I was at Antioch, one of my roommates was very confused about what she should do with her life. She used to say to me, 'You're so lucky because you have all these rules.' But really what she was saying was that I had internalized some solid values; some voices that when in doubt would tell you which way to go. I don't think young people have that today. Today, a lot of parents refuse to be parents. So you don't have the safety of the internalized structure that parents can provide. In a way, that's what Julia did. She would say to students, 'I hear you; but you need to hear me. If there's a difference, this is the route you're going to take (Boyd, 2008, p. 21).

So, Dr. Boyd contributed to the way in which the Intensive Educational Development program understood and addressed the psychological dimensions of the students' learning. She contributed her appreciation for data-based assessment in creating the IED Student Census that provided detailed information to the staff about student demographics. She returned to the Counseling Center in 1975 and, recognizing the importance of "face validity," worked with her colleagues to create the "walk-in hour" program for minority students (Boyd, 2008, pp. 15-16).

Dr. Boyd was recruited to Maryland, to the College and Personnel Services program, to IED and to the Counseling Center by her mentor, Dr. Thomas Magoon in 1972. She achieved her doctorate in College Student Personnel/Counseling Psychology in 1975, and continued her professional career at the University of Maryland, primarily in the Counseling Center, where she started as an administrative assistant to the director. She became Director of the Counseling Center and Associate Professor of Education in 1989, succeeding Dr. Magoon.

Roberta Coates

What you first notice about Ms. Roberta Coates is her stillness. She's not reticent, she's reserved. She has a quiet dignity, the bearing of a lady. The way that she listens immediately puts you at your ease. She is a Southerner from Baltimore, Maryland.

Ms. Coates, was a master's student in Education, Counseling and Student Personnel, when she served as a Counselor in the Intensive Educational Development Program during the period 1972 – 1974. Ms. Coates, who is now Assistant to the President and Staff Ombudsperson at the University of Maryland, was born in Baltimore, attended a predominantly white high school, Edmondson Senior High, and graduated from the Maryland State College (now the University of Maryland Eastern Shore) in 1971.

I think, at that time, it was important for us to believe that we could do anything and we wanted the students to believe that.

Ms. Roberta Coates

Ms. Coates was recruited to the University of Maryland, College Park, with an offer of a graduate assistantship from Resident Life.

Well, it's interesting. The University of Maryland, College Park, brought me here. I had graduated and thought I was going to teach, and received a phone call from a man by the name of Bob Smiley, who had heard about me from a student at Maryland State. And that student had described me as a very warm person, someone they could talk with and thought that would do well at the University. That student had arrived here a year before and knew that they were looking for resident directors. And so, I was asked if I would come to College Park to undergo an interview. They gave me a day to make up my mind and I arrived here on campus; I was interviewed for about an hour, an hour-and-a-half and before I could arrive back at Baltimore at my home, Mr. Smiley called and asked if I was interested in going to grad school, and if so, would I be interested in coming to College Park (Coates, 2008, p. 2).

Referring to the program's motto, of "Whatever the mind can conceive and believe can be achieved," Ms. Coates explained:

It was ... helpful to all of us. I think, at that time, it was important for us to believe

that we could do anything and we wanted the students to believe that. It was a time where there was so much – I think – opposition to the whole person of the student. My impression at that time was that they wanted IED to be here; they wanted IED to be successful, but they weren't necessarily willing at that time to make all of the adjustments for these students. And so, it was important for the students to believe that, even in the face of all of this opposition, that they could do really anything they put their minds to. And the motto helped them to remember that. Not only the students – but also helped the staff remember that (Coates, 2008, p. 4).

This was particularly important at a time when there were so few African American people on the campus. It was lonely, sometimes scary. Sometimes, you just want to be recognized by someone whose experiences are enough like your own that you don't have to start your conversation with explanations. And sometimes you find those people in the places where you least expect to find them. Ms. Coates recalled her students in the early 1970s:

I remember them very early on... those that lived in the residence halls. I remember their being frightened. I remember they always traveled together. If you saw one, you saw maybe two or three of them. And so they went to the store, or wherever they went, they would go in as a group. They would caution themselves about the pitch of their voices or their tone. They would have a tendency to speak a little louder. They would laugh a little louder. But they would caution themselves every once in a while to lower it as if they didn't want to bring attention to themselves. ...even in the residence halls you would see them traveling together. They didn't – they weren't housed together – I remember that. They [the black students] – most of them had white roommates but they would maybe sometimes go down to the recreation rooms and they would study together. But they would find a way to be together.

When they socialized, they would leave the residence halls – again together. They would go to IED or if they went to Route One, they would always go together. But I got a sense that they didn't feel like they could be themselves and that there was always this fear of being evaluated or being ostracized by others. And I felt really sad for them because I didn't believe they were enjoying the same kinds of privileges that other students did.

Other students laughed. They ran around. They enjoyed the campus, but these students were really quiet (Coates, 2008, p. 7).

What Ms. Coates found in the Intensive Educational Development program was her empathetic self, someone who is able to help others find themselves.

I didn't know until my IED experience that I had an ability to touch people. Touch people in a way that I didn't understand. As the counselor for probationary students, it was my responsibility to help make sure that within a specified time that these students were – you know – got off probation. And so, to listen to their stories, I learned how to help them connect their inner self to what was happening outside of themselves. I learned that if we could deal with their problems that they were dealing with that the academics came easily. But I couldn't do that unless I could get outside of me. And the more I worked with them, the better I became a listener, empathizer; someone who could challenge them in wrestling with – they called them demons – inside themselves, and I became a really good counselor (Coates, 2008, p. 10).

She said she is proud of the IED program.

I think early on they knew how to matriculate students of color. It was amazing because those things not only worked then but they will work now if we [stick] to what Julia believed. It taught the institution that black students were not inferior; that if you gave them an opportunity, if you gave the same tools you give other students, that they could sit side-by-side in the classroom and do just as well. And even [learn] a culture that they were either afraid of or didn't really understand. And so that's the gift she gave Maryland: Let me show you how to learn and appreciate a culture that at that time was very fearful (Coates, 2008, p. 9).

