

## ***Walter Green Daniel: Advancing Knowledge Through Benevolence***

**James Edward Newby Associate Professor Emeritus, Howard University**

*University faculty and students have not had sufficient opportunities to participate in the knowledge producing enterprise known as research. This article describes how two educators, Walter Green Daniel and his wife Theodora Christine Williams, advance knowledge through their benevolence. It describes their families, their educational backgrounds, the endowed research fund they created, operation of the fund, as well as the awardees and their research projects. It discusses the benefactors' primary focus, which is aimed at providing financial support to faculty, staff, and students at Howard University for significant research studies of Afro-American education.*

Walter G. Daniel was born June 21, 1905, into an accomplished Virginia family, a fifth generation descendant of Lucy Langston and Ralph Quarrels. Walter Daniel was the last of eight children (five boys and three girls) born to the union of Charles James Daniel (1845-1916) and Carrie Green (1866-1943) in Ettrick, Virginia. His father Charles and the renowned poet Langston Hughes were second cousins. Walter Daniel, like his siblings, was born on the campus of Virginia State College where his father served as Secretary-Treasurer of the College. The educational achievements of his parents and their regular admonishment of the children that they "be scholars" provided the framework and inspiration to achieve exhibited by Walter and his siblings. Six of the eight children completed bachelor's and graduate degrees and five of the six, including Walter Daniel, became doctors of philosophy.

Walter Daniel began his early schooling and his scholarly pursuits in Petersburg, Virginia, and completed his public schooling in Richmond, Virginia. In 1926 he received his Bachelor of Arts (A.B.) degree (magna cum laude) from Virginia Union University. He would later serve as its Director of the Division of Education and Psychology. He enrolled in the University of Cincinnati and, as was the custom at the time, had to complete the requirements for a professional bachelor of education degree (Ed.B.), which he did in 1927. The following year he completed his thesis, "Study of Requirements and Achievements in College English," and obtained his Master of Arts (A.M.) degree in 1928. Daniel also did work in School of Library Service.

From 1927-1929, Daniel was Director of Practice Teaching at Winston-Salem State Teachers College in North Carolina, which was his first full-time teaching job. His work at Howard University began in 1929 when he joined the Department of Education as an assistant professor. He quickly rose through the academic ranks to become an associate professor in 1935, and professor in 1946. Daniel was appointed University Librarian at Howard University in 1935 and served in that capacity for 11 years. During that time, Howard University's \$1 million dollar Founders Library was completed. It was the only large library staff with an "Afro-American" librarian in charge. (The term "Afro-American" was favored by Daniel). In 1941, he received his Ph.D. degree from Teachers College, Columbia University, where he was the recipient of post-doctoral grants for the academic years 1949-1950 and 1957-1958.

In 1951, after 22 years at Howard University, Daniel resigned to accept a position with the United States Office of Education as a specialist in higher education. He subsequently held various other positions, including a year as professor of education and psychology at Bowie State College in Maryland, four years at the William Sloane House International Center for the Greater New

York City YMCA, and director of the Division of Education and Psychology at Virginia Union University. In 1961, he was invited back to Howard University to develop a program for the preparation of elementary school teachers. He also developed a Master of Arts in Teaching (MAT) program.

In 1963, after being on the editorial board of *The Journal of Negro Education* at Howard University since the first issue of April, 1932, he accepted an appointment as editor-in-chief. With that appointment, Daniel became the second editor of *The Journal* and succeeded his friend and colleague Charles H. Thompson, the founder and Editor-in-Chief Emeritus. Daniel was a prolific writer. His professional writings include a book and approximately 100 other publications—chapters, articles, pamphlets, editorials, and book reviews. In addition to *The Journal of Negro Education*, of which he was editor-in-chief during the period from 1963 to 1970, Daniel's articles appeared in other journals, including *College and Research Libraries* and the *Journal of Educational Sociology*.

This writer analyzes Daniel's 25 articles published during the 1960-1970 decade for his doctoral dissertation and finds Daniel had a greater interest in curriculum than in teachers or facilities. Indeed, Daniel had a profound interest in curriculum and teaching, particularly of the Afro-American and "disadvantaged child." His first publication in *The Journal of Negro Education* appears in the spring issue of the first volume published in 1932. The curriculum is the focus of that article. In it Daniel argued that the great variability in abilities, needs, and interests of pupils require appropriate and requisite experiences. Further evidence of his interest in the curriculum is found in his doctoral dissertation, *The Reading Interests and Needs of Negro College Freshmen Regarding Social Science Materials*, published in 1942 and reissued in 1972. It generated a flurry of scholarly interest among librarians and academicians regarding appropriate reading materials for African Americans. Ten years later the topic was still being discussed (Powell, 1952).

