THE HISTORY OF PAUL QUINN COLLEGE:
AUSTIN AND WACO YEARS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Denton, Texas
December, 1992
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The purposes of this study were (a) to examine the major reasons for the establishment of Paul Quinn College, (b) to examine the development of academic programs, and (c) to examine the reasons and processes involved in relocation of the campus to the Dallas-Fort Worth metroplex in 1990.

Chapter 1 includes a statement of the problem, purposes of the study, and background and significance of the study; Chapter 2 traces the legal steps in establishing the college in the state of Texas; the original leaders, educational philosophy and mission statement, site selection and building program, first class offerings, and funding sources; Chapter 3 includes a profile of faculty, a profile of students, program origins, additional program offerings in nontraditional education, degrees conferred, accreditation process, and contributions to education; Chapter 4 examines the reasons for relocation, results of site changes, relocation to Dallas in 1990, and Paul Quinn College today; and Chapter 5 offers a summary of findings, conclusions, and recommendations.
During the research, it was realized that the early founders and those connected with Paul Quinn College did not keep concise, accurate, and detailed records. The data available in the archives were not consistent, nor had they been kept in chronological sequence. To assure the validity of this study, the information from the archives was combined with interviews for critical evaluation. Efforts were made to evaluate the interview responses in relation to primary sources in order to authenticate their accuracy. Alleviating financial problems and upgrading accreditation status are crucial for the future of Paul Quinn College.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>v</th>
</tr>
</thead>
</table>

## Chapter

1. **INTRODUCTION**

   - Statement of the Problem
   - Purposes of the Study
   - Background and Significance of the Study

2. **EARLY DEVELOPMENT OF PAUL QUINN COLLEGE**

   - Original Leaders of Paul Quinn College
   - Educational Philosophy and Mission Statement
   - Site Selection and Building Program
   - Early Curriculum
   - Funding Sources

3. **PROGRESS OF PAUL QUINN COLLEGE**

   - Faculty Profile
   - Student Profile
   - Program Origins
   - Purposes and Curriculum Considerations
   - Additional Program Offerings in Nontraditional Education
   - Certificate and Degrees Conferred
   - Graduating Classes from 1889 to 1900
   - Accreditation Process
   - Contributions to Education

4. **RELOCATION OF PAUL QUINN COLLEGE**

   - Reasons for Relocation to Waco
   - Results of Site Changes
   - Relocation to Dallas in 1990
   - Paul Quinn College Today

iii
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>76</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Action</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A. QUESTIONNAIRE</td>
<td>82</td>
</tr>
<tr>
<td>B. SYNOPSIS OF INTERVIEWS WITH MEMBERS OF THE CURRENT BOARD OF TRUSTEES, ALUMNI, STAFF, AND STUDENTS</td>
<td>84</td>
</tr>
<tr>
<td>C. INTERVIEW CHART</td>
<td>112</td>
</tr>
<tr>
<td>D. ACCREDITATIONS, AFFILIATIONS, AND MEMBERSHIPS HELD BY PAUL QUINN COLLEGE</td>
<td>114</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>116</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1. Presidents and Their Tenure</td>
<td>19</td>
</tr>
<tr>
<td>2. Survey of Church Appropriations to Private Black Colleges in Texas, 1914 to 1915 and 1926 to 1927</td>
<td>29</td>
</tr>
<tr>
<td>3. Survey of Tuition and Fee Income for the Private Black Colleges in Texas, 1914 to 1915 and 1926 to 1927</td>
<td>31</td>
</tr>
<tr>
<td>4. Survey of Room and Board Income and Expenses for the Private Black Colleges in Texas, 1914 to 1915</td>
<td>32</td>
</tr>
<tr>
<td>5. Analysis of Faculty Based on Status and Earned Degrees</td>
<td>38</td>
</tr>
<tr>
<td>6. Breakdown of Faculty and Staff Salaries for 1939</td>
<td>41</td>
</tr>
<tr>
<td>7. Enrollments for Private and Public Black Colleges in Texas, 1942 to 1954</td>
<td>46</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

When the institution of slavery came to an end in Texas in 1865, the state and slaveholders were faced with the serious problem of educating the newly freed slaves. This problem was aggravated by the fact that white Texans did not approve of education for the Negroes. Ninety-five percent of the freed slaves were illiterate, and most of the 5% who could read and write had only minimal basic skills.

Realizing that former slaves were not able to help themselves, the United States Congress organized the Freedmen's Bureau in 1865. With federal protection and support, the bureau organized schools for the newly freed Negroes in Texas. The first school was established in Galveston in 1865 under the direction of E. M. Wheelock, who was superintendent of education in Texas at that time (Smallwood, 1981a, pp. 17-18).

During this time of reconstruction in Texas, the freed Negroes depended upon social gatherings to provide opportunities for worship. Meanwhile, leaders in the Methodist Episcopal and Baptist churches, who recognized the need for trained teachers in the schools organized by the
Freedmen's Bureau, began plans to create schools for training black teachers for the black schools.

This desire to train black teachers led a small group of preachers from the African Methodist Church to establish Paul Quinn College in Austin, Texas, in 1872. The school's primary goals were to train clergymen to preach in black churches and to train teachers to teach in black schools. In addition, the school was to educate the newly freed slaves so that they could become responsible citizens (Heintze, 1985, p. 21).

During its early years in Austin, the school included only elementary and secondary grades (Barr, 1973, p. 64). Many of the school's early problems were related to difficulties in obtaining adequate funding from the state and from the sponsoring churches.

After operating for 5 years in a local African Methodist Episcopal Church building, school officials moved the college campus to Waco, Texas. Initial courses of instruction included blacksmithing, carpentry, tanning, and saddlery (Branda, 1976, p. 711).

As the African Methodist Episcopal Church continued to grow in the South and became a stronger source of funding, leaders of the college were able to acquire the first 2 acres of a 21-acre campus facility in the eastern part of Waco in 1891. The drive to obtain the Waco property was led
by the college's second president, Bishop R. H. Cain. Within the same year, the school was officially chartered by the State of Texas. The school was named for Bishop W. P. Quinn who was an African Methodist Episcopal missionary in the western states for about 30 years (Branda, 1976, p. 711).

Although "the first college level institution for Negroes west of the Mississippi was Wiley College in Marshall in 1873" (Barr, 1973, p. 64), Paul Quinn College was the first black institution west of the Mississippi River that was owned and operated by blacks. As one of the first liberal arts colleges for Negroes in Texas, Paul Quinn College began operation with a faculty of five. By 1877, mathematics, music, Latin, English, theology, printing, sewing, and household work were added to the curriculum (Branda, 1976, p. 711).

In later years, the contributions of interested patrons enabled the school to acquire additional buildings. An expansion program, launched by the college in 1950, enabled the school to add a church, a student union, a gymnasium, and an administration building in just 4 years. Other buildings on campus were renovated during this expansion. When fire destroyed a girls' dormitory in 1954, the Waco Chamber of Commerce launched a fund drive which successfully raised $100,000 for the college (Branda, 1976, p. 711). As
the school slowly grew, new services and facilities were added as resources became available. The college remained segregated, however, and was largely isolated from the mainstream of American education until changing cultural patterns . . . [in the 1970s] began to open the door to new opportunities. [During this period] the college initiated expansion and development unparalleled in its history. (Low & Cliff, 1981, p. 666)

In 1973, the college was accredited by the Texas Education Agency and became affiliated with the Council for Small Colleges and the Association of Texas Colleges and Universities. The library contained 28,178 volumes in 1969. By the fall term of 1976, student enrollment was 496. During this period of time, S. E. Ruthland was president of the college (Branda, 1976, p. 711). In the fall term of 1990, the school was relocated to the campus of the former Bishop College in Dallas, Texas.

Statement of the Problem

The focus of this study concerns the history of Paul Quinn College during its years in Austin and Waco.

Purposes of the Study

The purposes of this study were (a) to examine the major reasons for the establishment of Paul Quinn College, (b) to examine the development of its academic programs, and (c) to examine the reasons and processes involved in the relocation of the campus to the Dallas-Fort Worth metroplex.
Background and Significance of the Study

Historians’ documentation of events and circumstances under which institutions of higher learning have operated is valuable to administrators in the performance of their responsibilities. "Almost as soon as colleges were established in the United States, historians began writing institutional histories which proved useful for the eighteenth and nineteenth century prototypes of the college administrator" (Revel, 1988, p. 8). According to Fogel and Elton (1983), "The historian resembled the poet, but . . . it was the historian’s special duty to subordinate his imagination to an absolute fidelity to past actualities" (p. 12).

Throughout this study, an attempt has been made to examine the basis on which Paul Quinn and similar colleges evaluate the past in planning for their futures. The history of its establishment and academic and administrative progress are also included. As noted, Paul Quinn College was the first black college west of the Mississippi that was owned and operated by blacks. It was also one of the first black colleges supported by a religious denomination. Its success or failure carries significant implications for the future of other private black colleges and small liberal arts colleges. In addition to the purposes stated, an attempt has been made to provide information for leaders of
small private colleges as they struggle to provide an education of quality for students who must compete in the environment of business and industry. These small privately funded colleges require the financial capacity to sustain strong academic programs.

By providing an examination of the past, this study of Paul Quinn College allows conjecture about the future of the oldest black-owned college west of the Mississippi River. Paul Quinn College assumed a paramount role in providing former slaves with educational opportunities through which they could rise above the servile status to which they had been relegated. An important aspect of this study is its demonstration that a private college, owned and operated by blacks, has survived two great depressions and should, with strong leadership, be able to surmount current economic hardships.

As described in this study, the move of Paul Quinn College to the Dallas-Fort Worth metroplex is indicative of the fact that black educators, administrators, and their supporters possess the vision and determination to employ practical strategies which will accommodate the academic, vocational, cultural, and financial needs of black colleges. The possibility that one black college (i.e., Paul Quinn) can fill the void created by the failure of another (i.e., Bishop College) is also examined in this study. An expanded
understanding of the history of Paul Quinn College is an important factor in the future success or failure of the school and provides valuable insight for administrators in similar privately-owned colleges.

An historical approach to higher education can provide educational planners and administrators with insight into the causes and consequences of past decisions. Policy decisions based on historical observation, especially those dealing with strategic planning, are subject to fewer errors. Historians are also instrumental in the interpretation of the unique character of colleges and universities. An attempt has been made to identify the character of Paul Quinn College by studying the individuals involved in its institutional history and the trustees, patrons, administrators, faculty, and alumni who have provided guidance and support to the college in the past. Another factor examined in this study includes the influence exerted by persons associated with the college today, and by the bishop of the American Methodist Episcopal Church on school policy and administration.

An additional significance of this research is its contribution to published material about Paul Quinn College. A computer search of Dissertation Abstracts International, Educational Resource Information Center, and Current Index
to Journals in Education revealed no references to Paul Quinn College.
CHAPTER 2

EARLY DEVELOPMENT OF PAUL QUINN COLLEGE

The freedom of slaves in Texas created chaos within the state. In addition to the struggles endured during the Civil War, the end of the war brought serious concerns to the residents of Texas. Combined with German and Mexican immigrants and blacks from the North who moved to Texas before the war, the end of the war resulted in a population explosion in the state. The 4 million freed slaves created an unprecedented demand for food, clothing, shelter, jobs, and education.

Before the war ended, congress had established a Bureau of Refugees, Freedmen, and Abandoned Lands. The Freedmen’s Bureau offered aid to the newly freed slaves by providing food, clothing, shelter, and medical services. The Freedmen’s Bureau made sure that employers did not exploit former slaves. In order to alleviate the need for long-term provision for emancipated blacks, the bureau made sure that they received education. Thus, educating the newly freed slaves was a major concern for the Freedmen’s Bureau (Hornsby, 1973, p. 397).
Although the Freedmen’s Bureau was very eager to organize Negro education, several factors were contrary to the plan and the idea of education for ex-slaves. In the South, including Texas, illiteracy among Negroes was overwhelming. In 1860, the Negro population of Texas was more than 180,000, or about one-fourth of the total population of the state. Because no public school system was available in the state, and more than 18,000 white adults in Texas were also believed to be illiterate in 1860, any idea of organized Negro education was not welcomed.

White Texans feared that if Negroes became educated, it would be impossible to keep them in their proper place in the society. They feared that education would make them enlightened, arrogant, stubborn, and unwilling to accept an inferior place in the social and political arenas of Texas. Many feared that education would also make the blacks lazy. As a result of their fears, white Texans opposed Negro education (Hornsby, 1973, p. 398).