Ms. Coates said she grew into empathy and hope.

The truth is, in the beginning I was angry. I was really angry. I was angry because I thought 'How unfair of this institution to not accept the students; not accept me.' Mainly because I felt we had every right to be here. Mainly because I felt like we had something to contribute that they minimized. So, in the beginning, I was angry.

One good thing about anger is either it will consume you or you will get so tired of being angry, you will change. And, thankfully for me, it changed me to understand that all of this was for a reason. It was for a reason that we went through what we went through. Because it was to make us stronger. It was to make us understand both sides of these coins.

And, had I not gone through IED, I don't think I would be able to empathize with everybody that I meet. I believe that inside of everybody – just like there are so many sides to Roberta – that everybody that I meet, that there are so many sides that you are so unfair to accept the first thought that you have of anybody. Because there is so much about that person that you don't see. And so, you withhold any kind of judgment about anyone until you are sure you've given that person a hundred chances (Coates, 2008, p. 11).

Ms. Coates was awarded her master's degree in Education, Counseling and Student Personnel at the University of Maryland, College Park, in 1974. Having served as a counselor in the Intensive Educational Development program from 1972 to 1974, she became an administrative counselor for the Educational Opportunity Center in Washington, D.C., from 1974 to 1976. Ms. Coates returned to the University of Maryland, College Park, in 1990 to become associate director in the Office of Campus Activities and then associate director in Stamp Student Union and Campus Programs. In 1995, Ms. Coates became Staff Ombudsperson and then Assistant to the President, both positions that she has held to the present.

Jerry L. Lewis



Dr. Jerry L. Lewis came to campus in 1972 to work with Upward Bound students. Today he directs the Academic Achievement Programs, where IED is housed.

Dr. Jerry L. Lewis is a family man. He has three daughters, but he also is very comfortable in his role as psychological parent to all of the students in the Academic Achievement Programs that he administers. He is an attorney and an educator, but to most who work with him on a regular basis – staff, students and long-time colleagues – he is Dr. Lewis. To those who have known him longest – Dr. Alice Murray and Mr. Q. T. Jackson – he is “Doc.”

Dr. Lewis is a first-generation college graduate from rural North Carolina. The son of a farmer, he wanted to study medicine but didn’t – he was advised against it by a well-intentioned, poorly informed high school counselor who thought he should become a medical technician instead. Dr. Lewis talked about his background:

I was born in Bladen County, North Carolina. I was born in a family of nine children, of a father with a third grade education and a mother with an eleventh grade education. I was born to sharecroppers in North Carolina; so I grew up as a farm boy.

Much of what I believe to be the things that drive me came from my experiences growing up on the farm. My father charged me with the responsibility of registering our animals – both cattle and pigs – on the farm, so I tracked and recorded gestation periods and breeding cycles as a student in agriculture.

I graduated from high school. Being on the farm, I studied every evening from eight to ten. I went to school, got off the bus and went to the farm in the spring and in the fall, so my schedule was very busy. I wasn’t involved very much with student athletic activities because we didn’t have transportation and I had to do the planting and cultivation in the spring and harvesting in the fall. It was a matter of going to school on the bus and coming back home on the bus. I went to a segregated school: all black teachers; all black students. I graduated near the top of my class: number six in my class. I was a National Merit Semi-Finalist.

I went to the University of North Carolina in Chapel Hill, with the intent of becoming a doctor. My first enrollment was in the radiological technology program – which is really learning to be an x-ray technician and to teach x-ray students. I ended up there because of the counselor in my high school, not being a trained counselor but a teacher from the history class, she said to me that my family was poor – which they were – and that going to college to become a doctor – even though I seemingly had the high school background to do that – would probably be impossible because my parents wouldn’t be able to afford it. She did not know at the time that the opportunity to get financial aid for students who were students of color, black students, at that time, was on the verge of becoming a reality. She said to me, giving her best guidance, to go

to a program that was close to my interest ... to pursue my becoming a cardiovascular surgeon. Not so.

So I did that – went to Carolina and left Carolina after I finished my associate's degree and certification there. I joined Georgetown University where I taught x-ray technology students and worked as a technician for about a year. Not being satisfied in the middle of the department and not having the opportunity to advance to the top of the department, I chose to go back to school to do the science work necessary to go to med school. So I ended up going to Creighton University in Omaha, Nebraska (Lewis, 2008, pp. 1-2).

The foundation was laid by IED. It was necessary in the beginning because the university environment typically is not designed for the culture of African American students who come from low-income families.

Jerry L. Lewis

A former student activist, a former community activist, Dr. Lewis still considers himself an “Upward Bounder.”

... I was low-income; I was first-generation; no one had reason to believe that anyone in our community would go to college, since no one in our community had. But my cousin, who was forty years older than me – she got a master's from Columbia when it was almost impossible. I was the first person in my entire little local community to go off to college. And so, I was an Upward Bound type of student. I was a Talent Search type of student. I was a Student Support Services type of student. I just didn't have the program there to help me (Lewis, 2008, p. 12).

The mind is a powerful factor in all achievement, he said.

I had been accepted to Creighton University and St. Louis University, I went to Creighton – no interest other than the fact that it was farther west. I really had little knowledge about either school. My adventuresome spirit led me there. But what changed my life -- and I think this is important because it leads to the parallelism of my experience in Nebraska and what was happening at Maryland – which really connected me back to Maryland eventually.

I went to Creighton where there were twenty-six black students and five thousand white students. There was one black faculty member. There were thirteen students who lived on campus; thirteen who lived in the community. Six of those who lived on campus were athletes and, unfortunately, they didn't really communicate much with the other black students. So we got very involved with trying to create an environment, a sense of community on that campus, much like what was happening here at the University of Maryland. We created a group called “United Power.”

There was a group of the few black students and good-natured white students and a white advisor, Dick Shugrue, and a black priest, Dr. Cunningham, who helped us organize a group to do some of the same kind of things: challenge the university's

norms, challenge the university's history in terms of the limited presence of African Americans and, in that case, African American and Hispanic Americans at the campus.