Walter Daniel's many achievements include: Fellow, Intergroup Relations, Columbia University; Fellow, American Association for the Advancement of Science; member and editor-in-chief of the editorial board of *The Journal of Negro Education*; and member of the Board of Trustees of the Plymouth Congregational Church. He held membership in numerous professional, civic, and religious organizations including, but not limited to, Phi Delta Kappa, National Education Association, and Columbia University chapter of Kappa Delta Pi, Washington Association of Congregational Christian Churches, International Student Service, the National YMCA, and Mu Lambda Chapter of Alpha Phi Alpha.

Daniel retired from Howard University in 1970, but continued his cerebral interest in education: reading, writing, attending conferences, community service, domestic and international travel. He was nearly 90 years old when he took his last major trip, a three-continent Trans-Atlantic cruise with his nephew December 1992. Daniel died in Detroit, Michigan, August 31, 1996.

Daniel's scholarly interest was shared by his loving wife of nearly 57 years. Theodora Christine Williams was born in Swansea, South Carolina, January 21, 1911, the daughter of Dr. and Mrs. Joshua Sloan Williams, Sr. She grew up in Eatonton, Putnam County, Georgia, where her father had just established a medical practice. The family later moved to Macon, Georgia, and Theodora graduated as valedictorian from Ballard Normal School (now Ballard High School) in Macon. In 1931, she graduated magna cum laude from Howard University with a Bachelor of Arts degree. In her senior year, she was elected Vice-President of the Howard University Student Council and became President when the elected President did not return for the spring quarter. This was the first time a woman assumed the Office of Student Council President.

For the next four years Theodora was an English teacher at Booker T. Washington High School in Columbia, South Carolina, from which she resigned to marry Walter G. Daniel in June of 1935. Back in Washington, DC, she again enrolled in Howard University and received the Master of Arts degree in English. In 1941, Theodora Daniel was appointed as an English teacher at Cardozo High School in Washington, DC, and later was assigned to Roosevelt Senior High School.

Theodora Daniel's thirst for knowledge continued as she attended Boston University, New York University, Columbia University, and The Catholic University of America. In 1960-1961, she was awarded a John Hay Fellowship to attend Yale University, and in 1962 she spent two months in Europe studying drama and observing theater courtesy of an Agnes Meyers Fellowship. On 10 trips to Europe, Africa, and Asia, Theodora concentrated on cultural differences and the theater.

Initiated into Delta Sigma Theta Sorority, Inc. as a Howard University sophomore, she served in various capacities, including President of the Washington Alumnae Chapter. She was a charter member of the Howard University Wives, serving as its first secretary. Also, Theodora was an active member of the Plymouth Congregational United Church of Christ and served in various capacities, including editor of the *Plymouth Monthly* and a member of the editorial staff of the *Plymouth Prompter*. She died March 17, 1992, at the Washington Hospital Center in Washington, DC.

Although married for nearly 57 years, Theodora and Walter were childless, but they loved family members, students, peers, colleagues, and particularly the pursuit of knowledge. Their generosity in establishing the Walter and Theodora Daniel Endowed Educational Research Fund for incumbent and future researchers is testimony to the Daniel's love for the Howard University family, and their high regard for intellectual activity and the quest for new knowledge related to education.

#### THE DANIEL FUND

Following the death of his wife, Walter Daniel began the necessary preliminaries to establish and bring to fruition the Trust Fund he and his wife had saved monies to support. He formed a committee to assist him with that task. Dr. Daniel stipulated that the Committee shall consist of seven persons with at least three of them currently serving as faculty members. Four members shall have five-year terms and three of them three-year terms. There shall be a Chair, a Vice Chair, and a Secretary. The Vice Chair shall be the liaison to the Office of Institutional Advancement, and shall receive financial reports from the University. That person shall also be an incumbent faculty member and shall be responsible for informing the Committee on the status of financial funding.