The bureau’s efforts to provide education for blacks were faced with hostile opposition from whites. The northern teachers who were teaching in the black schools were ostracized by the white Texans. In spite of the opposition, however, the bureau was able to open 66 schools for blacks in Texas by 1870. These black schools had a total student enrollment of 3,248, and an average attendance
of 2,639 (Calvert & DeLeon, 1990, p. 138). Most agents of the Freedmen's Bureau were anxious to help the blacks and to protect them from being exploited and abused. Two agents of the bureau who were especially dedicated to their duties of helping the blacks were

William S. Kirkman, a bureau agent in Bowie County in 1867, and Charles E. Culver, who took command of a subdistrict in east-central Texas. These two men carried out exemplary service in rendering needed assistance to the areas' black communities. They enforced the laws equally for blacks and whites, refereed labor and apprenticeship contracts, adjudicated conflicts between the races, and encouraged blacks to develop such social institutions as schools and churches. (Calvert & DeLeon, 1990, p. 139)

The main issue of the Reconstruction was the fact that the former slaves saw that they were not fully free from their bondage. Previous attitudes toward blacks remained. During Reconstruction, the whites sought means to disallow ex-slaves equal protection under the law. The extreme social segregation which was apparent immediately after the war was based on customs and attitudes rather than the law. Although there were no state or federal laws encouraging racial separation during Reconstruction, racial segregation continued in schools, churches, restaurants, public entertainment, lodging, and even in the streets. Some towns posted signs in areas designated as "off limits to blacks" (Calvert & DeLeon, 1990, p. 143).
Although most blacks worked in manual labor during the Reconstruction, some managed, in spite of their low pay, to purchase small businesses. Those successful business owners became the elite blacks in Texas. Because they realized that education was especially important for their people, the leaders of black communities moved to establish community schools, sometimes with the help of the Freedmen’s Bureau. Through the efforts of black churches, elementary classes were offered. Blacks who received basic education as freed slaves became teachers for these community schools. Their goal was to pass education on to the children. Blacks who learned to read and write while serving in the Union military served as teachers of adults.

The continuous shortage of instructors and supplies was also a major obstacle to the efforts of Superintendent Wheelock and his successors. Even after the bureau managed to increase the number of teachers, the problem of supplies such as books, newspapers, and Bibles continued to prevail (Smallwood, 1981b, p. 73). Formal education for blacks in the East, before the beginning of the Civil War, began in private and later public schools under both white and black teachers. From the 1870s to the 1880s, public black schools with black teachers offered only primary education, and integrated religious organizations were concerned with secondary schools and colleges. Many black educators, such
as L. C. Anderson, principal of Prairie View College were educated through these levels of black education (Barr & Calvert, 1981, p. 113).

Although the public school system initiated in Texas in 1871 was altered a number of times, the early schools struggled with insufficient funding and poor attendance. This first school system did not succeed because of "high taxes, compulsory attendance, the size and character of the teaching corps, the education of Negroes, extravagance, . . . the autocratic power of superintendent" (Moneyhon, 1989, p. 393), and because Texans were not familiar with the new system. As a result, the system was totally replaced in 1876 by new laws which created local school systems.

In and around the State of Texas, enthusiasm for education of the Negroes continued to grow. President Crane, a renowned educator of Baylor University, a Baptist institution in Waco, Texas, was among those who strongly advocated and espoused the support of the intellectual advancement of Negroes in Texas. While others were talking about taking action on the matter of Negro education, however, a group of African Methodist Episcopal ministers "resolved to establish a college for the education of youths in the liberal arts and sciences" (Eby, 1926, p. 263). These men were neither college graduates nor college men; they were ordinary slaves' sons who saw a need for the
college education of young Negroes. The idea of founding Paul Quinn College was spearheaded by the concern and action of William Leake, W. R. Carson, and J. V. Goins who were African Methodist Episcopal Church ministers.

Paul Quinn College opened its doors to the first students in Austin, Texas, in 1872. The main long-term goal for the school, however, was to train clergymen for the black churches and teachers for the black schools. The first courses taught in the metropolitan African Methodist Episcopal Church in Austin, Texas, were blacksmithing, carpentry, tanning, and saddlery. Under the guidance of the African Methodist Episcopal Church, Paul Quinn College remained in Austin from 1872 to 1876 with Bishop J. M. Brown as president.

The original charter of Paul Quinn College was created by an act of the Texas Legislature. It was passed in the House of Representatives and the Senate, received approval, and was filed in the Department of State on May 24, 1881. The charter indicated that the following individuals had agreed to associate themselves together in a corporation in order to continue the operation of Paul Quinn College:
Bishop George B. Young, Chancellor; the Reverends J. B. Butler, R. S. Jenkins, M. L. Pendergraaff, E. E. Moody, M. P. Harvey, and P. F. Jackson; lay members A. S. Jackson and Mrs. L. M. Hughes; all citizens of the State of Texas; lay
members and ministers of the nine annual conferences of the African Methodist Episcopal Church in the State of Texas; successors to the late Bishop Richard H. Cain; and the Reverends W. R. Carson, William Leake, Henry Wilhite, Abraham Grant, and J. H. Armstrong (Harvey, 1965, p. 26). An article of the charter stated that the name of the school was to be Paul Quinn College of the African Methodist Episcopal Church. The mentioned associates agreed that the college would be operated under the rules of Article 1302, Section 2, of the statutes and laws of the State of Texas. This article gave the church and its leaders the authority to operate a college for the education of youth in liberal and manual arts and sciences. Departments of the college were established by the Board of Trustees. As stated in the charter, the college headquarters were to be in Waco, Texas, in McLennan County.

Article 5 of the charter stated that the corporation of the college was to exist for 50 years. The governing power of Paul Quinn College was invested in the Board of Trustees which included at least 45 and nor more than 47 members. Members of the board were, and continue to be, elected annually by the nine conferences of the African Methodist Episcopal Church in Texas. Each conference was to elect five members—three ministers and two lay members. The board was given the power to handle all legal matters
pertaining to the college within the laws of the State of Texas and the State Board of Education, and was to use a common seal (Harvey, 1965, p. 26). The college was organized as a nonprofit corporation and, at the time the charter was granted, the college campus included the following assets in the City of Waco: 22 acres of land; 4 brick buildings, and 6 frame buildings.

The first charter of the college prohibited the inclusion of non-African Methodist Episcopal Church members. On July 22, 1913, under Bishop Sherman, the charter was amended to include non-African Methodist Episcopal Church members. In 1924, the charter was amended to include all blacks of all nationalities. In 1935, the amended charter increased the number of members on the Board of Trustees and allowed the inclusion of persons of all races. On April 8, 1942, the amended charter was approved by the Honorable Judge Abner L. Lewis, head of the Division of Charters (Harvey, 1965, pp. 27-28). The amended charter was signed by Bishop George B. Young, J. B. Butler, E. E. Moody, Prince F. Jackson, M. L. Pendergraaff, M. P. Harvey, A. S. Jackson, R. S. Jenkins, and Mrs. L. M. Hughes in the presence of Bernice D. Smith, a notary public, in McLennan County. On April 9, the charter, number 81629, was filed with the Secretary of the State of Texas, William J. Lawson, who
approved the amended charter with his signature and the state seal (Harvey, 1965, p. 29).

The charter was amended again on March 28, 1963, while O. L. Sherman, Bishop of the Texas African Methodist Episcopal Church, was also the chairman of the Board of Trustees. L. H. McCloney was the president of the college and M. H. Vanhoose was the board secretary. While there were no significant changes, the charter made it clear that the members would remain a corporation and continue the operation of Paul Quinn College, under and by virtue of Article 1396, the Texas Nonprofit Corporation Act, for a period of at least 50 years. The amended charter declared that the government of the college should be invested in the Board of Trustees, which was made up of 23 members who were to be elected by the board on the basis of staggered terms of office (Harvey, 1965, p. 34).

The Board of Trustees was made up of four classes of trustees: five class one trustees were to serve for 1 year, five class two trustees were to serve for 2 years, six class three trustees were to serve for 3 years, and four class four trustees were to serve for 4 years. The board was given the power to make by-laws in harmony with the laws of the State of Texas and the State Board of Education.
Original Leaders of Paul Quinn College

Although the college operated under only one president during its years in Austin, the administration of the college was headed by a number of presidents during its years in Waco. Since its founding, the college has experienced continuous instability of chief executive leadership. Presidents J. W. Yancey II and J. K. Williams served for 10 years each. I. M. Burgan served two 8-year terms from 1883 to 1891 and 1896 to 1904, and a 3-year term from 1911 to 1914. N. A. Banks and L. H. McCloney served two terms each, and other presidents served from 1 to 7 years.

The instability of the leadership of Paul Quinn College was attributable to the pressures of financial problems, long-awaited accreditation by the Southern Association of Colleges and Schools, low salaries, and a lack of benefits for administrators. Problems faced by the first 25 presidents of Paul Quinn College would be difficult for any chief executive: low enrollment, lack of qualified faculty and staff, and a lack of support from the African Methodist Episcopal Church and the black community.

A list of Paul Quinn College presidents and their terms of office is provided in Table 1. The best known and most often remembered president of Paul Quinn College was Bishop Richard Harvey Cain (1876-1880). His strong personal belief
Table 1

Presidents and Their Tenure

<table>
<thead>
<tr>
<th>President</th>
<th>Tenure</th>
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<tr>
<td>Bishop J. M. Brown</td>
<td>1872-1876</td>
</tr>
<tr>
<td>Bishop R. H. Cain</td>
<td>1876-1880</td>
</tr>
<tr>
<td>H. T. Keiling</td>
<td>1880-1883</td>
</tr>
<tr>
<td>I. M. Burgan</td>
<td>1896-1904</td>
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<tr>
<td>W. I. Laws</td>
<td>1904-1908</td>
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<tr>
<td>D. A. Butler</td>
<td>1908-1911</td>
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<tr>
<td>I. M. Burgan</td>
<td>1911-1914</td>
</tr>
<tr>
<td>J. K. William</td>
<td>1914-1924</td>
</tr>
<tr>
<td>J. F. Williams</td>
<td>1924-1926</td>
</tr>
<tr>
<td>N. A. Banks</td>
<td>1926-1928</td>
</tr>
<tr>
<td>Dean Mohr</td>
<td>1928-1932</td>
</tr>
<tr>
<td>A. S. Jackson</td>
<td>1932-1939</td>
</tr>
<tr>
<td>J. W. Yancy II</td>
<td>1932-1942</td>
</tr>
<tr>
<td>George Davis</td>
<td>1942-1945</td>
</tr>
<tr>
<td>George Singleton</td>
<td>1945-1946</td>
</tr>
<tr>
<td>Nannie Bell Aycock</td>
<td>1946-1951</td>
</tr>
<tr>
<td>Sherman L. Green, Jr.</td>
<td>1951-1953</td>
</tr>
<tr>
<td>Frank R. Veal</td>
<td>1953-1956</td>
</tr>
<tr>
<td>John H. Adams</td>
<td>1956-1962</td>
</tr>
<tr>
<td>L. H. McCloney</td>
<td>1962-1969</td>
</tr>
<tr>
<td>Stanley E. Rutland</td>
<td>1969-1976</td>
</tr>
<tr>
<td>Reuben D. Manning</td>
<td>1976-1978</td>
</tr>
<tr>
<td>L. H. McCloney</td>
<td>1981-1982</td>
</tr>
<tr>
<td>Norman W. Handy</td>
<td>1982-1984</td>
</tr>
<tr>
<td>Warren W. Morgan</td>
<td>1984-1992</td>
</tr>
<tr>
<td>Winston Powers</td>
<td>1992-present</td>
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</table>


in education made him aware that "education held the key to the improvement of his black race" (Heintze, 1985, p. 94). Cain became president of Paul Quinn College in 1876 while he was still serving as an African Methodist Episcopal bishop for the Texas-Louisiana Conference of the denomination. During his tenure, a positive transition occurred in the
life of the college. His strong moral character and personal leadership skills brought new support to the college. After 2 years as president of the college, Bishop Cain, with the help of the African Methodist Episcopal Church and local supporters, was able to obtain 2 acres of the Garrison Plantation on the east side of Waco. One year later, 20 more acres were purchased. This site included a two-story brick building by 1882. Funds for the project came through a fund raising campaign known as "Ten Cents a Brick." The campaign got its name because African Methodist Episcopal members and local supporters of the school bought bricks at 10¢ each for the building.

During his administration, Cain was determined to fill all administrative and faculty positions with blacks.

He believed that his race was destined to occupy a prominent place in the nation and maintained that blacks must seize the initiative and educate themselves because all the elements in this nationality must be self sufficient . . . each adding strengths to the whole. (Heintze, 1985, p. 96)

Cain inspired blacks to seek national pride, develop and control their own educational institutions, and staff their institutions with black faculty members in all educational departments (Heintze, 1985, pp. 96-97).