And I became one of the voices of the student group who was advocating for change in that regard: more black faculty members [and black] students. We became involved with the community in terms of developing a community bank; monitoring police brutality in the city of Omaha. I finished my coursework. I had become involved as a student worker with Upward Bound. (Lewis, 2008, p. 3).

Dr. Lewis became a tutor, oversaw the Saturday program, and took on recruitment duties. Whether or not he knew it then, he had found his career path.

Eventually, I graduated in mid-year 1969. And Creighton asked, "Would you stay here instead of going back to the East Coast?" And so, I said 'Yes.' They gave me a job in the Admissions Office; gave me sixty thousand dollars and said, 'Go find twenty black students' who would be given three thousand dollar scholarships each. And they told me to go to Denver, Minneapolis, Chicago, St. Louis, Washington, D.C., and these people out of Catholic schools (Lewis, 2008, p. 3).

That path quickly led him to become the director of the Upward Bound program at Creighton University. That path – and friends along the way – led Jerry Lewis to Maryland.

So, it was in that circle of interactions with the Department of Education that I learned about Julia Davidson. When I became nationally involved with the regional office in Kansas City, Julia was involved with the regional office in Washington and Philadelphia. The director of the TRIO programs in the regional office in Kansas came to Washington under the reorganization and he connected me to Julia.

So, I called Julia and told her that I had heard about her and I wanted to meet her. The regional officer also said they were looking for a director of Upward Bound because that summer, the person who had served as Upward Bound director left and so there was an opening in Upward Bound. I came out with my resume in hand, and I met Julia and we sort of fell in love with each other as people with similar philosophies and who had some similar commitments and similar things that we were doing for the same reason – that is the fact that these things needed to be done now. They weren't being done by anybody and if somebody didn't do them they wouldn't get done. And she had the opportunity, given where she was, because she started in Upward Bound and had an immediate connection (Lewis, 2008, p. 5).

That connection continues to this day, in part because it was based on a deep appreciation of the unique needs of first-generation college students.

Well, I think, again it focuses back on the foundation that was laid by IED. And that is that you have to value every individual as a gift. You know, we are all created as gifts and we are all created with talents and with challenges. I believe that if a student really came and was serious about being successful, with the right kind of support and environment that they could succeed. We have demonstrated that time and time again. I had that philosophy when I worked with Upward Bound (Lewis, 2008, pp. 11- 12).

I believe that if a student really came and was serious about being successful, with the right kind of support and environment that they could succeed.

Jerry L. Lewis

Dr. Lewis described his approach to work:

I can relate to these students' talents, struggles, and ability to succeed. I knew if the support was there that our students could succeed. So for me, it was just a matter of continuing that philosophy, continuing that way of thinking about students. Now, we do the same thing with students. We tell students from day

one – first of all, I tell staff that students are the center of our work; they are the purpose of us being here. And they are the ones who will make what we do look good or look bad. It's not us. It's who they are. It's how they shine or not shine that will make us look good.

I tell my students from day one that they are as important as the staff. The only difference is that staff have had a longer time to develop their skills and learn wisdom that the students don't have. But the students come with the same degree of importance as the staff. So they come – as far as I'm concerned, capable of success – so I tell staff you never talk down to students. You talk equally to a student. Yes, you are older; yes, you are more professional. Yes, you have the experience, but you are only there because you've had time and opportunity. They haven't had the time yet and we are going to give them the opportunity. They can be greater than we are; they should be. That should be our aspiration.

The other thing is I think that you have to treat students as if they are your own. In essence, students come here from high school – many of whom do not understand what it means to pursue higher education; many of whom whose parents do not understand that. So, we have to be surrogates. And to some degree, to help their parents understand the value of an education and the requirements of an education. But we certainly have to help the kids understand that because many come from high schools where they had the bad habit of studying one or two hours a week. Sometimes, you have to say to students very confrontively, 'You're not grown yet. You're in a process of becoming and you will always be in a process of becoming. Therefore, you will be better tomorrow than you are today but you have to listen today to be better tomorrow.' We approach students that way. For the most part, I think it works extremely well...You would have students mouth off, but the next day – because I don't get angry by it – the next day it's, 'How are you doing? Let's talk. It's a whole brand new day and things are fine.'

So, I think that's what we've tried to do. We've tried to motivate our staff. The foundation was laid by IED. It was necessary in the beginning because the university environment typically was not designed for the culture of African American students who come from low-income families (Lewis, 2008, pp. 12-13).

Dr. Lewis became head of the Academic Achievement Programs in 1988, a position he has held to this day. "It is my life and my ministry," he said (Lewis, 2008, p. 28).

In 2009, the need remains and, under Dr. Lewis's leadership, the basic programmatic structure that

was instituted so many years ago has been retained, living testament to the validity of its underlying philosophy. According to Dr. Lewis, today's program is, "Well, very similar to – ironically – what IED's thoughts were in the beginning. That is: broadening access, and increasing the likelihood that those who come would stay and graduate. It's the same thing. It hasn't changed in that regard" (Lewis, 2008, p. 20).

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Chapter 5

The Heritage of IED

History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.

Robert Penn Warren

The temptation is to search for the genesis, the starting point, the moment in the long-ago past when something significant happened to begin the process that culminated with the occurrence of some other significant event. The goal is elusive – or maybe illusory – but the process is informative: History is not linear, at least not in the case of the Intensive Educational Development program.

At the outset of this project, we knew generally that the Intensive Educational Development program was an early programmatic initiative to expand the educational opportunities of Maryland's academically talented students. In chronicling the history of the program in its early years, we sought to document the significance of that solitary fact. However, we also sought to test our premise that IED was more than an innovative academic program. We found so much more than we had anticipated.

The story of the Intensive Educational Development program is larger than the history of the program – which in itself is compelling. It is a story about community activism during a period of desegregation and integration. It is an illustration of how complex organizations cope with the dynamics of change. This story is also about a difficult time in which people – all of whom were in different ways products of their times – made and acted upon difficult choices and decisions that would have long-term implications for the University of Maryland. With the benefit of hindsight, it is tempting to villainize some of these people and to lionize others – because of antagonism to or sympathy with their values, philosophies, actions or outcomes – but retrospect also allows us instead to understand the significance of context: how circumstances influence us and how we interact with them.