The first committee was comprised of Dr. Willie T. Howard, Chair, Professor Emeritus, and former Dean, School of Education, Howard University; Dr. Walter G. Daniel, Vice Chair, Professor Emeritus, and Former Chair, Department of Education, Editor-in-Chief Emeritus, *The Journal of Negro Education*, Howard University; Dr. LaMonte Wyche, Secretary, Associate Professor of Education, Howard University; Dr. Faustine C. Jones-Wilson, Professor of Education, Former Acting Dean, School of Education, Editor-in-Chief Emeritus, *The Journal of Negro Education*, Howard University; Mrs. Armour J. Blackburn, former Director of Social Studies, Washington, DC Public Schools; Dr. Mary R. Hoover, Professor and Dean, School of Education, Howard University; and Dr. Sandra N. Smith, Associate Professor of Education, Howard University.

At the Committee's meeting on November 16, 1992, Dr. Wyche stated that he would be unable to continue to serve as secretary of the Daniel Fund and Dr. Daniel regretfully accepted his resignation. However, he was persuaded to continue for one more year. Eventually, Dr. Faustine Jones-Wilson replaced him as Secretary of the Committee. Dr. Sandra Smith had moved out-of-state, but remained a member. Willie T. Howard was serving as Chair and Walter Daniel was serving as Vice Chair and Trustee. A few days later, on November 20, 1992, Walter Daniel wrote this author inviting him "to accept membership on the Committee on The Walter and Theodora Daniel Research Fund Trust" (Walter G. Daniel, personal communication, November 20, 1992). Daniel stated that he and his wife "began a joint savings account five or six years ago for the purpose of supporting research in education." "Following her death," he said, "we have reorganized the original idea and are creating a restricted trust." This writer enthusiastically accepted his invitation to serve on the Committee.

Walter Daniel shared with this writer his November 16<sup>th</sup> meeting agenda, which included the following:

- Establishment at Howard University of a tax-exempt, restrictive trust under the title of The Walter and Theodora Daniel Research Fund Trust
- IRS Identification
- Determination of a goal for the amount of the Principal. The Principal is not to be used in funding. The interest provides the amounts awarded for research studies or activities
- The cooperation of Howard officials. Mr. Bert King, Vice-President for Institutional Advancement. Mrs. Maurine A. Lewis, Associate General Counsel
- The re-wording of the activities or studies to be funded by the trust
  - a. Research studies
  - b. The Index to *The Journal of Negro Education*
  - c. Support to the Thompson Lecture-Colloquium or to conferences related to research studies
- The committee organization
- Suggestions

The next Committee meeting, scheduled for January 7, 1993, was to develop guidelines for the completion of the formalities in establishing the "Restrictive Trust." At that meeting, this writer replaced Daniel as Vice Chair and Treasurer of the Committee. Willie T. Howard and Faustine Jones-Wilson continued to serve as Chair and Secretary, respectively. Walter Daniel informed the Committee that the principal sum for the Fund had been set at \$250,000 dollars. He had made an initial deposit of \$60,000 dollars in November 1992. Contributions in memory of Mrs. Theodora Daniel and pledges had reached \$125,000 dollars and a matching gift from the Federal Endowment Matching Program would bring the total sum to \$250,000 dollars by February 1993. In a meeting with Mr. Bert King, Vice President for Institutional Advancement, and his Executive Assistant, Dr. Frances Stubbs, Howard University, on June 23, 1993, Dr. Daniel set the goal of a principal sum of not less than \$300,000 dollars. Dr. Daniel had explained in the January 7, 1993, meeting that the initial source of some of the funds was the estate of his late brother, William Andrew Daniel (1895-1970). By July 1993, with Dr. Daniel's guidance, the Oversight Committee for The Walter and Theodora Daniel Endowed Educational Research Fund had produced the following document:

In recognition and support of Howard University's tradition of excellence and its dedication to the task of educating its students for a socially intelligent and morally responsible life and of its determination to provide an opportunity for a quality education to all its students and in recognition of the role of the faculty in the life of the student and student body, **The Walter and Theodora Daniel Endowed Educational Research Fund** is hereby established by its benefactor, Dr. Walter G. Daniel, as follows:

**Purpose**

The major purpose of the Walter and Theodora Daniel Endowed Educational Research Fund shall be to provide financial support for significant research studies of Afro-American education. The purpose embraces three principal areas.

(a) Awards may be made for research studies proposed by incumbent or retired faculty and staff members or by undergraduate and graduate students at the master's and doctoral levels. Although the fund is designed primarily to support faculty and students in the field of education, representatives of other disciplines may apply for assistance for proposals to study very significant educational problems.