The president who helped Paul Quinn College through the Great Depression crisis with hard work and hope was A. S. Jackson. Jackson served as president of the school between
1932 and 1939. He was a Waco native, a graduate of Paul Quinn College, and was once chairman of the local Board of Trustees of the college (Paul Quinn College Catalogue, 1927, p. 6). With his presidency, Jackson inherited a debt of $42,000 left by his predecessor, Dean Mohr. Deplorable economic conditions during the depression overwhelmingly reduced the average enrollment from 250 in the 1920s to 125 in 1930. In addition to the debt, Jackson was left with a college with buildings, grounds, and furnishings that were in total disarray (Dallas Morning News, 1931, p. 282). President Jackson renovated the physical plant and rebuilt and repaired much of the campus with student and staff labor. By using the staff and students to revive the campus facilities, Jackson planted "a new sense of pride in the faculty and students" (Heintze, 1985, p. 97).

Jackson's first 4 years as president were highly successful. He was able to repay $10,500 of the college's debts and to increase student enrollment to over 300. The Texas Department of Education acknowledged Jackson's efforts by granting the college a 4-year senior college accreditation. Jackson's remarkable efforts literally rescued Paul Quinn College from total collapse. Jackson's efforts also revived the academic and financial status of the college. Because of his remarkable achievements for the college, the College Board of Trustees decided to break the
school's tradition and, thus, reelected Jackson for another term as president (Heintze, 1985, p. 98).

Educational Philosophy and Mission Statement

The initial goal of the founding leaders of Paul Quinn College was for the college to improve the black youth of the future spiritually, socially, and intellectually. However, as time passed, the college's philosophy and purpose were changed and expanded. Paul Quinn College is dedicated to Christian service through the medium of higher education and holds to the premise that a college is established for the purpose of advancing learning in an atmosphere of academic freedom (Paul Quinn College Catalogue, 1975-1977, 1978-1980).

The specific roles of the college are to provide general education, to provide career preparation, to provide cocurricular activities for students, and to provide services to the community at large. The purpose of the institution is to provide programs that will guide and challenge students in their search for truth, aid in the development of their abilities, motivate them to self-realization, and provide the means by which they can develop a greater appreciation for high ideals and a life of continuous learning. Because the college has an open-door admissions policy, another purpose is to provide supportive
services to post-secondary students whose academic skills are inadequate for performance at the college level (Paul Quinn College Catalogue, 1975-1977, p. 20).

Paul Quinn realizes that education in its broadest sense is designed to improve the quality of individual and social living. Besides, the college views its proper function as that of developing men and women for productive citizenship, effective service, and responsible leadership. (Paul Quinn College Catalogue, 1985-1988, p. 25)

Consequently, in serving its students and the community, Paul Quinn College utilizes a liberal arts philosophy of education: that each individual is the center of the institution's responsibilities and of vast importance to himself or herself and must be given every opportunity to realize his or her potential to the fullest.

The age of manual labor, of agriculture pursuit, of trading, of economic failures and poverty stricken experiences left no doubt in the minds of the newly freed slaves that to lift themselves out of their depraved condition, and to become recognized as useful creatures of God they must cultivate the art of cultural refinement, acquire academic learning, develop skills in trading and at the same time fashion their training in the atmosphere which invited the divine blessings of Christ. (Harvey, 1965, p. 25)

Site Selection and Building Program

Paul Quinn College's earliest location, in 1872, was in a one-room church building in Austin, Texas. The school was relocated to Waco, Texas, in 1877 and was known as Waco College. Waco was chosen as the new site because it was
centrally located and had a highly concentrated Negro population (Heintze, 1985, pp. 21-22).

On February 1, 1877, F. A. Hammond, for and in consideration of $930 paid by W. R. Carson and Henry Wilhite of Harris County, Texas, A. F. Jackson of Navaro, T. U. B. Davis of Brazos County, and William F. Love of McLennan County and for further consideration of $1,270, conveyed a block of land between 8th and Mary Streets, later designated as the original location of Paul Quinn College in Waco, Texas. (Harvey, 1965, p. 35)

In 1889 the first brick building was erected at a cost of $1,287.87. The building was used as a boys' dormitory, girls' dormitory, and administration building. Later the building was equipped for use as a science laboratory. In the same year, the first chapel was built at a cost of $414.75. The chapel was a frame building. Another building, the J. K. Williams' residence, was completed in 1900 at a cost of $290.21. Elm Street was built in January 19, 1892, at a cost of $486.28. In 1904 Grant Hall was completed at a cost of $15,491 (Harvey, 1965, p. 37). The total cost of Johnson Hall in 1921 was estimated at $162,000. On April 20, 1922, while W. S. Willis was a trustee, a note in the amount of $20,000 was given to the Grand Lodge Colored Knights of Pythias of Texas to cover the cost of building Johnson Hall. The same note was assigned in March of 1937 by L. B. Kinchion, Grand Chancellor of the lodge. It was attested by J. E. Smith, Grand Keeper of Records and Seal to the Grand Court Order of Calanthe. On
March 12, 1930, an additional $22,000 was added, and September 12, 1934, a third deed of trust was executed for $46,414.60. In considering the sum of $30,000 paid as a cost by Grand Court Order of Calanthe of Texas to Grand Lodge, Colored Knights of Pythias of Texas, the $46,414.60 note was assigned to Grand Court Order of Calanthe of Texas (Harvey, 1965, p. 37).

On December 3, 1942, a resolution reached by the Board of Trustees and Reverend A. W. Williams, Secretary of the Board, acknowledged that the college was $3,601.37 in debt. Because the board was not in a position to pay the debt, it considered a 4% interest in order to renew and extend the debt. B. T. Alexander moved that the resolution be adopted, and this was seconded by M. L. Pendergraaff. Board members present for the resolution were George B. Young, Chairman, U. S. Jackson, P. F. Jackson, J. M. Bolding, G. E. Browne, E. E. Moody, M. L. Pendergraaff, J. B. Brown, W. A. Baxter, M. P. Harvey, J. E. Austin, Mrs. E. E. Burnett, J. A. Howard, Mrs. P. H. Hughes, U. S. Washington, H. F. Cooper, J. V. Edkis, E. M. Bracy, W. N. McGrew, J. A. Howard, R. S. Jenkins, B. T. Alexander, P. D. Sadler, A. W. Harvey, W. A. Carr, Mrs. L. M. Hughes, L. J. Sanders, and J. M. Johnson (Harvey, 1965, p. 38).

Although Paul Quinn College began slowly and humbly, the foresight of good administrators, grants from large
foundations, and donations from patrons have allowed the school to undergo great changes in physical appearance. Between 1950 and 1960 a campus church, a student union building, a gymnasium, and an administration building were erected, and major renovations were made to existing buildings. Through the sponsorship of the Waco Chamber of Commerce, the Waco-Paul Quinn Foundation, organized in 1954, was able to raise $100,000 to replace a girls’ dormitory, which was destroyed by fire ("Paul Quinn College Expanding," 1975).

In the fall of 1990, Paul Quinn College moved to the Bishop College campus in Dallas, leaving the Waco campus vacant. In 1992, college authorities are seriously attempting to sell the Waco site for $2.5 million, even though its worth is estimated to be approximately $5 million.

Early Curriculum

The curriculum of most private black colleges in the 1880s included primarily vocational courses. These early colleges began as elementary, secondary, vocational, and college level institutions. Many of the physical needs of these early schools were met through their vocational programs. Through their participation in vocational programs, students raised crops and livestock for themselves
and faculty members. Vocational students also participated in the construction of college buildings, made classroom and dormitory furniture, and performed custodial and maintenance duties on campus.

Liberal arts courses were also important to these private colleges and eventually became a vital part of their curriculum. Thus, two types of curriculum offerings became the focal point for most education for blacks. Liberal arts courses were offered from elementary school through the college level, and vocational, nonacademic courses were offered for students in the elementary through secondary school levels. The curriculum at Paul Quinn College during its early years included many vocational courses as well. The school’s industrial department curriculum offered elementary courses in agriculture, carpentry, printing, sewing, and needlework. Agricultural courses were also important to the school. Regardless of their major area of study, Paul Quinn students were expected to work 1 hour per day in the fields or on the college grounds. These activities provided students "needed exercise and training in useful employment" (Heintze, 1985, p. 67). It also gave the campus a "decided home-like appearance," which provided the spirit of friendship and of being a part of a common community with a common goal. Thus, the vocational program at Paul Quinn was beneficial to both the students and the
college. Obviously, it would have been impossible to run the school without the vocational program (Paul Quinn College Catalogue, 1887, pp. 23-24). In the early 1940s, the liberal arts area of the college program offered courses which included mathematics, music, Latin, theology, and English. The program included the following 3 divisions and 11 departments: Division of Humanities—English and Speech, Fine Arts, Modern Languages, Religion and Philosophy; Division of Natural Sciences—Biology and Chemistry, Health and Physical Education, Mathematics and Physics; and Division of Social Sciences—Economics and Business, Education and Psychology, History and Political Science, and Sociology (Paul Quinn College Catalogue, 1960-1962, p. 40).

Funding Sources

Most early private black colleges in Texas relied on their religious denominations' organizations for support. This support was necessary because they had few outside sources of support and were not willing to charge exorbitant tuition and fees. The funds received by the colleges differed according to their denomination's assets, number of church bodies, size, and educational level (Heintze, 1985).

The role churches played in the support of colleges in 1914 and 1926 is shown in Table 2. Examination of Table 2 reveals that the amount of support that the colleges
Table 2

Survey of Church Appropriations to Private Black Colleges in Texas, 1914 to 1915 and 1926 to 1927

<table>
<thead>
<tr>
<th>Institution</th>
<th>1914 to 1915</th>
<th></th>
<th>1926 to 1927</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Church</td>
<td>Percentage</td>
<td>Church</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Appropriations ($)</td>
<td>of Total Budget</td>
<td>Appropriations ($)</td>
<td>of Total Budget</td>
</tr>
<tr>
<td>Bishop</td>
<td>12,238</td>
<td>27.0</td>
<td>20,082</td>
<td>16.0</td>
</tr>
<tr>
<td>Butler</td>
<td>4,000</td>
<td>42.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guadalupe</td>
<td>4,400*</td>
<td>67.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jarvis Christian</td>
<td>1,680</td>
<td>98.0</td>
<td>21,000</td>
<td>63.0</td>
</tr>
<tr>
<td>Mary Allen</td>
<td>7,166</td>
<td>47.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Quinn</td>
<td>15,537</td>
<td>53.0</td>
<td>22,000</td>
<td>55.9</td>
</tr>
<tr>
<td>St. Philip’s</td>
<td>1,800</td>
<td>72.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel Huston</td>
<td>4,429</td>
<td>15.0</td>
<td>20,000</td>
<td>40.9</td>
</tr>
<tr>
<td>Texas</td>
<td>3,500</td>
<td>53.7</td>
<td>22,815</td>
<td>76.7</td>
</tr>
<tr>
<td>Tillotson</td>
<td>8,585</td>
<td>42.0</td>
<td>17,257</td>
<td>69.0</td>
</tr>
<tr>
<td>Wiley</td>
<td>4,950</td>
<td>47.5</td>
<td>23,000</td>
<td>47.0</td>
</tr>
</tbody>
</table>

received in 1914 was relatively small and did not cover major portions of the colleges' total budgets. In dollar comparison, Jarvis Christian College, located in Texas, received the smallest donation ($1,680), while Paul Quinn College received the largest grant ($15,537). Other church grants averaged just over $6,000. The African Methodist Episcopal Church increased their grants to Paul Quinn College from $15,537, or 53.0%, in 1914 to $22,000, or 55.9%, in 1926 (Heintze, 1985, pp. 128-129).

As indicated in Table 3, the percentage of the budget provided from tuition at Paul Quinn College rose from just 11.0% in the 1914-1915 school year to 43.0% in the 1926-1927 school year. Although tuition failed to provide black private colleges in Texas, including Paul Quinn, much needed revenue in the early years of their existence, it, along with church funds, became a strong source of funding by the 1920s.