Within that context, the Intensive Educational Development program is both impressive and important. It was a pioneering effort at a pivotal point in the University's history. As such, it was influential in shaping the University's mission, as well as its educational policies and practices. Notably, IED helped to expand the University's mission beyond its provincial parameters to provide educational opportunity for low-income and first-generation college students, minority students and students who needed assistance in developing their academic potential.

Today, the University of Maryland's Strategic Plan, developed by an inclusive team led by Provost Nariman Farvardin, includes a vision statement that reads in pertinent part as follows:

During the next decade, the University of Maryland will enhance its standing as a world-class, preeminent institution of higher education. The University will achieve this goal through an unwavering commitment to excellence in all that it undertakes. The University will attract a diverse student body that possesses the ability and passion for learning. Innovative and relevant programs, whether within or built upon traditional disciplines in the arts and sciences, will prepare students to be engaged and self-realized citizens and leaders in a complex, democratic society (University of Maryland, 2008).

The Strategic Plan explicitly incorporates values that inform the mission and the vision. These include diversity and inclusiveness, as expressed in the following statement:

Maryland's rise in academic stature has gone hand-in-hand with, and been accelerated by, its increasingly diverse community of students, faculty, and staff. We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all (University of Maryland, 2008).

Beyond its influence on the University's mission, the Intensive Educational Development program was a prototypic learning community that also served as a laboratory for developing new ways of teaching to accommodate various learning styles, promoting students' ownership of their educations, incorporating experiences beyond the classroom, and transferring that learning to practical applications. Currently, these characteristics are evident in such wide-ranging and well-regarded living and learning programs as the Honors College, College Park Scholars, Beyond the Classroom, CIVICUS and Gemstone.

Teaching the Whole Student

In the late 1960s, this holistic and more communal approach to teaching and learning was new to higher education theory when Dr. Thomas Magoon spoke of "the students' total development as a mature person" (Magoon).

His was a different approach in practice, such that it required staff and faculty to understand their roles in a more expansive sense and to perform beyond their individual silos – in a cross-functional and interdependent manner. As Dr. Alice Murray explained how this worked in IED:

The academic side and the counseling side began to blend together and our goal was that the academic people could do counseling and the counseling people could do the academic. And so, if the people weren't there, everybody knew – stayed connected – they knew how to do whatever needed to be done (Murray, 2008, p. 12).

Mr. Q. T. Jackson observed that this holistic approach was a stimulus for creative and innovative teaching that featured interdisciplinary, collaborative, modular courses that focused on development,

as opposed to remediation. Mr. Jackson said:

The interesting thing is that we came up with so many different, exciting and innovative ways of doing what needed to be done to help students make personal changes; make academic changes; make clear their commitment to society at large; and to be successful in a new community here at the University (Jackson, 2008, p. 6).

Application of the holistic approach eventually had an impact on details of campus life such as the culinary choices offered on the Dining Services menus. As an example, the IED Awakening programs featured “soul food,” because it was otherwise inaccessible. Now, the foods available to students on campus are more reflective of the diverse origins of the student body. According to Dr. Murray,

Otis [Williams] maintained the Awakening for a long time. It kind of petered out, I think, when Dining Services changed their way of cooking and started cooking more for what the students really liked and enjoyed – all students. So now we do have an area in North Dining Hall that has the chicken and the greens – so everybody can enjoy it – sweet potatoes – continuously. But that was very special for them because they were able to come together (Murray, 2008, p. 15).



Students gather as part of a “Women’s Day” meeting in 1972.

Dr. Murray also said, “... our whole goal was to be sure that black students were able to be respected and developed in the way they needed to be developed” (Murray, 2008, p. 17). This goal was executed in many ways, small and large, and all had to do with the power of the mind. Dr. Murray expressed it as “the ability to see themselves as human beings who are productive human beings and who indeed can be whatever they want to be,” and explained further:

It is the assurance – the self-assurance of a can-do spirit. I mean, ‘You can do it. It is expected that it can be done and there is no reason why you can’t do it. You’ve

decided you can’t do it. Therefore, you’re not getting it done.’ So we cut all of the roadblocks out of the way. Once you cut all of the ‘I can’t; I doubt; why me; poor me’ – when you cut out all of those and put them in a little hole by themselves, this individual starts to evolve. ‘Wow. I can do all of these things. Just set my mind to do whatever I want to do and I can be. The covering of a process of ‘You’re not good enough’ or ‘You ain’t gonna be nothing’ – all of those negative images of self – once you eliminate those, you have a true blossoming going on. So it works (Murray, 2008, p. 17).

The Intensive Educational Development program was for the University a venture into uncharted territory, and it was the responsibility of its students, staff, faculty and allies to prove its worth. From the perspective of Ms. Beverly Greenfeig, IED was courageous, visionary and timely. She said:

IED took a chance on these students, and they probably for the first time showed the University that, in the sense that Dr. Davidson said it, ‘What the mind can believe it

can achieve.’ If you brought in students and gave them the support and encouragement that they needed, they could succeed; they could graduate; they could be an asset to the campus. And I think for all of us, when you don’t know something, you’re afraid of it; you don’t want to change and so these students became a wonderful experiment. I don’t like using humans for experiments, but I think the University benefited from it and they opened the door for a lot of other students to come and for a lot of the programs that happened after that to evolve (Greenfeig, 2008).

So the Intensive Educational Development program was more than an innovative program for the “educational and psychological development of disadvantaged students, most of whom are black” (Davidson, Fischer, Magoon, 1968). It was more than one of the signature pieces in the University’s desegregation plan, contributing to racial as well as socio-economic diversification of the student body that was, in 1968, comprised of approximately 26,000 undergraduate students including 484 African Americans). In the fall of 2009, Maryland enrolled 26,400 undergraduates; in this latter group, 12.4 percent were African American, 15.2 percent were Asian-U.S., 6.2 percent were Hispanic-U.S., 2.3 percent were foreign students, 57.9 percent were white (Office of Institutional Research, Planning, and Assessment, 2009).