(b) Once a decade, priority will be given to support the publication of The Index to *The Journal of Negro Education*.

(c) Support may be given to the Charles Thompson Lecture/Colloquium series, for special research programs, or for support of conferences dealing with research or research related problems incident to the improvement of Afro-American education, such as the problems of the historical Afro-American colleges and universities program for the recruitment and retention of minorities in secondary schools and higher educational institutions, the curriculum or appropriate psychological testing, etc.

#### **Fund**

The fund shall be an endowment of not less than \$300,000. The Daniel family, relatives and friends shall donate a beginning sum of \$150,000, including contributions made in memory of Mrs. Theodora W. Daniel. Howard University will provide from the Howard University Federal Endowment Matching Program a matching fund on a one-to-one basis. In accordance with university regulations, the income from the matching fund will revert to the principal and the Federal amount cannot be used for twenty years. The income from the funds raised from private sources will be used according to the guidelines set forth in this document. Additional gifts may be accepted by the Oversight Committee and used as approved by the committee. The total principal shall remain intact; all distributions shall come from the income generated. The Walter and Theodora Daniel Endowed Educational Research Fund shall exit in perpetuity.

#### **Administration and Oversight**

The fund shall be administered through the Howard University School of Education. An Oversight Committee shall administer the funds and make the awards. Awards may be made annually or bi-annually as decided by the committee. The committee shall consist of seven persons with at least three of them serving currently as faculty members. Four member[s] shall serve 5-year terms and three of them 3-year terms. There shall be a Chairman, a Vice Chairman, and a Secretary. The Chairman, Vice Chairman, Secretary, and the Dean of the School of Education shall serve five-year terms. The other three members of the committee shall serve three-year terms. A vacancy on the committee shall be filled immediately, as herein provided, for the duration of the unexpired term specified for that position. The chairman and the Secretary shall serve as a Nominating Committee and when a vacancy occurs they shall present the names of candidates to the Oversight Committee who shall elect proposed members by a majority vote. The Vice Chairman shall be the liaison officer to the Office of Institutional Advancement, and shall receive financial reports from the office. The Vice Chairman shall be an incumbent faculty member and shall be responsible for informing the committee of the status of financial funding. Also, the Vice Chairman shall report annually to the donor or donor designee and to the University on the Oversight Committee's expenditure of funds. The Chairman shall prepare an annual report on the Oversight Committee's activities.

In the event of the dissolution of the School of Education, the fund shall be administered through a Department of Education or whatever unit that has a similar mission as determined by the Oversight Committee.

#### **The Awards Process**

The Oversight Committee shall meet in June or July of each year. Plans will be made for making awards available on July 1. The amount of the award will be determined by the funds available from the income (generated by the contributions of the Daniel family, relatives and friends). The Oversight Committee will be responsible for publicizing the sum available, the criteria for making the award(s), the method of application, the deadline for the receipt of applications. Funds for these operational activities may be drawn from the Walter and Theodora Daniel Endowed Educational Research Fund.

The application for an award or awards should include: what the applicant proposes to do; justification for the proposal; the methodology (or how the proposal will be conducted); the time frame for conducting research; the statement or listing of the costs; how the effort will add significantly to the body of knowledge about the education of Afro-Americans.

Individual researchers may request funds only for such expenditures as are directly required for the pursuit of the specific research project outlined in the application. Materials and equipment left over after completion of the project become the property of the School of Education. Any unexpended funds shall be returned to the Walter and Theodora Daniel Endowed Educational Research Fund.

Award recipients are expected to submit at least two reports to the Oversight Committee Chairman. One shall be a mid-way progress report containing a narrative on progress and also a financial report on expenses. The other shall be a final narrative report with full financial accounting, including the return of any unexpended funds. The expectation is that the final product will be published (Personal communication, August 16, 2007 with The Oversight Committee for The Walter and Theodora Daniel Endowed Educational Research Fund, Dr. Veronica Thomas, Vice Chair).

After the Fund was established, information about the program was distributed to various departments within the university, and potential applicants were encouraged to apply for grants up to \$5,000 dollars. The Table 1 lists the recipients, the title of their research, and the year of the award. It illustrates the scope, and diversity of work and researchers the Fund supported. Several of the studies funded included the thesis and dissertation research of graduate students in the School of Education. Also, faculty members in various departments within the university have received grant monies through the Fund. In general, these awards have supported significant research studies on African American education.