During the early years, room and board costs were kept low in an effort to retain students whose funds were severely limited. As students' family incomes gradually increased, however, charges for room and board were increased, and eventually became an important source of income for the school (Heintze, 1985, p. 134). Room and board income and expenses for private black colleges in Texas in 1914 to 1915 are shown in Table 4.
Table 3

Survey of Tuition and Fee Income for the Private Black Colleges in Texas, 1914 to 1915 and 1926 to 1927

<table>
<thead>
<tr>
<th>Institution</th>
<th>1914 to 1915</th>
<th></th>
<th>1926 to 1927</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition and Fees ($)</td>
<td>Percentage of Total Budget</td>
<td>Tuition and Fees ($)</td>
<td>Percentage of Total Budget</td>
</tr>
<tr>
<td>Bishop</td>
<td>5,327</td>
<td>11.7</td>
<td>28,235</td>
<td>22.6</td>
</tr>
<tr>
<td>Butler</td>
<td>1,500</td>
<td>15.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guadalupe</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Jarvis Christian</td>
<td>32</td>
<td>1.0</td>
<td>4,868</td>
<td>14.6</td>
</tr>
<tr>
<td>Mary Allen</td>
<td>2,237</td>
<td>14.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Quinn</td>
<td>3,285</td>
<td>11.0</td>
<td>17,000</td>
<td>43.0</td>
</tr>
<tr>
<td>St. Philip's</td>
<td>100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel Huston</td>
<td>4,053</td>
<td>13.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>265</td>
<td>4</td>
<td>5,583</td>
<td>18.7</td>
</tr>
<tr>
<td>Tillotson</td>
<td>2,693</td>
<td>13.0</td>
<td>3,150</td>
<td>12.6</td>
</tr>
<tr>
<td>Wiley</td>
<td>4,870</td>
<td>21.8</td>
<td>20,540</td>
<td>42.0</td>
</tr>
</tbody>
</table>

Table 4
Survey of Room and Board Income and Expenses for the Private Black Colleges in Texas, 1914 to 1915

<table>
<thead>
<tr>
<th>Institution</th>
<th>Boarding Income ($)</th>
<th>Boarding Expenses ($)</th>
<th>Net Surplus or Deficit ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bishop</td>
<td>23,044</td>
<td>14,457</td>
<td>8,587</td>
</tr>
<tr>
<td>Butler</td>
<td>4,000</td>
<td>3,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>1,500</td>
<td>3,500*</td>
<td>-2,000</td>
</tr>
<tr>
<td>Jarvis Christian</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Mary Allen</td>
<td>4,000</td>
<td>4,150</td>
<td>-150</td>
</tr>
<tr>
<td>Paul Quinn</td>
<td>4,292</td>
<td>3,130</td>
<td>1,162</td>
</tr>
<tr>
<td>St. Philip's</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Samuel Huston</td>
<td>11,391</td>
<td>11,662</td>
<td>-271</td>
</tr>
<tr>
<td>Texas</td>
<td>2,750</td>
<td>3,728</td>
<td>-978</td>
</tr>
<tr>
<td>Tillotson</td>
<td>6,635</td>
<td>6,217</td>
<td>418</td>
</tr>
<tr>
<td>Wiley</td>
<td>11,875</td>
<td>4,523</td>
<td>7,352</td>
</tr>
</tbody>
</table>

Note. From U. S. Department of the Interior, Bureau of Education, Negro Education: A Study of the Private and Higher Schools for Colored People in the United States, prepared by Thomas Jesse Jones, Bulletin 39, 2, pp. 567-602. *No separate figure is available for boarding expenses at Guadalupe College. Jones lists only "other expenses, $3,500." No figures are given for Jarvis Christian or St. Philip's, but it was disclosed that at St. Philip's boarding expenses were equal to boarding income.

Although private black colleges have traditionally depended upon support from churches of their denominations,
on tuition, and on income from room and board as their major sources of funding, philanthropic organizations have also provided significant contributions. However, because these organizations' main goal was often to make the black population a major labor force, their funds were usually geared toward schools with a basic or industrial education curriculum. During the 1930s, black educational institutions in Texas received funds from the General Education Board. The board was willing to promote black higher education but favored schools that demonstrated strong programs in industrial education and self-help. Paul Quinn College was rated as a junior college in 1931 and received funds from the General Education Board, the John F. Slater Fund, the Anna T. Jeanes Fund, and the Julius Rosenwald Fund. This outside financial help was provided for the purpose of stimulating educational interest in the schools but required the cooperation of school authorities to use the funds properly for the purpose it was given. The sole purpose of the Rosenwald Fund was for the construction and maintenance of school buildings, shops, and teachers' homes. By 1932, the General Education Board had given more than $23 million to black colleges; however, a limited portion of this amount actually went to private black colleges in Texas (Heintze, 1985, pp. 135-139).
Another source of funding for Paul Quinn College was a group of alumni and college boosters who called themselves the Progressive Club. This group coordinated efforts through weekly college radio broadcasts and by sponsoring library book drives and campus beautification projects. This effort helped save Paul Quinn during the depression years (Heintz, 1985, p. 98).

In 1943, a philanthropic organization called the United Negro College Fund was formed to serve as a strong base for private black colleges (Heintze, 1985, pp. 149-150). The idea of forming this fund base was inspired by F. D. Patterson, then the president of Tuskegee Institute. In an article in the Pittsburgh Courier (cited in Heintze, 1985), Patterson advocated a communal fund-raising effort by all the black colleges to ease their precarious financial problems. In response to his recommendation, 27 black college presidents met in Atlanta, Georgia. At the meeting, a general and common understanding was reached, and the United Negro College Fund was founded (Heintze, 1985, pp. 149-150). The United Negro College Fund contributes to the general funds of Paul Quinn College on an annual basis.

In 1976 and 1977, the Waco goal for the United Negro College Fund was set at $50,000. The money was to be matched two-to-one by the United Negro College Foundation and was Paul Quinn College's only local drive until 1989
("College Fund," 1976). Another organization, the Texas Association of Developing Colleges, has also provided leadership in obtaining grants to Paul Quinn and several other black colleges since 1967 (Mofoye, 1989). These grants included $120,000 from the Ford Foundation and $150,000 from the Houston Endowment. The Texas Association of Developing Colleges, a multiservice consortium "enables its member institutions, including Paul Quinn College, to plan and deliver comprehensive, complementary, and cost-effective higher education programs and services" (Mofoye, 1989, p. 6). Paul Quinn College also receives funds from the Title III program. Title III is a federally funded education program to help smaller and developing colleges in the country. Funds are given for specific programs. Title IV program is another source of funding for Paul Quinn College. This program involves direct assistance in the form of personnel and technical training from companies such as IBM, Texas Instruments, and Pepsico. In the 1985 annual report, the Paul Quinn President, Warren W. Morgan, stated that the college received grants totaling $35,000 and substantial donations from the Kellogg Foundation, the Foundation of the United Negro College Fund, and Johnson Wax ("Paul Quinn College President's Annual Report," 1985).
CHAPTER 3

PROGRESS OF PAUL QUINN COLLEGE

Faculty Profile

Private black colleges traditionally began with black faculty members who held first degrees or certificates, or had vocational training backgrounds. Paul Quinn College was staffed in its early years by blacks who could read and write. Some faculty members had strong vocational backgrounds and some were ministers of churches. In an effort to provide faculty members who understood the black culture, its suffering, and its needs, the college employed only black faculty during its early years. These early faculty members taught for minimal salaries, and sometimes on a voluntary basis (C. Wilburn, personal communication, June 15, 1991).

It was not until the late 1950s that Paul Quinn College began to attract and recruit faculty members of other races. The 12 white faculty members who have been employed by the college include P. Parker, who taught physics and was an adjunct professor; Donald Brooks, who taught education and was Director of Teacher Training; Stanley Sutherland, who taught Negro Culture, which was later changed to Negro
History; Pritchett Smith, who taught education; LaVern Woods, who was a professor of education, Academic Dean of Instruction, and assistant to the presidents of the college until 1981. Others were Davis Arnold, who taught in the Department of Religion; Harman Ashford, an associate professor of biology; Robert Donke and Nathan Peabody who taught history; Robert Uzzel, an African Methodist Episcopal Church minister who taught religion; Roger Kerr, who is currently Dean of Continuing Education and teaches methods of elementary education; and Dan Noritton who teaches in the English Department (M. Wilburn, personal communication, January 30, 1992).

In 1972, the school’s centennial year, the faculty included 15% with bachelor’s degrees, 55% with master’s degrees, and 30% with doctoral degrees. The trend toward more highly qualified faculty has continued. According to a 1990 interim evaluation of Paul Quinn College submitted by Robert L. Albright (1991) to the Commission on Colleges and the Southern Association of Colleges and Schools, Paul Quinn has continued to make tremendous improvement toward strengthening the quality of the faculty and meeting new faculty needs. The school increased the number of faculty at the institution from 38 in 1989-1990 to 92 for the 1990-1991 academic year. Of the new faculty members hired, 23 are full-time and 18, or approximately 80%, hold terminal degrees.
As indicated in the evaluation, the college has made immense progress in raising the academic standards of its faculty by recruiting well-qualified academic instructors. An analysis of faculty, by status and earned degrees, for the 1990-1991 school year is provided in Table 5.

Table 5
Analysis of Faculty Based on Status and Earned Degrees

<table>
<thead>
<tr>
<th>Faculty Status and Earned Degrees</th>
<th># of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of faculty</td>
<td>92</td>
</tr>
<tr>
<td>Full-time</td>
<td>40</td>
</tr>
<tr>
<td>Part-time</td>
<td>52</td>
</tr>
<tr>
<td>Educational qualifications of faculty</td>
<td></td>
</tr>
<tr>
<td>Terminal degrees</td>
<td>40</td>
</tr>
<tr>
<td>Master's degrees</td>
<td>46</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>6</td>
</tr>
<tr>
<td>Ethnic analysis of faculty</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>66</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
</tr>
<tr>
<td>International</td>
<td>12</td>
</tr>
<tr>
<td>Gender of faculty</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
</tr>
</tbody>
</table>

Note. From Interim evaluation of Paul Quinn College, 1990 by R. L. Albright, 1991, Paper presented to the Commission on Colleges of the Southern Association of Colleges and Schools at Paul Quinn College, Dallas, TX.
Paul Quinn College as a Model Black College

In spite of its failures, such as the loss of accreditation in 1942, drastic enrollment reductions in 1932, and a multitude of social and economic problems, Paul Quinn College has served as a model for black colleges for many years. From its inception until the late 1950s, the college was administered and staffed by blacks. In the late 1950s the college made a strong move to integrate its faculty and staff by bringing in members from other races. Students from other races were admitted during the late 1940s.

Black schools that were founded by white leaders usually had white administrators and predominantly white faculties. In these black schools, freedom to speak against racism was limited by white administrators who refused to allow social activist movements on their campuses. In contrast, at Paul Quinn College social activism was promoted, and students had the freedom and power to speak against racism (C. Wilburn, personal communication, February 18, 1992).

As a model black institution, established by blacks, operated by blacks, and administered by blacks, Paul Quinn College changed its position of being a one-race institution in terms of staffing and faculty representation. By doing so, it has shown other institutions that the integration of
staff, faculty, and student population strengthens the academic, social, spiritual, and moral standards of the institution in particular and of society in general.

**Faculty Compensation**

Early black faculty members considered it an honor to be a college teacher and felt that the privilege of teaching was part of their pay. They realized that they were helping to meet important needs of humanity and were preparing youths for future citizenship (Yancy, 1939).

During the early years, none of the president’s living expenses were paid by the school. All such expenses were paid from his monthly salary, including his housing, utilities, and even his meals from the school dining hall. The president was responsible for all entertainment of guests who came to the campus on official business, and for fees related to his attendance of business meetings and conferences (Yancy, 1939).

In 1939 Paul Quinn College faculty and staff salary totaled $1,800 per month. The September 1939 salary breakdown is shown in Table 6.

**Student Profile**

Paul Quinn College was founded for the practical education of the Negro youth of Texas. In keeping with this philosophy, the school enrolled only black students during its early years. By 1975, however, the college was open to
### Table 6

**Breakdown of Faculty and Staff Salaries for 1939**

<table>
<thead>
<tr>
<th>Faculty or Staff Members</th>
<th>Monthly Salary ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y. W. Yancy II, President</td>
<td>160.00</td>
</tr>
<tr>
<td>L. T. Moore, Dean and Education Department Head</td>
<td>135.00</td>
</tr>
<tr>
<td>Bernice Davis Smith, Registrar</td>
<td>45.00</td>
</tr>
<tr>
<td>John S. Lash, Head/Department of English</td>
<td>100.00</td>
</tr>
<tr>
<td>J. P. Mosley, Head/Department of Social Sciences</td>
<td>102.00</td>
</tr>
<tr>
<td>I. B. Pendergraaff, Instructor/Social Sciences</td>
<td>60.00</td>
</tr>
<tr>
<td>Calvin Tildon, Head/Department of Romance Languages</td>
<td>100.00</td>
</tr>
<tr>
<td>Delbert White, Head/Department of Physical Education</td>
<td>100.00</td>
</tr>
<tr>
<td>Earl P. Ford, Biology Professor and Head/Science Department</td>
<td>100.00</td>
</tr>
<tr>
<td>Cedric McCrary, Professor of Chemistry and Physics</td>
<td>100.00</td>
</tr>
<tr>
<td>Frank W. Render, Dean/Department of Religious Education and Social Ethics</td>
<td>100.00</td>
</tr>
<tr>
<td>Charles Woode, Head/Department of Music</td>
<td>100.00</td>
</tr>
<tr>
<td>George J. Davis, Head/Department of Mathematics</td>
<td>100.00</td>
</tr>
<tr>
<td>Louise Booker, Mathematics Instructor</td>
<td>75.00</td>
</tr>
<tr>
<td>A’Lelia Ransom, Head Librarian and Professor/Library Sciences</td>
<td>90.00</td>
</tr>
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<td>Ethel Smith, Head/Department of Home Economics</td>
<td>100.00</td>
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<thead>
<tr>
<th>Faculty or Staff Members</th>
<th>Monthly Salary ($)</th>
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<tbody>
<tr>
<td>T. A. Webster, College Physician</td>
<td>n/a</td>
</tr>
<tr>
<td>M. Jones, Matron</td>
<td>59.99</td>
</tr>
<tr>
<td>C. D. Hornsby, Bursar</td>
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<tr>
<td>S. M. Kirk, Superintendent/Buildings and Grounds</td>
<td>30.00</td>
</tr>
<tr>
<td>J. H. Sheppard, Chief</td>
<td>76.00</td>
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</tbody>
</table>


Students of all races, regardless of origin, religion, language, or ethnic background (M. P. Harvey, personal communication, March 12, 1992).