In the years since 1968, the Intensive Educational Development program has been more than a leader in the campus community network that has worked steadily, “to solicit a total commitment from the University to initiate fundamental changes within the system to provide equal educational opportunities to all members of the community and to significantly increase services to Black people. To effect these necessary changes, which will ensure academic, psychological, social and economic growth of Black people, are [is] the paramount goal of this group” (Davidson, 1971). IED was one of the authors of a paradigm shift at the University.

Reflecting on the Journey

Now, more than 40 years have passed and students who come to the University of Maryland come to a place that is very different from what it was in 1968. These students come with different expectations, different perceptions of themselves and their places in the larger world, different ambitions and life choices. For them, the past and the future are not necessarily related or correlated.

This chronicle ends in 1976, and so it does not discuss in any detail the challenges that were faced by the directors who succeeded Dr. Davidson as director of the Intensive Educational Development program: Dr. Alice Murray (interim), Dr. Benjamin Cowins, Mr. L. Ray Gillian, Dr. Ulysses Connor, and Mr. Jerry L. Lewis. Some of the challenges had to do with finding a way to assimilate the Intensive Educational Development program into the functional mainstream of the University while maintaining the distinction of IED’s identity and the integrity of its purpose.

Meanwhile, every day in the life of the University of Maryland produced another remarkable moment that in the long view would describe the University’s journey to the present. In the period 1976 to 2009, the University of Maryland continued to evolve, gradually working toward the status of a first-tier research university that would be nationally and internationally recognized for its excellence in research, for the excellence of its innovative undergraduate programs, and for its academically talented student body.



Ulysses Connor, seen here in an undated photograph, became Director of IED in 1985.

The journey to date has not been an easy one, but it has produced some milestones that are both a tribute to the past and a foretaste of the future. They are milestones that mark the extent to which the University of Maryland has moved away from the remaining residual effects of past racial segregation, and, as well, embraced diversity – in its many forms – as a part of its institutional identity. These milestones were accomplished under the visionary leadership of Dr. Robert Gluckstern, Dr. John B. Slaughter, Dr. William E. Kirwan, and Dr. C. D. Mote, Jr.

Chancellor Gluckstern (1975-1982) guided the University through a period in which higher education nationwide experienced economic stringency and programmatic retrenchment associated with budgetary shortfalls – particularly in the area of minority academic

programming. The challenge was to preserve what had been accomplished, and this, as Dr. Thomas B. Day (Vice Chancellor for Academic Planning) advised in September 1975, required a “delicate balance.” Dr. Day wrote:

Many things remain to be pursued more vigorously, but very few remain to be initiated. I believe it is important to reiterate our steadfast commitment to continuation and enlargement of efforts in non-discrimination on all fronts. If we concentrate on that general commitment which arises naturally anyway as a continued legal and ethical obligation, adherence to the State Desegregation Plan will be automatic (Day, 1975).

Day cautioned that the commitment was not without cost. At the University of Maryland, Dr. Day continued:

We have achieved and maintained a delicate balance between necessary form and vital substance. Establishing and maintaining that balance may have seemed irksome, or even threatening, to some. I believe we must make quite clear that neither Federal-State legal questions, nor economic stringency, will deflect us from pursuing that proper balance which will continue to optimize our non-discrimination efforts (Day, 1975).

The University of Maryland – as well as all other Maryland postsecondary institutions – continued to participate in the Desegregation Plan “on an annual basis under the coordination of the State Board for Higher Education,” despite the ongoing “Mandel vs. HEW lawsuit related to the Plan” (Campus Testimony to the Legislative Black Caucus, 1976-1978). Desegregation was becoming a part of a broader concept of non-discrimination. This was one shift. Ms. Yolande Ford, Director of the Human Relations Program in the Chancellor’s Office, saw another taking shape in the national agenda: The emphasis on desegregation was shifting to a focus on integration. Ms. Ford summarized the implications of this shift in December 1975.

Today, integration is the officially sanctioned national posture. That being the case, programs providing academic services primarily to members of minority groups will, in the name of integration, become increasingly vulnerable to termination. Terminations on this basis are rapidly occurring around the country and will continue to do so with increasing momentum. The courts, as presently constituted, are in my view a dubious source of relief in this situation. Relief must be initiated proactively, without waiting to

react, after the fact, to funds cut offs (Ford, 1975).

Hers was a view that was shared by others. In 1977, Dr. Andrew Goodrich, Director of OMSE, also wrote of a national diminution in the public will to pursue equal opportunity for African Americans.

On September 14, 1977, Pulitzer Prize winning writer Haynes Johnson of the Washington Post called attention to 'a quiet piece of scholarship with powerful political implications.' The basic theme of this study by Dr. Faustine Childress Jones, a senior fellow at Howard University's Institute for the Study of Educational Policy, 'is that most Blacks now believe that national attitudes have turned against them,' that 'there has been a systematic retreat by government, White intellectuals, liberals and the academic world from a previous commitment to provide affirmative action for Blacks and other minorities.' A 'changing mood' exists in this nation; compared to the strong support for the Civil Rights Movement during the 1950's and the early 1960's, the present mood is a regressive shift away from institutional intervention on behalf of Black progress (Minority Student Education Office, 1973-1977).

And yet, the federal government continued to press for compliance under the mandates of *Adams v. Weinberger* to enforce desegregation in the 10 southern states (including Maryland) that DHEW OCR had determined were operating dual, racially distinct systems of higher education. In 1977, U.S. District Judge John H. Pratt found the desegregation plans of six states inadequate and "gave H.E.W. 45 days to come up with guidelines for new state plans. His order came after the director of H.E.W.'s Office for Civil Rights, Martin Gerry, testified that 'at this point, our experience indicates that the plans have to be revised'" (The Chronicle of Higher Education, 1977). Judge Pratt specified that desegregation plans should include a statement of specific objectives; a timetable to achieve desegregation goals; changes to assure that blacks would have greater access to predominantly white colleges and universities; proposals to enhance predominantly black colleges; proposals for faculty desegregation; provision for timely progress reports (The Chronicle of Higher Education, 1977).