**Table 1**

*Walter and Theodora Daniel Endowed Educational Research Fund Award Recipients by Year 1995-2007*

<b>Name/Title</b>	<b>Howard University Department</b>	<b>Year Funded</b>	<b>Project Title</b>
Veronica G. Thomas Professor	Human Development and Psychoeducational Studies	1995	Educational Experiences of Mature African American Females: Reexamination of the Reentry College Women's Study
Kisha Braithwaite MA Student Counseling Psychology	Human Development and Psychoeducational Studies	1996	Comparison of Selected U.S. and Caribbean College Women's HIV/AIDS Related Knowledge, Attitudes, and Risk Behaviors,
Rhonda L. Munford MA Student Educational Psychology	Human Development and Psychoeducational Studies	1996	The Relationship Among Learning Styles, Gender Roles, Primary Female Caregivers' SES, and Attitudes Toward Single Sex Education Among Black College Women
Sylvia T. Johnson Professor Gerunda Hughes Assistant Professor	Human Development and Psychoeducational Studies/Curriculum and Instruction	1998	Conference on Assessment in the Context of Culture and Pedagogy
Lawrence O. Jackson, Residential Fellow and Assistant Professor	W. E. B. Du Bois Institute and English	1998	The Life of Ralph Ellison
Serge Madhere Associate Professor	Psychology	1998	The Science Pipeline
Charneta Scott Ph.D. Student Counseling Psychology	Human Development and Psychoeducational Studies	1998	The Relationship Among Self-Acceptance, Ego Strength, and the Perception of Marital Interaction Among African American Married Couples
James Williams Associate Professor	Human Development and Psychoeducational Studies	1998	An Interactive Model for Identifying African American Gifted Students
Windy Winters Professor	Sociology and Anthropology	1998	Less Visible Critical Issues in African American Parent/School/Community Collaboration
Jacquelyn Gordon Ph.D. Student School Psychology	Human Development and Psychoeducational Studies	1999	Delinquency in Secondary School-Aged Children in Barbados: An Examination of the Influence of Family, School, and Peers

Table 1 continued

Name/Title	Howard University Department	Year Funded	Project Title
Marilyn M. Irving Assistant Professor	Curriculum and Instruction	1999	African American University/Community Education Partnership Summit: Focusing on Even Start Family Literacy Progress
Jo-Anne Manswell Butty Research Associate	Center for Research on the Education of Students Placed At Risk	2001	Experiences and Perspectives of Foreign Teachers in an Urban School: A Case Study
Anthony Onwuegbuzie Associate Professor	Human Development and Psychoeducational Studies	2001	Predictors of Research Compliance Among African American Students
Dia Sekayi Associate Professor	Educational Administration and Policy	2001	The Impact of Euro-centric Beauty Standards on the Social and Academic Experiences of African American Women
Kenneth M. Tyler Ph.D. Student Developmental Psychology	Psychology	2001	The Effects of Race and Culture on the Socialization and Self-Efficacy of Black and White Parents
David Welch Professor	Human Development and Psychoeducational Studies	2001	Improving African American Candidates' National Test Scores for Licensure as Psychologists
Monica L. Dillihunt Ph.D. Student Educational Psychology	Human Development and Psychoeducational Studies	2002	The Effects of Multiple Intelligence and Direct Instruction Teaching Strategies on 3 <sup>rd</sup> and 5 <sup>th</sup> Grade Student Achievement
Henry Jackson Ph.D. Student Counseling Psychology	Human Development and Psychoeducational Studies	2002	Families and Communities Engaged in Schools (FACES): A Contextually Relevant Interactive Homework System
Stacey L. Jackson Senior Counselor	University Counseling Service	2002	African American Students and September 11: Conceptualization and Coping Responses
Ming S. Trammell Ph.D. Student Educational Psychology	Human Development and Psychoeducational Studies	2002	An Examination of the Relationship Between Caring Adults, Religiosity, and Resiliency on African American Middle School Girls
Shawn O. Utsey Associate Professor	Human Development and Psychoeducational Studies	2002	Pedagogical Trauma and the Achievement Performance of African American Male Students in Grades 6-9
Patricia A. Young Assistant Professor	Curriculum and Instruction	2002	Roads to Travel: A Historical Look at African American Contributions to the Field of Instructional Technology
Mark A. Bolden, Ph.D. Student, Counseling Psychology	Human Development and Psychoeducational Studies	2003	African Time and Procrastination: A Mixed Methods Study of the Impact of Time Orientation on Procrastination
Anne S. Pruitt-Logan (on behalf of late Carroll L. Miller, Professor)		2003	Editing and Book Production Expenses Related to the Publication of Dr. Carroll L. Miller's Manuscript on Dean Lucy Diggs Slowe of Howard University
Salman Elbedour Associate Professor	Human Development and Psychoeducational Studies	2003	A Preliminary Investigation of the Relative Impact of Urban Community Violence vs. Political Violence on the Mental Health of Children: The Case of Afro-American Children in Washington, DC vs. Palestinian Children of Gaza