In the fall semester of 1979 the school had 1 full-time white student, 3 Mexican-American students, 1 American Indian student, and 20 students who were from Africa, Haiti, Jamaica, or Guyana. By 1982, 1% of the school's students were nonblacks, and 5% were foreign students from Africa and the Caribbean. The average number of nonblack students at Paul Quinn College from the 1970s to the late 1980s was 4 (M. P. Harvey, personal communication, March 12, 1992).

A study sponsored by the Institute for the Study of Educational Policy at Howard University (1976) showed that, overall, the number of blacks who acquired 1 or more years of college education jumped from about 414,000 (nonwhites) in 1950 to about 1,684,000 in 1974. The greatest number of
blacks gained a college education between 1960 and 1970, a "period which combined an increase in federal civil rights, with an increase in black student protest activities" (Institute of Educational Policy, 1976, p. 20).

Paul Quinn College recruited its first international student in the early 1940s. Since that time, the college has recruited international students from almost every part of the world. Most of the international students who come to Paul Quinn College are from Africa, India, Pakistan, the Virgin Islands, the West Indies, and Iran.

The graduating class size at Paul Quinn College increased from about 20 between 1900 and 1930 to about 30 during the 1940s. However, since 1970, the school has graduated about 100 students per year.

The quality of education at Paul Quinn College through the years is evidenced by the success of its graduates. Graduates have continued their education in graduate schools of business, theology, computer science, law, psychology, medicine, and education across the country. Others have successfully served in teaching and administrative positions from elementary through university levels (K. Beck, personal communication, February 6, 1992). Some have entered key positions in the political arena of the United States, and some have returned to help build their native countries. Other graduates have established successful businesses of
their own (C. Wilburn, personal communication, February 18, 1992).

Graduates of Paul Quinn College have helped to develop and promote the growth and strength of black churches in Texas and throughout the world. In addition, some of Paul Quinn's graduates have been strong social action activists who have stood against racism and inequality in American society and its institutions. This philosophy was made possible because of the school's education program which has provided students with an understanding of the true meaning of freedom.

The average student population of Paul Quinn College during the 1920s was approximately 300. Between 1900 and 1940 the student population ranged between 300 and 400 (M. P. Harvey, personal communication, March 12, 1992). However, the Paul Quinn College Catalogue (1938-1939) indicated that the enrollment during the 1938-1939 academic year was 165. By 1990-1991, enrollment at Paul Quinn College was approximately 1,200 (C. Wilburn, personal communication, January 28, 1992).

In 1944, college enrollment dropped drastically to 70 students. Many blacks were victims of the failing economy brought on by World War II. During this time, parents could not afford to pay students' school expenses, and the African Methodist Episcopal Church could not contribute enough funds
to meet the school's needs. The situation was worsened by poor administrative leadership on the part of J. W. Yancy II, who was president of the college between 1939 and 1942. These factors and the lack of accreditation by the Southern Association of Colleges and Schools forced some students to transfer to other colleges and other students to drop out of school (D. Walker, personal communication, November 20, 1991).

In the spring semester of 1982, the student population of Paul Quinn College was 500. About 15% of these students attended part-time and about 85% attended full-time. The enrollment in 1984-1985 was 312, but this number increased to 410 by the 1985-1986 school year. Summer school enrollment for the 1985-1986 school year increased 92% over the previous year (Roman, 1982).

Like most black colleges, Paul Quinn College experienced serious enrollment fluctuations through the years. External factors such as the Great Depression and World War II contributed to drops in enrollment as did internal factors related to administration of the school. A 12-year sample of the enrollment fluctuations in black schools, from 1942 to 1954, is provided in Table 7.
Table 7

Enrollments for Private and Public Black Colleges in Texas, 1942 to 1954

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Bishop</td>
<td>318</td>
<td>231</td>
<td>864</td>
<td>1,138</td>
<td>558</td>
<td>368</td>
<td>512</td>
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<tr>
<td>Butler</td>
<td>275</td>
<td>189</td>
<td>300</td>
<td>387</td>
<td>205</td>
<td>216</td>
<td>203</td>
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<tr>
<td>Huston-Tillotson*</td>
<td></td>
<td></td>
<td>765</td>
<td></td>
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<tr>
<td>Jarvis Christian</td>
<td>163</td>
<td>136</td>
<td>205</td>
<td>200</td>
<td>129</td>
<td>130</td>
<td>203</td>
</tr>
<tr>
<td>Mary Allen</td>
<td>112</td>
<td>143</td>
<td>144</td>
<td>191</td>
<td>368</td>
<td>211</td>
<td>54</td>
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<tr>
<td>Paul Quinn</td>
<td>230</td>
<td>70</td>
<td>325</td>
<td>767</td>
<td>530</td>
<td>292</td>
<td>425</td>
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<tr>
<td>Prairie View</td>
<td>1,420</td>
<td>1,243</td>
<td>1,507</td>
<td>2,060</td>
<td>2,305</td>
<td>2,509</td>
<td>2,662</td>
</tr>
<tr>
<td>Samuel Huston*</td>
<td>310</td>
<td>270</td>
<td>469</td>
<td>616</td>
<td>560</td>
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<td></td>
</tr>
<tr>
<td>Texas</td>
<td>430</td>
<td>519</td>
<td>863</td>
<td>772</td>
<td>836</td>
<td>711</td>
<td>676</td>
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<tr>
<td>Texas Southern</td>
<td>273</td>
<td>456</td>
<td>1,746</td>
<td>2,032</td>
<td>2,185</td>
<td>2,219</td>
<td>2,779</td>
</tr>
<tr>
<td>Tillotson</td>
<td>465</td>
<td>502</td>
<td>589</td>
<td>615</td>
<td>616</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiley</td>
<td>367</td>
<td>500</td>
<td>744</td>
<td>573</td>
<td>653</td>
<td>617</td>
<td>598</td>
</tr>
</tbody>
</table>

Note. From Texas Almanac by Dallas Morning News, 1942-1956, Dallas, TX: Author. *Samuel Huston and Tillotson colleges merged in 1952; Texas Southern was formerly named Houston College.
Program Origins

In an attempt to provide students with the training necessary to become productive citizens (Heintze, 1985, p. 58), the pioneers behind the establishment of Paul Quinn College "resolved to establish a college for the education of youths in the liberal arts and sciences" (Eby, 1925, p. 263). Even though the college's initial curriculum in the early years included mathematics, music, Latin, theology, English, printing, carpentry, sewing, and household work, the first graduates of 1889 did not have specialized areas of discipline. However, as the college enrollment continued to increase in the early 1930s, the school was organized into four educational programs comprised of nine academic departments (M. P. Harvey, personal communication, March 12, 1992). The departments of education and physical education were in the division of education; the departments of English and ethics and philosophy were in the division of humanities; the departments of biology and mathematics were in the division of natural sciences; and the departments of business, history, and sociology and social work were in the division of social sciences (Paul Quinn College Catalogue, 1975-1977, p. 42).

Preparation of teachers to teach rural blacks in public schools was a major focus of Paul Quinn College. The freed
slaves needed teachers who were role models in their society to teach the young Negroes from their cultural point of view. Thus, Paul Quinn College accepted the challenge of providing teacher training for the black community. In addition, Paul Quinn College developed degree programs to prepare individuals for graduate and professional study, social work, and church ministry.

Article II of Paul Quinn's initial charter described the school as an institution designed to educate black youth in the areas of liberal and manual arts and sciences. However, in its by-laws and regulations, the Board of Trustees indicated that the primary function of the school was teacher training (Harvey, 1965, p. 26).

In the early years of Paul Quinn College, an important goal was to provide the newly freed slaves with vocational training and reading and writing skills. However, as the college developed, additional educational programs were added in order to meet the requirements of the accreditation process and the needs of students as they met the challenges of the job market.

Despite the continuous addition of courses to the curriculum, Paul Quinn College will continue to provide its students valuable academics, which give clues to its position as a liberal arts and science school with respect to religions, professional science and vocational training. (J. R. Bryant, personal communication, January 16, 1992)
Purposes and Curriculum Considerations

Paul Quinn College has altered its mission statement "through the years due to the particular development program" of the period (Egar, 1990, p. 38). The mission statement of the college, as contained in the catalog of 1887, stated that the school was primarily responsible for training designed to make students happy and useful citizens. In addition, the Board of Trustees indicated in the 1881 by-laws and regulations that the primary function of the school was to train teachers for teaching the freed slaves in Texas (Paul Quinn College Catalogue, 1887, p. 26).

Paul Quinn College did not focus its educational programs on specific training, but rather geared its programs toward the training of teachers to teach rural freed slaves, ministers for the African Methodist Episcopal Christian ministries, and helping individuals become useful citizens. The school’s purpose to provide programs that will guide and challenge the students in their search for aid in the development of their abilities, motivate them to self-realization, and provide the means by which they might develop a greater appreciation for the highest ideals and a life of continuous learning. (Paul Quinn College Bulletin, 1978-1980, p. 21)

The college then developed and organized a college degree curriculum that would help students

(a) in developing their intellectual, social, moral, spiritual, emotional, physical and psychological potentials; (b) in pursuing successful careers,
graduate study and/or significant contributions in research; (c) in developing a philosophy of life which would enable self-direction, adaptation to new and challenging situations, and the effecting of appropriate human relationships necessary to living and working cooperatively and productively with others; and (d) in acquiring empirical and experiential knowledge to facilitate the effecting of constructive change. (Egar, 1990, pp. 38-39)

In his 1985 annual report, President Warren W. Morgan stated:

the process of education is a great task for the Christian; however, the challenge of the Christian society is even greater. With sensitive spirits and minds developed to think constructively in the progressive movements of an educated society, the whole world can become a school of learning. An institution such as Paul Quinn College serves a unique role in the dichotomies. One is the result of theory, the other of practice; one is the proposal or proposition, the other fulfillment. In all instances, Paul Quinn College, under the auspices of the African Methodist Episcopal Church, has a history of service to young people from culturally different backgrounds. Yet it is non-sectarian and interracial in its admission of students, and in faculty and staff. (Paul Quinn College President’s Annual Report, 1985, n.p.)

Morgan stated that Paul Quinn College is "dedicated to Christian service through the medium of higher education. The institution holds to the premise that a college is established for the purpose of advancing learning in an atmosphere of academic freedom" (Paul Quinn College President’s Annual Report, 1985, n.p.).

Morgan also explained that the school’s mission is to provide programs that will guide and challenge students in their search for truth, aid in the development of their
abilities, motivate them to self-realization, and provide
the means by which they might develop a greater appreciation
for the highest ideals and a life of continuous learning
(Paul Quinn College President's Annual Report, 1985).