Bakke and Beyond

As 1978 approached, the question of the constitutionality of race-based affirmative action had returned to the national agenda, and academe nationwide was called to action in the face of concerns "that public support for the principle of affirmative action may be waning. The recent statements of HEW Secretary Califano and the debate generated by the Supreme Court's consideration of *California v. Bakke* point to the need to reinforce the value of affirmative action programs" (The Chronicle of Higher Education, 1977). Professors Frank Askin, Norman Dorsen, Ruth Bader Ginsburg, Robert Lekachman, and Orville Schell reminded their colleagues in higher education that:

Individual rights in our democratic society are premised upon liberty and equality. Without one, the other cannot be realized. Where a democratic society such as ours has historically denied equal opportunity to large segments of that society, individual liberty is severely compromised. Only by restoring full equality to people discriminated against because they belong to particular groups, can liberty, equality, and a democratic society such as ours survive. Affirmative action is a means to that goal (The Chronicle of Higher Education, 1977).

At the University of Maryland, Chancellor Gluckstern affirmed the University's commitment to affirmative action and desegregation, stating:

Our commitment to affirmative action is a simple one, and is based on the belief that this institution, and other institutions in our society, will be significantly strengthened if access to participation as students, staff, faculty, and administrators is broadened to include historically under-represented groups in our society. ... Regardless of the legal requirements, I believe that we must maximize the use of the available human resources in our country by making our own real commitment to participation by under-represented groups in our full range of programs.

This institutional position was supported by the "Policy Statement on Equal Opportunity in Education and Employment," promulgated by President Elkins on January 9, 1978, which stated in pertinent part, "The University of Maryland is an equal opportunity institution with respect to both education and employment. The University's policies, programs and activities are in conformance with pertinent federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex and handicap" (Gluckstern, 1977).

For Chancellor Gluckstern, equal opportunity was a matter of disciplined commitment. When he spoke to the Legislative Black Caucus on March 6, 1978, he said:

The basic campus approach to Desegregation has been to identify a firm commitment, establish clear priorities, delineate responsibilities, insist upon results, and creative positive incentives to progress. Increasing the number of black and other minority faculty, staff, and students has for several years been a major priority at College Park (Gluckstern, 1978).

Mentioning the Office of Minority Student Education, the Equal Opportunity Recruitment Program, the Graduate School minority recruitment program, and the Special Student Services program that incorporated the Intensive Educational Development Program and the Upward Bound Program as "but a few examples of the offices and officers at College Park who contribute to our desegregation effort," Chancellor Gluckstern went on to say, "The goal is to create an environment which is not only attractive to potential students and responsive to the needs of current students, but which provides the range and quality of academic programs and support services to benefit students and ultimately, society" (Gluckstern, 1978).

And it was against this philosophical background that Dr. Gluckstern in 1978 created the Benjamin Banneker scholarship program for first-time, full-time African American undergraduate students.

Chancellor John Slaughter (1982-1988) was the first and only African American to serve as chancellor at Maryland, and he was a long-standing advocate of increased minority participation in engineering and the sciences. His dedication to mentoring students earned his designation as a fellow of the American Association for the Advancement of Science, the American Academy of Arts and Sciences, and the National Academy of Engineering (Slaughter). During his tenure at the University of Maryland, Chancellor Slaughter led major advances in the recruitment and retention of African American students and faculty, demonstrated in part by the fact that the "proportion of undergraduate African-Americans rose from 7.6 percent in 1980 to 10.8 percent in 1990, one of the highest proportions of any state university in the country" (Slaughter). At Maryland, Chancellor Slaughter "made a determined effort to introduce the idea that diversity was a positive and necessary element of any first-rate university. One of his proudest accomplishments would be the rating of the University of

Excellence Through Diversity

During President Kirwan’s tenure (1989-1998), the undergraduate program was promoted with enhancements to the existing Honors program and the creation of learning communities, such as the College Park Scholars and Gemstone programs, that would become signatures of undergraduate education at Maryland. The diversity of the student body would become another.

Dr. Kirwan recalled having made this point explicit in his inaugural speech on April 30, 1990, when he said,

I want College Park to be a place where excellence is achieved through diversity. A place that reflects the diversity of our State and the cultural richness of our world; a place where study and learning count, and color or accent or gender do not; a place where one can attack the ideas of another while affirming the human dignity of all; a place where diversity is not only tolerated, but celebrated; a place that enables individuals to be larger than they once were and more open of mind than they thought they could be (Kirwan, 1998).

Looking back upon that time, Dr. Kirwan was proud of that diversity, as he said in his “Farewell Speech before College Park Senate” on May 11, 1998.

If I were limited to citing only one or two accomplishments of this university over the past decade, accomplishments that define the institution, that have enhanced our stature and brought us national recognition, I would clearly include our efforts in building a diverse community.

This has not been grafted on or decreed from above, but has grown organically out of the day-in, day-out efforts of those who make up this community. It grows from and is nurtured by thousands of individual efforts to understand, include, accept and respect

each other. Although in absolute terms, we and the rest of higher education still have a long way to go, the University of Maryland is now widely recognized as a national model for a university committed to diversity. We were the university chosen by the President’s Initiative on Race to host the dialogue on race and higher education. And, as we speak, the Ford Foundation is producing a manual documenting what we as a university have done and how we have steadfastly worked toward our diversity goals over the past decade (Kirwan, 1998).



IED was part of Academic Achievement Programs when this picture was taken in 1998 (c). The staff gathers with AAP Director Jerry L. Lewis.

During his presidency, Dr. Kirwan's leadership inspired the University's defense of the Banneker scholarship program in the case *Podberesky v. Kirwan* (Bayly, 2007). President Kirwan said in a prepared statement:

Should Maryland or any university continue race-based scholarship programs indefinitely? Obviously not. But the essential work of this affirmative action program is not yet done. For now, the University of Maryland should be allowed to continue one of its most effective means for demonstrating to blacks that today's universities are not what they used to be and that, with greater participation by all segments of society, our nation's universities can become even better (Kirwan, 1995).