Table 1 continued

Name/Title	Howard University Department	Year Funded	Project Title
Lenore M. McClain Ph.D. Student Counseling Psychology	Human Development and Psychoeducational Studies	2003	An Examination of Psychological and Sociocultural Factors that Influence Aggressive Behavior in African American Girls
Shawn O. Utsey Associate Professor	Human Development and Psychoeducational Studies	2003	Intergenerational Transmission of Racial Trauma and the Academic Achievement of Descendants of Victims and Survivors of the Tulsa Race Riots of 1921
Sheralyn Dash, Ph.D. Student, Educational Psychology	Human Development and Psychoeducational Studies	2004	The Dynamics of Ability Grouping, Teacher Expectations, and School Engagement: The Barbados Context
Angela Lee, Ph.D. Student, Counseling Psychology	Human Development and Psychoeducational Studies	2004	Factors of Socialization, Stress, Coping Which Contribute to Health and Well-Being for African American Female Teachers
Lisa Maria Grillo, Ed.D. Student, Educational Administration	Educational Administration and Policy	2004	An Examination of Service Delivery to Black High School Students with Exceptionalities Through a System-Based Afrocentric Communication Framework
Christina Bolter Tyler Ph.D. Student Educational Psychology	Human Development and Psychoeducational Studies	2005	The Academic Engagement of Low-Income, African American Middle School Students
Fang Wu, Assistant Professor	Curriculum and Instruction	2005	Growth Model Analyses of Parenting Practice and Child Development Outcome in African-American Families
Anne S. Pruitt-Logan (on behalf of late Carroll L. Miller, Professor) (Continuation Award)		2005	Editing and Book Production Expenses Related to the Publication of Dr. Carroll L. Miller's Manuscript on Dean Lucy Diggs Slowe of Howard University (Continuation Award)
David Graham, Ph.D. Student, Educational Psychology	Human Development and Psychoeducational Studies	2006	The Role of Parental Involvement in the Education of Secondary School Children in Barbados: An Examination of Family and School Contexts on Classroom Motivation
Shelma Grant, Ph.D. Student, Social Work	School of Social Work	2006	Physical and Social Environmental Predictors of Diabetes Self-Management in African Americans: The Buffering Effects of Psychosocial Factors
Gerunda Hughes Assistant Professor	Curriculum and Instruction	2006	In Their Own Voices: Factors that Affect the Mathematics Achievement of African American Students
Elizabeth Ricks, MA, Educational Psychology	Human Development and Psychoeducational Studies	2006	A Path Analysis: Motivation and Achievement in Black College Students
Sean Coleman, Senior Research Associate	Capstone Institute	2007	Asset-Based Education Related to African American Mathematic Student Achievement
Kimberly Freeman Assistant Professor	Human Development and Psychoeducational Studies	2007	The Mathematics/Science Success and Adolescent Development Project
Elizabeth Reicherter Ph.D. Student, Educational Psychology	Human Development and Psychoeducational Studies	2007	Influences of Female Caregivers' Educational Expectations and Behavioral Perceptions of Their Elementary-age Children

Table 1 continued

Name/Title	Howard University Department	Year Funded	Project Title
Michael B. Wallace, Senior Research Associate	Capstone Institute	2007	Parent Involvement in Early Childhood Education to Increase School Readiness for Low Income Afro-American Children

Unfortunately, Walter Daniel was unable to attend the presentation of the first award to Dr. Veronica Thomas in 1995. He had moved the previous year to an assisted living facility in Detroit, Michigan, where he would be closer to family. However, he was elated to know that the Fund had truly become a reality.