In the Paul Quinn College Catalogue of 1985-1988 the
two-fold aim of the college educational experience was
described as promoting and facilitating the development of
individuals who are liberally educated and professionally
equipped to compete successfully in the employment world.
The "total freed educated person" should:

1. hold and live by a personal ethical code which
   is consistent with the ideals of a democratic society;
2. participate actively and knowledgeably in the
   affairs of society and its government;
3. understand his/her and other cultures,
   demonstrating tolerance, if not appreciation, of
   difference and diversity in a pluralistic society;
4. understand common phenomena in the physical
   and social environment including the basic tools and
   methods of science;
5. be able to communicate effectively in both
   writing and speaking;
6. be able to enjoy aesthetic experience and
   share in fulfilling and creative activity;
7. possess a developed mind with which to think
   more critically, observe more closely, concentrate more
   completely, investigate more thoroughly, and reason
   more rationally;
8. value and pursue life-long learning and
   personal growth as an individual with unbounded
   potential for betterment;
9. be able to form and sustain mutually
   satisfying social relationships with others;
10. be able to have satisfying and healthy family
    relationships; and
11. be able to assess, with reasonable
    objectivity, one's own strengths and limitations to the
    end that he/she demonstrates confidence in his/her
    strengths and abilities, motivation to overcome
remediable limitations, and healthy acceptance of unremediable ones. (Paul Quinn College Catalogue, 1985-1988, pp. 53-54)

Additional Program Offerings in Nontraditional Education

Paul Quinn College was founded to train newly emancipated Negro slaves to assume the duties and responsibilities of citizenship (Heintze, 1985, p. 211). The courses offered at that time included blacksmithing, carpentry, tanning, saddlery, and other skills (Branda, 1976, p. 711). By current standards, these course offerings would be considered nontraditional educational programs. Vocational training is one of the main goals of all black colleges. Administrators of early private black colleges felt the need to provide young blacks with skills so that they could function successfully in the job market. Paul Quinn College has continued to offer opportunities to students who do not desire a college degree but want to gain skills that will offer job opportunities in computer science, accounting, music, Bible studies, ministerial studies, and Spanish. Students who take courses not meant for a degree program are issued certificates of completion (Paul Quinn College Catalogue, 1985-1988). M. P. Harvey (personal communication, March 12, 1992), the first business manager of Paul Quinn, stated that adults who are already in the job market come to Paul Quinn College to improve their
academic and vocational skills. Certificates of transcript are usually issued to certify completion of the course. Students who have graduated often return to Paul Quinn College to prepare for teaching, and are recommended for teaching certificates after completion of the program. The faculty at Paul Quinn College also put great effort, interest, and dedication into its program in an effort to meet the needs of nondegree students. As a result, the program has contributed to the improvement of the work force in the Waco area since the late 1930s (J. James, personal communication, February 18, 1992). Future plans for Paul Quinn College include the continuance of efforts to utilize its faculty, staff, and educational resources to help sharpen the skills of professionals and other individuals who come to the college to express their need (P. Chase, personal communication, September 25, 1991).

C. Wilburn (personal communication, February 18, 1992) did not give any average number of students in this nondegree program; however, he stated that the number has always been very encouraging and expressed hope that enrollment would continue to increase. Paul Quinn’s Planning and Development Department has recently developed a program called Project Amigos which is funded under the college’s Title III program and offers instruction in foreign languages, history, and government to Hispanics who
seek to qualify for American citizenship. Hispanics who are concerned about their employability benefit from this program. Project Amigos is designed to help students, teachers, social workers, government personnel, and law enforcement officers to develop language skills and understanding of the Spanish culture in order that services and assistance may be provided to Spanish speaking citizens and constituents ("Historical Photo Exhibit," 1992).

Certificate and Degrees Conferred

When the first degrees were conferred at Paul Quinn College in 1889, it was a dream come true. The first three graduates received Bachelor of Arts degrees. Between 1889 and 1900 the college produced an average of six graduates each year. Since the turn of the century, Paul Quinn College has continued to offer Bachelor of Arts, Bachelor of Sciences, Bachelor of Business degrees, and teaching certificates (Harvey, 1965, p. 50). Between 1901 and 1945, the average number of graduates per year was 35 (M. P. Harvey, personal communication, March 12, 1992).

In the 1939-1940 school year, Paul Quinn College offered courses of instruction leading to Bachelor of Arts and Bachelor of Science degrees. In order for students to meet the general requirements for graduation during that period, they were required to take the following 120
semester hours: English, 15 hours; foreign language (one), 12 hours; history--social science, 6 hours; major, 30 hours; minor, 18 hours; physical education, 6 hours; music, 3 hours; science and mathematics, 12 hours; and electives, 18 hours (Paul Quinn College Catalogue, 1939-1940, pp. 20-21).

The college also offered the following state teachers' certificates based on college credits: 6-year elementary, 4-year high school, 6-year school, and permanent high school. A special music certificate was also offered. These are presented in more detail below.

In its effort to produce teachers for black children in Texas' schools during its early years, Paul Quinn College offered the following teacher certificates based on the laws of Texas.

**Six-Year Elementary Certificate**

To secure an elementary certificate (grades 1 through 6) students were required to complete 10 college courses during their sophomore year, including 2 courses in professional training (Paul Quinn College Catalogue, 1939-1940, pp. 20-21).

**Four-Year High School Certificate**

For a 4-year high school certificate students were required to complete 10 full college courses leading to a degree including 1 in English, 1 in secondary education, and
not more than 2 courses in any one subject (*Paul Quinn College Catalogue*, 1939-1940, pp. 20-21).

**Six-Year High School Certificate**

The college granted a first-class high school certificate, which was valid until the 6th anniversary of the 31st of August of the scholastic year in which the certificate was issued. Students were required to complete 3 years of college work, including three courses in education. One of these courses was to include a minimum of 36 recitation hours of practice teaching, and one was to involve training for high school teaching (*Paul Quinn College Catalogue*, 1939-1940, pp. 20-21).

**Permanent High School Certificate**

Paul Quinn College's permanent high school certificate was granted to students who satisfactorily completed a 4-year course of study leading to a degree. The courses required for the course of study included four courses in education, and one each in high school teaching, study methods, observation methods, and practice teaching. One-third of the practice teaching had to be in secondary education (*Paul Quinn College Catalogue*, 1939-1940, pp. 20-21).

Because of a new Teacher Certificate Bill passed by the 1955 Texas State Legislature, teacher certificates issued
after September 1, 1955 were issued in two classes. As a result, Paul Quinn College revised its teacher certification program to include only the Provisional Certificate and the Professional Certificate. Both the provisional and professional certificates were "permanent, valid, good for life unless cancelled by lawful authority" (Paul Quinn College Catalogue, 1960-1962, pp. 83-84). The newly established teacher certificate program was offered through the Department of Education and Psychology at Paul Quinn College.

By 1985 the college offered a Bachelor of Arts degree with majors in English, history, and religion; a Bachelor of Science degree with majors in biology, mathematics, computer science, business administration, accounting, sociology, and physical education; a Bachelor of Science in Education degree with majors in academic specializations (teaching fields) including biology, English, history, mathematics, physical education, and elementary education; a Bachelor of Science in Social Work degree; and a Bachelor of Applied Science degree (Paul Quinn College Catalogue, 1985-1988, p. 55). The college continues to confer all degrees during the commencement convocation at the end of spring semester each year. Degrees are conferred upon recommendation by the college faculty and approved by the Board of Trustees.
Graduating Classes from 1889 to 1900

Since its first graduates in 1889, Paul Quinn College has produced graduates who were qualified to compete with other students and graduates in the business world. Paul Quinn College graduates have had an impact in many countries around the world. Paul Quinn College's educational, academic, and religious training has influenced the lives of ministers and teachers, as is evident in churches, schools, and many other areas.

In April 1882, Paul Quinn College admitted its first liberal arts class, and in 1889 the first class graduated. Members of the original graduating class were William E. Day of Oklahoma, Emma E. Joshua of Dallas, and John K. Williams of Waco. Subsequent graduates, through 1900, were Emma P. Griggs and Daniel A. Banks in 1890; Anna E. Duvall in 1891; Martha Wilhite, Mary Wilhite, Hattie V. Rowe, Della M. Brooks, and Nellie Jones in 1892; Judge I. Jones in 1892; H. Augustus Guess and Bettie E. Turner in 1894; John R. Melontree, Maggie C. Roberts, Maggie C. Denham, and Arthur S. Jackson in 1895; Lizzie E. Burrell in 1896; A. Ferdinand Jackson, Lula S. DeLai Jackson, Nannie O. Pierce, Clara A. Taylor Johnson, Clayborn J. Groms, and Nicholas O. Griggs in 1897; Arma M. Grimes Marrow, Pinkie A. Whitlow Talton, and W. D. Miller in 1898; no graduates in 1899; and A. M. Easter, E. E. Johnson, and E. J. Hardin in 1900.
Accreditation Process

Private black colleges immediately looked for accreditation from the Texas Department of Education and the Southern Association of Colleges and Schools, because accreditation was an indication that the performance of the school was acceptable. In order to obtain accreditation, a school’s academic departments were reviewed. This process often revealed that some departments were functioning better than others (Heintze, 1985).

In order for a school to obtain an accreditation rating of A, certain criteria had to be met. The following provides an example of the criteria set forth by the State Department of Education in 1923:

1. All colleges had to demand at least 14 high school credits of applicants.
2. All colleges had to maintain seven departments in the liberal arts and sciences.
3. All faculty members were expected to have degrees.
4. Instructors were to be paid at levels comparable with those in "standard institutions" and were not to teach more than 20 class hours per week.
5. Each class size was not to exceed 30 students.
6. The library had to contain a minimum of 5,000 volumes.
7. Each college was expected to receive an annual income of at least $20,000 from tuition or endowment.
8. Each college was required to offer adequate scientific equipment.
9. Each college was required to provide proper hygienic living conditions.
10. All colleges were required to prepare graduates to enter recognized graduate and professional schools. (Heintze, 1985, p. 64)
The first black colleges in Texas to meet the accreditation standards were Tillotson, Wiley, Samuel Huston, Bishop, and Texas College. In 1901, the Texas Department of Education recognized Bishop and Wiley. Tillotson was accredited in 1925, Samuel Huston was accredited in 1927, and Texas College was accredited in 1932. In 1930, the Southern Association of Colleges and Schools began its accreditation of black colleges. Bishop College received a B rating in 1931. Texas and Tillotson received a B rating in 1933. The following schools received A ratings: Wiley in 1933, Samuel Huston in 1934, Tillotson in 1943, and Texas and Bishop in 1948. Although Guadalupe (in 1929), Paul Quinn (in 1933), and Butler College (in 1949) received recognition from the Southern Association of Colleges and Schools, they were not granted accreditation (Heintze, 1985, p. 65).

The 12th quadrennial report of the African Methodist Episcopal Church in May 1932 stated that Paul Quinn College remained unaccredited until 1924 (Jackson, 1932). In 1925, 2 years of the 4-year collegiate work were approved by the Texas Education Agency.

In order to achieve accreditation, Paul Quinn College was reestablished and rechartered in 1935 as a junior college. However, in the 1937-1938 academic year, a 3rd year was added, and a 4th year was added a year later.
According to C. Wilburn (personal communication, October 12, 1991), the first bachelor's degree after accreditation was awarded in 1939.

Rechartering helped the college revamp its curriculum and degree programs, and, by 1945, accreditation was granted. The college was approved to resume granting teacher's certificates in the 1945-1946 academic year (M. P. Harvey, personal communication, March 12, 1992; D. Walker, personal communication, January 28, 1992).

After several years of problems, and the loss of accreditation, William Milton Collins, became dean of the school in 1966 and brought a new inspiring spirit toward the school's pursuit of reaccreditation. He planned to have Paul Quinn College accredited by the regional agency, the Southern Association of Schools and Colleges, and to reorganize the sequence of the teacher education program by 1968. In order to help graduates gain teaching positions throughout the United States, the dean planned to push the college into the National Council for Accreditation of Teacher Education. He was ready to put the college on the academic map; however, due to poor business operations, his dream died (C. Wilburn, personal communication, August 16, 1991).

The failure of the business office at Paul Quinn College to maintain adequate records of business
transactions made it difficult to provide accurate reports to officials. The failure of Collins' plans was due to a lack of funds for his planned program to reorganize the teacher education program. Because of inadequate records, the college embarked on programs for which sufficient funding was not available (M. P. Harvey, personal communication, March 12, 1992).

A lack of quality in administrative leadership from presidents of Paul Quinn College also contributed to the failure of its programs. For example, because J. W. Yancy II, who was president between 1939 and 1942, failed to provide adequate leadership, the college operated in a constant state of confusion during his first year. As a result, the Board of Trustees and the African Methodist Episcopal Church instigated an investigation of the affairs of the college. Their investigation revealed several administrative irregularities. They found that faculty members were making personal purchases and charging them to the school's account, that students were not being given any variety in their breakfast menus, that school furniture and other property was unaccounted for, and that the school's equipment and livestock were being loaned to the friends of faculty members. The investigation also revealed that gasoline and oil were being charged to the school for a truck that could not be located. The investigation report
described Yancy as a "glorified office boy." As a result of the investigation, Yancy resigned in 1942 (Heintze, 1985, p. 119).

In an effort to get the school reaccredited, president Stanley E. Ruthland conducted a self-study of the college. As a result of his study, he made extensive administrative changes and other improvements, and on December 11, 1972, Paul Quinn College was again granted full accreditation by the Southern Association of Colleges and Schools.