The U.S. District Court agreed; the appellate court did not. In her review of this case, Susan L. Bayly, General Counsel at the University of Maryland, College Park, summarized this outcome:

In May 1995, the University of Maryland received the news that the United States Supreme Court had declined to review the Fourth Circuit's decision in *Podberesky v. Kirwan*. (Bayly, 2007) In *Podberesky*, the Fourth Circuit struck down the University's Banneker Scholarship program as unconstitutional, and in violation of federal civil rights laws. The Banneker Scholarship had been designed to bring academically talented African American students to the University in an effort to comply with the U.S. Department of Education's continuing review of the State of Maryland's desegregation plan. The news from the Supreme Court was the final word for the University that the Banneker Program, as a race-exclusive scholarship, had to be dismantled (Bayly, 2007).



IED and AAP continue to address the academic needs of the University's diverse student population (2009).

As a practical matter, the decision in the *Podberesky* case precluded desegregation as a justification for the University's race-conscious programs; the decision did not preclude the University from developing other affirmative action programs based upon the diversity rationale previously articulated in the 1978 *Bakke* decision (*University of California Regents v. Bakke* 438 U.S. 265, 1978). The University revised the scholarship program, merging the Banneker Scholarship with the Key Scholarship, and continued to look for other legitimate methods for recruiting, admitting, educating and graduating students who came from diverse backgrounds with diverse profiles. The University waited – with higher educational institutions nationwide – for more definitive guidance from the Supreme Court.

That guidance came in June 2003, when the Supreme Court decided two Michigan cases – *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003) – that challenged the constitutionality of the policies for admission to the University of Michigan, and to its Law School. The Supreme Court agreed with Michigan in its defense of the Law School policies and affirmed the educational benefits of diversity as a constitutionally permissible rationale for race-conscious programs. The Court ruled that use of race in this case was constitutional because the program furthered a compelling interest in obtaining “an educational benefit that flows from student body diversity.” The Court also found that the law school's program was narrowly tailored; it was flexible, and provided for a “holistic” review of each applicant (*Grutter v. Bollinger*, 2003).

These legal developments created a paradigm shift from remediation and equal opportunity to one of inclusive excellence, wherein universities are permitted to view diversity as a benefit for student learning and institutional excellence. As a result of these cases, diversity, which had its genesis in the legal context of desegregation and affirmative action, is now one to be understood as an educa-



IED instructor Mr. Pathe Sow meets with his English Skills class in 2009.

tional concept (The Supreme Court Decisions in *Gratz v. Bollinger*, 2003 and *Grutter v. Bollinger*, 2003). In this new model learning is enhanced in an environment that encourages students to interact with one another across differences. Thus, over the past two decades, the University of Maryland has increasingly focused not only on numbers of racial minority students who enroll, and on developing programs that will promote student retention to graduation, but also on better understanding the ways in which the University's diversity can promote the quality and depth of learning for all of its students.

Looking Back, Pressing Forward

This paradigm shift – generally accepted as a positive development – presented a dilemma for the University community: How does one honor the struggles and accomplishments of the past, accepting that they gave shape and substance to the University's current identity, without allowing the past to define the future? The University's current identity as a diverse community has resulted, in part, from the unstinting efforts of many campus citizens to overcome the University's history of state-enforced segregation, and to provide equal educational opportunities for students across a broad variety of personal characteristics. At this point in history, diversity at the University of Maryland is a broader concept than one that emphasizes race and ethnicity. However, because of Maryland's history, race continues to matter. And, as the founders of the Intensive Educational Development program knew and understood, socio-economic status matters as well.

These issues are intertwined in the administration of Dr. Clayton Daniel Mote, Jr., who was inaugurated as the 27th President of the University on April 23, 1999 (University of Maryland, 2010). President Mote has emphasized broad access to the University's enriched undergraduate curriculum programs. During his tenure, the University of Maryland continues to demonstrate that, in President Mote's words, "Our commitment to academic excellence requires our commitment to diversity, and we are bound to the aggressive pursuit of both" (Mote, 2003). This commitment is seen in the University of Maryland Incentive Awards Program, which President Mote launched to recruit and provide full support to high school students of outstanding potential who have overcome extraordinary adversity during their lives. It is seen in the financial aid programs, such as Maryland Pathways, that were created to make college affordable and accessible for low-income and minority students and to help them graduate with minimal debt.

Honoring IED's Leadership



Professor Emeritus George Marx (left) receives an award from Undergraduate Studies Dean Donna Hamilton and AAP Director Jerry L. Lewis at IED's 40th anniversary celebration. The award marked Dr. Marx's contribution as a founder of IED.

Dr. Davidson might look around the campus today and take note of the Curriculum Transformation Project (initiated in 1988), the Consortium on Race, Gender and Ethnicity (initiated in 1998), the David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, the Nyumburu Cultural Center (constructed in 1996), the Multiracial and Biracial Student Association, the Honors College Summer Program, the SPIRAL program in mathematics, the Maryland Transfer Advantage Program and the Incentive Awards Program – just a few examples – and see living testament to her conviction that “What you can conceive and believe, you can achieve.”

She could certainly take pride in the accomplishments of so many people who have been associated with the IED program. She provided “a training ground for countless multiracial, socially conscious professionals” – many of whom were graduate students – who went far beyond

her expectations and themselves assumed leadership roles in higher education, particularly at the University of Maryland (IED, 1974-1975). Over time, they have included Dr. Vivian Boyd, Director of the Counseling Center; Ms. Wilhelma Garner-Brown, Assistant to the Dean, University of Maryland Dental School; Ms. Roberta Coates, Assistant to the President and Staff Ombudsperson; Ms. Beverly Greenfeig, Counselor-Instructor in the Learning Assistance Service of the Counseling Center; Mr. Q. T. Jackson, Counselor-Advisor in the Academic Achievement Programs; Dr. Alice Murray, Associate Director (retired) of the Academic Achievement Programs. They have included Dr. Jerry Lewis, Executive Director of the Academic Achievement Programs, which now includes the Intensive Educational Development program.