#### CONCLUSION

Funds for research are seen by scholars as essential to their quest for knowledge. However, funds to support research are often difficult to acquire. Students, faculty, and even administrators are often competing for scarce funds, particularly monies that do not restrict them to a particular topic as is often the case with federal grants. Endowment is the original form of sustainable giving. This is important for the advancement of knowledge, in general, and particularly, in education where, unlike a new drug or new electronic gadget, there are seldom billions of dollars to be made from the end-product. Dr. and Mrs. Walter Daniel were life-long seekers of knowledge. They had seen the challenges faced by researchers in need of financial support and the quest to continue advancing knowledge for future generations. Their decision to establish the Fund will ensure that their commitment to Howard University, its students, faculty, and administrators will last for generations to come and will greatly enhance their research capabilities. Through the Fund, the legacy of Dr. Walter Green Daniel and Mrs. Theodora Christine Daniel will continue to benefit the Howard University community that had contributed to their own prosperity and intellectual growth.

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#### AUTHOR

JAMES E. NEWBY is Associate Professor Emeritus, Department of Educational Administration and Policy, School of Education, Howard University. He served as chair of the Foundations of Education Department (1984-1989), and the Department of Educational Administration & Policy (1995-1997).

*Diverse Students* (1997), and *In Search of Wholeness: African American Teachers and Their Culturally Specific Pedagogy* (2002). At the 2005 American Educational Research Association (AERA) conference, she was presented with the Social Justice in Education Award.

**ARLENE KING-BERRY** is Associate Professor within the Department of Education at the University of the District of Columbia. She is also the University's National Council of Teacher Education (NCATE) coordinator.

**GLORIA LADSON-BILLINGS** is the Kellner Family Chair in Urban Education in the Department of Curriculum and Instruction and Faculty Affiliate in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Dr. Ladson-Billings's research and academic areas of interest include educational anthropology, cultural studies, and critical race theory applications to education. Her books include: *Beyond the Big House: African American Educators on Teacher Education* (2005), *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* (2001), and *The Dreamkeepers: Successful Teachers of African-American Children* (1997).

**CHARLES A. MARTIN** is a former Professor, Director of the Bureau of Educational Research, and Editor-in-Chief Emeritus of *The Journal of Negro Education* at Howard University. He is also a former White House Fellow, Fulbright Fellow, and Peace Corps Country Director (Liberia). In 2000, he retired as a faculty member from the department of City, Regional Planning and Public Policy, and the department of Education at the University of California at Berkeley. He was also a Postdoctoral Fellow at Stanford University. He has worked with The College Board to increase the number of students of color in Advanced Placement courses in pre-college education. After retiring from the University of California at Berkeley, he taught AP Biology and Advanced Biology at Berkeley High School, Berkeley, California; and, he is currently teaching AP Biology and serving as Science Department Co-Chair at Hayward High School in Hayward, California. He was recently elected to the Hall of Fame at Illinois State University, where he completed his undergraduate studies.

**JAMES E. NEWBY** is Associate Professor Emeritus for the Department of Educational Administration and Policy in the School of Education at Howard University. He served as Chair of the Foundations of Education Department (1984-1989) and the Department of Educational Administration and Policy (1995-1997). He also served as Guest Co-Editor-in-Chief of *The Journal of Negro Education* (1998). Dr. Newby taught courses in school law as well as in social and historical foundations of education. Among his publications are multiple articles in the *Encyclopedia of African-American Education* (1996). He also published *Black Authors: A Selected Annotated Bibliography* (1991), in which there are more than 3,000 entries that chronicled significant writings by African Americans (and a few African and Caribbean authors) between the years 1773 and 1990. He has a B.A. from California State University at Los Angeles; an M.A. from California State University at Long Beach, and an Ed.D. degree from the University of Southern California. Prior to joining the faculty at Howard University, Dr. Newby taught at several colleges and universities in California. He holds membership in several professional organizations, including the American Educational Research Association (AERA), American Sociological Association (ASA), Education Law Association (ELA), and Modern Language Association (MLA).

**THERESA L. A. RECTOR.** During her 40 years of employment at Howard University, Mrs. Rector served as Secretary to the Dean of the Graduate School, Research Assistant for the Bureau of Educational Research, Assistant Editor/Business Manager, and Associate Editor/Business Manager for *The Journal of Negro Education* and Bureau of Educational Research.