In addition to the Southern Association of Colleges and Schools' accreditation, the school was approved by the Texas Education Agency, and became affiliated with the Council for the Advancement of Small Colleges and the Association of Texas Colleges. To meet the standards for accreditation by the Southern Association of Colleges and Schools, Paul Quinn College increased library holdings from 20,000 to 40,000 volumes, bought $40,000 worth of equipment to upgrade the science program, established an ethnic cultural center with the aid of a grant from the Waco Model Cities Community Development Association for Black and Brown Americans in the amount of $29,000, and added a gymnasium, additional library space, a modern dining hall, and a student center. The school was also required to improve in placement procedures and services, begin pre-student-teaching observation in the public schools, and initiate programs for implementing
competency-based and performance-based courses. A list of the accreditations, affiliations, and memberships held by Paul Quinn College, as listed in the 1985-1988 college catalog, are provided in Appendix D.

An academic affairs report by Pearl Chase (1991) indicated that two academic programs at the college—social work and education—carry separate accreditation. The social work program is accredited separately by the Council on Social Work Education and the education program is accredited by the Texas Education Agency.

Contributions to Education

As the first private black college in Texas, Paul Quinn College paved the way for other private colleges. Its influence inspired educational leaders to begin new black colleges.

Paul Quinn’s greatest contributions to the field of education began during the time of president Stanley Ruthland, who established the Ethnic Cultural Center. The center, which was established in cooperation with the Waco Model Cities Community Development Association for Black and Brown Americans in 1970, made available books, periodicals, photographs, sculptures, newspapers, old documents, and other memorabilia which relate to the culture, history, and heritage of black and brown Americans, with emphasis on the
"Black Experience." The cultural center which remains in Waco, is available to all students of the college and to the residents of central Texas.

The center contains some materials that are designed especially for elementary and secondary students. Paul Quinn's students worked with younger pupils at the center to help them gain an understanding and appreciation of their cultural heritage. By doing so, these students undergo a learning experience and are involved in community problems, and students and community residents have opportunities to share ideas and participate in various forms of free expression. Dramatic productions, art and slide shows, special lectures, group discussions, book reviews, and seminars are also provided at the center (Paul Quinn College Catalogue, 1985-1988, p. 23). Although the center may be moved to the Dallas campus at some time in the future, no immediate plans have been made for its relocation.
RELOCATION OF PAUL QUINN COLLEGE

Reasons for Relocation to Waco

Paul Quinn College's move from Austin to Waco, Texas, was based on both economic and social factors. Economically, the school did not have adequate support to continue its operations or build new buildings in Austin (Heintze, 1985, p. 21). Expenses for operations and buildings were less in Waco. Socially, the school was moved because of Waco's central location in the state and because of the higher concentration of Negroes in the Waco area (Bell, 1935).

Results of Site Changes

The site change not only resulted in a new name—Waco College—but also resulted in the purchase of the first 2 acres of the Garrison Plantation in east Waco at a cost of $5,500. An additional 20 acres were later added to the Waco campus. The faculty was increased to 5, with a student body of 70. At this time, the curriculum included mathematics, music, Latin, theology, English, printing, carpentry, sewing, and household work.
A campus building project was also a result of the site change. This included a main brick building and a frame building for the kitchen, dining room, and office, and three shed rooms for young men. The three-story main building was completed in 1889 at a cost of $1,200. In Waco, the school attracted the support of more black community members, which facilitated the construction of more buildings. The college continued to face financial problems, however, due to poor leadership and management, the lack of a broad base for fund raising in Waco, and a student enrollment that became stagnant because the location did not attract many qualified faculty members. Competition with other schools, such as Baylor University, which is also in Waco, had a negative impact on the school's enrollment. By the late 1980s, the buildings at the Waco location were in a state of disrepair and needed expensive repair or replacement (D. Walker, personal communication, January 28, 1992).

Relocation to Dallas in 1990

With the unfortunate loss of Bishop College in Dallas, the Dallas-Fort Worth metroplex was left without an active historically black college to provide an education for minorities and others and black students were left without the option to pursue their education at a local black college. Black colleges produce 70% of all black graduates
in the United States. They produce 75% of all black
doctorate graduates, 50% of all black executives and elected
officials, 80% of all black judges, 85% of all black medical
doctors, and 75% of all military officers (Paul Quinn

The closing of Bishop College also provided a unique
opportunity for Paul Quinn College to move to a new location
with a dense black population in the Dallas-Fort Worth
metroplex. It provided an opportunity for Paul Quinn
College, by relocating to the old Bishop College campus, to
"continue the production of quality graduates to compete in
the private sector and become productive citizens" (Paul
Quinn College President's Annual Report, 1990, n.p.).

In his 1990 annual report, Morgan expressed his
optimism for Paul Quinn College:

The move to Dallas will address the future needs of
blacks and other minorities in the Dallas community,
the state and the nation. With the ever-increasing
need of teachers as we approach the year 2000, Paul
Quinn College is prepared and will continue to meet the
challenge of educating and training its students to
become productive employees for the 21st century.
(Paul Quinn College President's Annual Report, 1990,
n.p.)

Morgan (cited in Paul Quinn College President's Annual
Report, 1990) stressed the fact that the business of the
school was to provide students with a future-oriented
education. He hoped to provide programs that would produce
students who had marketable skills and a spirit of
entrepreneurship. He believed the Dallas-Fort Worth metroplex would provide the setting for the school of nursing and inner-city, urban teaching programs that he planned. Morgan anticipated that the relocation would provide greater opportunities to improve the school's "ecumenical relations and establish a large base for the institution's youth ministries" (n.p.). Morgan also predicted that the school's move to Dallas would "provide a potential boost to the economy of Dallas, the State of Texas, and the minority community" in the area (n.p.). He estimated that the college would have a $50 to $70 million economic impact on the area and would be responsive to the community's needs.

Anticipated advantages to the college included increased acreage, buildings, potential enrollment, alumni support, opportunities for articulation with community and vocational-technical colleges, and opportunities to participate in the production of special manpower needs of the area. Other anticipated advantages were increases in opportunities to provide community services, United Negro College Fund support, potential for attracting community support, potential for attracting and retaining capable faculty and students, opportunities to offer graduate and seminary work, exposure to career and job opportunities for
students, and opportunities to host important and relevant conferences ("Paul Quinn College 1990 Relocation," 1990).

The Chairman of Paul Quinn's Board of Trustees predicted that the relocation of the college to the Dallas-Fort Worth metroplex would help meet the ever-increasing needs of the job market and would allow the college to consider curriculum changes needed to stand the test of producing well-balanced students for job market needs (J. Bryant, personal communication, January 16, 1992). The secretary of the Board of Trustees D. Walker (personal communication, November 20, 1991) also pointed out that the Dallas-Fort Worth metroplex would provide a large population and a wider and broader base of students than did Waco. Walker pointed out that the entire south Dallas and Oak Cliff areas of Dallas were predominantly populated by blacks. The secretary believed that, with the college campus right at their doorsteps, residents would be attracted to the college and would take advantage of the fact that they would not have to travel a long distance to attend school. Bishop Bryant also expected that the school's convenient location would help increase enrollment.

Paul Quinn College Today

Although the enrollment of Paul Quinn College has doubled since the college moved to Dallas in September 1990,
the school still faces a multitude of problems (Scott, 1990). After the move to Dallas, students were faced with problems such as having no air conditioners in buildings, no running water for students' dormitories, and a lack of books in the college book store.

In a December 1991 visit to the Dallas campus, the Southern Association of Schools and Colleges identified the following deficiencies: (a) the old science building needed renovations, (b) the central library lacked air conditioning and its windows would not open, and (c) the college had not completed a financial audit for the spending year 1990-1991 (Riley, 1992, March 14). As a result, the college was advised to take care of the problems, and the college's accreditation status was placed on probation.

In the spring of 1992, members of the board decided to replace Morgan as president and to undertake a major fund-raising drive (Riley, 1992, March 24). Board members outlined several problems which compelled them to make administrative changes: The college had incurred a $5 million debt from moving to Dallas; the college had not raised significant funds in the community; the college was placed on probation; the college was behind in the payment of taxes and other debts; and there was student unrest.

A chronology of Paul Quinn's plans to save the college is as follows:
College president Warren Morgan becomes president emeritus to concentrate on fund raising and meeting accreditation requirements. The search begins for new chief executive. Within two weeks, the board expects to appoint an interim senior administrative officer to run day-to-day operations.

The board appoints an acting chief fiscal officer to correct inadequate record keeping and address other financial concerns. He is David Stevens, an executive on loan from the KPMG Peat Marwick accounting company.

The college seeks an additional six months to comply with requirements of the accrediting agency. The work involves renovations to the library and science buildings and completion of a 1990-01 audit.

To meet immediate needs, trustees are preparing a campaign to raise $1.5 million for renovations and $1.5 million to pay creditors. Contributions of $500,000 are sought from African Americans and $2.5 million from businesses, foundations and the public.

Trustees announce plans for two or more phases of campus development, for a projected total of $10 million in renovations. Phase II: $2 million to $3 million to allow enrollment to grow from 1,000 to 1,500. Phase III: $6 million to accommodate a student body of 2,500. (Riley, 1992, March 24, pp. 1A, 10A).

As the recent problems of the college became publicly known, a group of African American volunteers decided to mobilize and raise $500,000 for Paul Quinn. The group, known as the Dollars Can Make a Difference for Paul Quinn—College Campus Committee, is chaired by board member R. Reed who suggested that if every black person would give a penny for every year the college has been in existence—$1.20 for 120 years—the committee could raise more than $100,000 (cited in Robinson, 1992). Reed added that if the blacks in the Dallas area would take the lead, the people around Dallas would fall in line and support the school. Reed
emphasized that the fund-raising effort should be treated as an emergency because of the students involved:

they (the students) need encouragement to know that the school will be viable and will remain accredited. They need the right facilities, the best security and accommodations. The students and faculty need to know that they have the best. The time is now to do what needs to be done. The African American community should not only take pride in what Paul Quinn has done in the past, but also its future. (p. 7)

On April 13, 1992, Winston Powers, a retired United States Air Force Lieutenant General who was in the service for 37 years, assumed duty as the interim president of Paul Quinn College. Powers promised that he "will do whatever it takes to make the college successful" ("Paul Quinn Revival," 1992, p. 5). The board chose Powers with the expectation that he will rectify the existing problems. He is to ensure that students receive the best education possible, improve the conditions of the science and library buildings, and try to settle the school's $7 million debt. Since his arrival on campus, the interim president has been visited by the Southern Association of Colleges and Schools and has been given 6 months to complete renovations and resolve the $7 million debt. The debt includes $5 million for the relocation of the school from Waco, Texas, and $2 million for utility bills (p. 5).

The president has proposed that the school purchase the land where the campus is located. He is currently
negotiating a contract to purchase the $3.5 million property. His contention is that once the ownership is acquired, the college can work more efficiently to rectify its existing problems. Powers has received donations and funds from large companies such as Pepsico, Texas Instruments, Nations Bank, and Austin Commercial. African-American churches, which have given more than $16,000, are showing great support and are willing to contribute to Paul Quinn College. The school has also received $11,000 from the Women of Excellence organization. It is Powers' contention that the college needs to improve its educational process and to assure students that they are offered the same quality of curriculum that students at predominantly white institutions are offered ("Paul Quinn Revival," 1992).

As interim president, Powers has released 14 staff members, including Vice President of Academic Affairs Pearl Chase. Powers believes that it is his responsibility to remove administrators who were not contributing to the goals of the college. With the trimming of administration, the school is, for the first time, currently able to meet its payroll without borrowing money from the financial institution. The money is coming from management, rather than from donations. Powers has promised to do his best to make sure Paul Quinn remains an accredited institution. He
said that "the African Americans owe it to their youths and to themselves" ("Paul Quinn Revival," 1992, p. 5).

With new strategic plans, new leadership, support from the black churches and the black community in the Dallas area, Paul Quinn College seems to have started down a new path. However, the future is uncertain and is difficult to predict. Powers' administrative skills and abilities in a college setting are unproven, and the college is currently struggling to obtain its full accreditation from the Southern Association of Colleges and Schools. Facilities have not been provided at the Dallas campus to make campus life inviting and comfortable for students and staff, and financial problems continue to affect programs in the school. The college is also crippled by back taxes, lack of employment benefits for faculty and staff, and a $5 million relocation debt.
CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

After careful evaluation and analysis of primary and secondary sources, including personal communication with administrators, former faculty members, alumni, trustees, and present students, the findings of this study are as follows:

1. Paul Quinn College has not provided innovative academic programs that attract strong grant providers; thus, students have not been able to meet the financial burdens of attending college and the school has been affected financially.

2. The administrators of Paul Quinn College have tried to offer many programs for which the school did not have adequate funds; thus, some of the programs did not meet accreditation standards.

3. The African Methodist Episcopal Church has not provided the needed financial assistance to the college; thus, the college has been forced to depend upon inadequate support from the tuition and fees of students.
4. The college has continuously changed administrative leadership. Since its founding, the school has had more than 20 chief administrators (presidents).