There were many others who began their careers in IED or working with its students.

Dr. Ulysses Glee, who was an assistant director in the Intensive Educational Development program, received his master's degree in Agricultural Education and Administration from the University in 1970 and became Assistant Director of Student Aid and the administrative officer for the Educational Opportunity Grant Program, the Law Enforcement Educational Program, the Black Student Union Funds and the Maryland Grant Program. He also served on the IED steering committee, the Black Faculty and Staff Association Executive Council, and the Vice Chancellor's Commission on Transition to the University. He eventually became Director of the Office of Student Financial Aid.

Dr. Gareth Murray received his undergraduate degree in psychology from the University in 1970 and was a master's student in Counseling and Personnel Services program when he was assistant director of IED. He previously served since 1969 as an administrative aide and program advisor in IED. In 1971, he was chairman of the Association of Black Faculty and Staff, and he served as an advisor to the Black Resident Assistants Caucus. He was a member of the Graduate Advisory Committee to the Chancellor, of the Title I Steering Committee, the Senate Adjunct committee on Financial Aid

and Self Help, and the Senate Adjunct Committee on Graduate Elections. He received his master's degree in Counseling and Personnel Services from Maryland, his doctorate from Cornell University, his M.Div in theology from Virginia Union University, and he became a member of the Maryland House of Delegates (2003 – 2007). He is the pastor of First International Baptist Church in Silver Spring, Maryland, and Director of Legislative Affairs for the Maryland Higher Education Commission.

The IED graduate students and young professionals included Mr. Andrew C. Jones, who received a master's of Library Science from the University in 1971, was Coordinator of the Community Interact Program of the Black Cultural Center in IED, and then became Project Director Title I in the Human Relations Office.

Mr. Meldon S. Hollis, Jr., received his bachelor's degree in government and politics from the University in 1971, prior to which he had been an admissions counselor and had taught a course on Interpersonal and Intergroup Relations in the Honors Program. Mr. Hollis was a graduate student at the University when he was Program Coordinator in Resident Student Development and Chairman of the Black Faculty and Staff Association. He also served as advisor to the Black Student Union and was a member of the Advisory Committee of IED; he served as a member of the University Affirmative Action Task Force.

Mr. James Otis Williams was Director of the Nyumburu Cultural Center until his death on April 4, 1997, just four days before the first anniversary of the new Center that had been constructed adjacent to the Stamp Student Union.

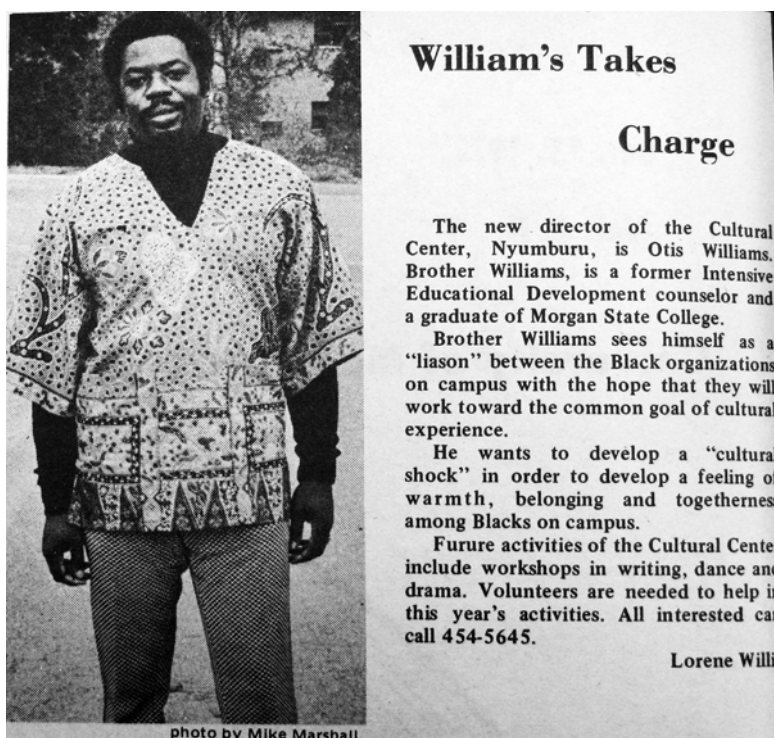
Dr. Mary Cothran was a doctoral student in Counseling and Personnel Services program (under the supervision of Dr. George Marx) when she first served as a graduate assistant in IED in 1976. She became Director of the Office of Minority Student Education and served in that capacity until her retirement.

The IED pioneers taught us that we each have a contribution to make and are obligated to make that

contribution wherever we are. The careers of the IED pioneers, guardians and stewards of hard-won progress, produced lessons about organizational dynamics, personal endurance, and the power of the individual in the societal collective.

According to Dr. Murray, one of the basic tenets of that life is an appreciation for our roles in and our responsibility to the larger society. We are interdependent and interrelated.

Well, we all stand on strong shoulders and we need to know that the experience of others have changed what we know and left a new foundation for other people to build on. They have to nurture all the parts of who they are: the body, mind



William's Takes Charge

The new director of the Cultural Center, Nyumburu, is Otis Williams. Brother Williams, is a former Intensive Educational Development counselor and a graduate of Morgan State College.

Brother Williams sees himself as a "liason" between the Black organizations on campus with the hope that they will work toward the common goal of cultural experience.

He wants to develop a "cultural shock" in order to develop a feeling of warmth, belonging and togetherness among Blacks on campus.

Furure activities of the Cultural Center include workshops in writing, dance and drama. Volunteers are needed to help in this year's activities. All interested can call 454-5645.

Lorene Willi

photo by Mike Marshall

Mr. Otis Williams, an IED counselor, was director of the Nyumburu Center from 1973 to 1997. Above article appeared in the *Black Explosion*.

The people of IED lived intentionally, honoring their ancestors and nurturing their progeny. They understood that, for each of them, the past and their interaction with it had shaped the persons they had become. They understood that they were building a foundation on which future generations would build at the University of Maryland and beyond.

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