5. Each newly appointed president has tried to make changes and introduce new programs, and, as a result, has reduced the financial resources of the college.

6. The college has been unable to provide good working conditions for its faculty and staff. This has resulted in rapid turnover, which has affected the stability of faculty-student relationships.

7. The college has not had an effective personnel department for the recruiting and hiring of qualified faculty and personnel. The college presidents have been required to do the work of personnel officers in addition to their other administrative responsibilities.

8. The Chairmen of the Board of Trustees, who have always been bishops of the African Methodist Episcopal Church in Texas, have shown little interest in the administration and financial responsibilities of the college and have not effectively supported the presidents in their endeavors.

9. The failure of the college to provide innovative recruitment methods has resulted in low student enrollment.

10. The lack of an effective fund-raising program has resulted in low funds for academic and social programs;
therefore, social and academic programs have often had to be discontinued.

11. A major goal of the college was to train ministers for the African Methodist Episcopal Church, although most of the African Methodist Episcopal ministers in Texas go to other colleges and seminaries for their ministerial training.

12. The college has not successfully influenced its alumni to contribute financial support to the institution.

13. The college has gradually modified the African Methodist Episcopal tradition on campus because the college has refused to recruit qualified African Methodist Episcopal faculty and staff to promote the tradition in its community.

Conclusions

Based on the findings of this study, the following conclusions are made:

1. The college lacks a proper atmosphere in which effective and responsible leadership is possible.

2. Black Americans seem unwilling to view Paul Quinn College positively and to assume greater responsibility for its role in the educational development of black people.

3. The college does not have a permanent record-keeping system or archives in which to keep information.
4. The future of the college is dependent upon the expedient resolution of its serious financial and accreditation problems.

5. A common understanding among leaders of the African Methodist Episcopal Church concerning possible changes in the mission and philosophy of Paul Quinn College is not evident.

6. The curriculum does not adequately attract the metroplex business community to donate funds to support the school.

7. Proper financial accountability has not been maintained by administrators in the past at Paul Quinn College.

8. African Methodist Episcopal Church leaders seem unwilling to fill certain administrative and faculty positions with nonblacks and non-African Methodist Episcopal Church members, even though they may be more qualified.

9. The future of Paul Quinn College is uncertain.

Recommendations for Action

The following implications and recommendations are made for the African Methodist Episcopal Church and the president, faculty, staff, students, and Board of Trustees of Paul Quinn College:
1. A modern comprehensive system for the creation of and maintenance of records, archives, and institutional accounting should be established immediately.

2. It is recommended that administrators raise admission standards and improve academic programs to meet the expectations and needs of public demands for quality in higher education.

3. The college should develop a strategic plan for its growth and development. Provisions for adequate funding for development and growth should be an integral part of such a plan.

4. A more effective method for filling vacancies in administration, staff, and faculty should be developed. This should begin with the establishment of an effective personnel department.

5. A dynamic marketing mechanism should be developed and applied in order to offer a diversity in student profiles.

6. The college should concentrate on fewer academic programs so that the available resources can be utilized effectively.

7. The college should hire a strong student services director who can develop full array of student service programs.
8. The college should maintain a program that will protect and promote the image of the school by continuously reminding staff, faculty, and students about the moral and ethical standards of the school.

9. The hierarchy of the African Methodist Episcopal Church should be more liberal in filling certain key administrative and faculty positions and should consider hiring whites if qualified blacks are not available.

10. A comprehensive faculty development program should be developed that includes special faculty development fellowships. Such a program should greatly improve the quality of instruction and would boost faculty morale.

11. The college should encourage ongoing quality and scholarly research. The college could serve as a research center for black scholars in the Dallas-Fort Worth metroplex.
APPENDIX A

QUESTIONNAIRE
Questionnaire

Tentative Questions for the Study

To achieve the purposes of this study, the following questions were constructed and used to guide the historical research:

1. What events led to the establishment of Paul Quinn College?
2. What curricula have been and are offered at the college?
3. What types of students have been enrolling and graduating from the college?
4. What are the characteristics, rights, and responsibilities of the faculty of the college?
5. What is the role of accreditation processes as an influence on Paul Quinn College?
6. What does Paul Quinn College stand for in the African Methodist Episcopal Church tradition?
7. How is the college viewed in the black community?

Author's note: The following interviews were conducted between September 1991 and February 1992.

Former president Dr. Yancy II said he did not have any information to offer for this study.

Though repeated efforts were made to meet with Dr. Warren Morgan, the current president of Paul Quinn College, this was never accomplished, nor was Mrs. Morgan, Vice President of Planning and Development, available for comment. The following information about Dr. Morgan was gained through research.
APPENDIX B

SYNOPSIS OF INTERVIEWS WITH MEMBERS OF THE CURRENT BOARD OF TRUSTEES, ALUMNI, STAFF, AND STUDENTS
Name: Curtis Wilburn

Position: Institutional Historian

Interview regarding Dr. Warren T. Morgan, President of Paul Quinn College, February 18, 1992

Dr. Morgan joined Paul Quinn College in 1983 in Waco, Texas, as Vice President for Academic Affairs. Prior to that, he worked for the Kellogg Foundation as Grants Program Coordinator and was a Vice President at Florida A&M University.

In June 1984 he was appointed President of Paul Quinn by the Board of Trustees when the enrollment was about 400 and the college was accredited by the Southern Association of Colleges and Schools and the Texas Education Agency.

In 1988 and 1989 the college was cited by the Internal Revenue Service (IRS) for back taxes. The president’s home in Waco was to be auctioned by the IRS but the president and Board of Trustees worked very hard to save the college from closure. Even though an agreement to settle the back taxes was reached, the complete settlement was not made. In the fall of 1990 the college relocated to the Dallas metroplex.

According to the February 22, 1992 edition of the Dallas Morning News, Dr. Morgan stated that the 1988 payroll taxes would be paid by March of 1992. "The college has had financial problems for the last 120 years and will probably continue to have problems for the next 120 years." The president, together with a member of the Board of Trustees, makes decisions about the college without consulting other board members. Though staff and faculty members indicate that Dr. Morgan is very cooperative and close with them, they expect the president to do more in the area of fund raising so money for new programs will come to the college.

While the president is thought to be honest and sincere, there is a problem of a lack of finances in the college, which is affecting his administration. "His plans always fall short because there is not money to fund them," a staff member stated. Regarding Dr. Morgan’s wife, who is the Vice President for Planning and Development, some faculty members do not see any breach of ethical rule; wives of some past presidents have also worked for the college, though in a different capacity.
Some staff members, African Methodist Episcopal Church ministers and other church leaders do not know much about the problems the college is facing nor about what the college is doing. These people expect more detailed information about the college and want the opportunity to be involved in the life of the college. Dr. Morgan seems to be a dedicated and able president for Paul Quinn College, but continuing financial constraints are affecting the school’s progress and making the president appear rather ineffective to the public.
Name: Dr. Raymond Reed

Position on Board: Member/Development Committee

Dr. Reed was interviewed for the purpose of knowing his responsibilities to the Board of Trustees and his role as a black with a good educational background.

Dr. Reed stated that Paul Quinn College has diverse problems; however, he calls problems "opportunities." That means to know the problems and what to do about them. He asserts that the college's problem is the failure to have cooperative representation. He expects the college to involve the community in its decisions and goal setting because the college itself is a corporate entity. He expects the clergy and church community to be more involved in the college.

Dr. Reed added that his greater concern is to provide a conducive environment for educational training. To him, the students are the key ingredient in the life of Paul Quinn College.

Another major problem he pointed out is funding. He expects Paul Quinn College to develop an innovative fund-raising program which will generate funds for the operations on campus. He is also concerned with:

1. Lack of support from the alumni and the black community. He feels that funds should come from the black community.

2. The problem of getting grants. He expects the college to talk to foundations, corporations, etcetera for possible funding sources.

Regarding academics, Dr. Reed expects quality education from Paul Quinn College for the students, which will make them viable citizens with the ability to express themselves freely and the ability to exercise their leadership capabilities without fear. He expects a holistic approach to education for the blacks at the Paul Quinn campus, which he says is available. He said the college has quality leadership, staff, and faculty, but that funding is short.

He expects Paul Quinn College to operate within the scope of accreditation guidelines because this will help the college do what is expected of a quality college.
Reverend Bryant stated that the inception of Paul Quinn College came after the emancipation. Until then, blacks had been denied education; thus the church was the only institution to assume a major role in establishing a college to train the newly freed black slaves. As a result, the African Methodist Episcopal Church decided to open Paul Quinn College.

About one-third of the African Methodist Episcopal annual budget goes to education, and Bishop Bryant expects Paul Quinn College to emphasize African Methodist Episcopal tradition, ethnicity, self-esteem, and accomplishment in America, Europe, and other parts of the world. As a church-oriented institution, Paul Quinn College should place some emphasis on spiritual growth of the faculty, staff, students, and leaders of the college. Reverend Bryant sees finances as a problem; as blacks have limited income, a great deal of outside financial support is needed.

Academically, he expects the college to continue to improve its standards so its students can become highly competitive. He said that remedial academic programs are essential for the students who cannot meet the required college admission standard.

Regarding teaching and faculty, Reverend Bryant believes that teaching in the traditional sense is a ministry. As a result, the faculty members need to be patient, share their knowledge, and equip the students to be self-sufficient. He also expects the faculty to be ethnically, spiritually, and academically prepared for their mission at Paul Quinn College. The faculty and students must continue to remember the goal of their mission on campus and must work hard toward that. The faculty need additional funds, so the Board of Trustees must try to attract these funds in order to do repairs and improve the quality of life on campus. He wants Paul Quinn College students to get jobs like students from other institutions.

Reverend Bryant praised the board members, the president, faculty, and staff of the college for their dedication and good work so far. He concluded by saying that he is encouraging all African Methodist Episcopal Church members in Texas to be generous in giving their fair share to develop the school.
Name: Jette Campbell

Position on Board: Chairman of the Executive Committee

Mr. Campbell stated that his main goal is to see that the college achieves financial stability. He cited financial problems in all aspects of the college's life, and attributed some of the problems to the fact that the college has evolved into a campus with a poor financial history while the student enrollment continues to grow. The college is making the best use of the resources available; however, more are needed from the business community in order to advance the college to where it should be.

Regarding the mission of the college, Mr. Campbell suggests that it should be reexamined every 10 years. Academically, since education is the foundation of life, he expects the college to treat blacks in a way that will enable them to know themselves better. The college should help under-prepared blacks become part of educational training. Mr. Campbell sees Paul Quinn College as good academically as other institutions of higher learning. His main concern is for the school to become financially stable so it can proceed with its education goals.
Name: Reverend John DeLeon Walker, Presiding Elder for the African Methodist Episcopal Church in Texas

Position on Board: Secretary

As a former student of Paul Quinn College, Reverend Walker was able to give a little historical information about the college, even though he spent only one semester there in 1942. He stated that in 1942, when Dr. Yancy II was the president, Paul Quinn College lost its accreditation so he and other students left the college; only three students were left on campus. Despite this and additional financial and other problems, the college did not close its doors.

The Board of Trustees is made up of 26 members plus the chairman, who is the Bishop of the African Methodist Episcopal Church in the State of Texas. The president of the college used to be a board member but the constitutional by-laws were rewritten in 1991 to exclude the president from being a member.

The major problem of the college is financing, especially during recession periods. The college has been struggling with the available resources and more are needed. Efforts are under way to identify additional funding sources and also to encourage the corporate community to be more involved in the college.

Academically, the college is very strong and is as good as every other institution. Its students do well in graduate and professional schools and the job market. The board members expect the black community; the African Methodist Episcopal Church members; and the staff, faculty, and students to work harder to save the college. Reverend Walker urges the Alumni Association to continue to help the college in any way possible so it can continue to educate young black people. He advises that the heritage of black people, the African Methodist Episcopal Church, and spiritual and biblical studies must be stressed, with respect for one another on campus.

He is concerned about the stability of the accreditation status of the school. He expects the college to strive hard to maintain its accreditation status by making sure that all major requirements are met within the proper time frame. Reverend Walker concluded by saying, "We will make it by God’s grace."
Name: Thomas Wattley

Position on Board: Serves on the Executive Board in Student Affairs and Intercollegiate Athletics

As a board member involved with the student services area, Mr. Wattley is mainly concerned with the needs of the students. He expects a conducive environment for the students, which includes such things as good food in the cafeteria and effective counseling and support services. Efforts are under way to get health services in place for the students and staff, and he expects the department to consider remedial programs for students who have academic problems.

The college’s main constraint is financial instability. It does not have many resources to explore; apart from minimal tuition and fees, the money coming in always seems to be less than the budget called for. This is affecting every program the school expects to put into place. The college is expected to offer well-balanced education to the students so they will become more responsible persons for the community and themselves.

Regarding accreditation, Mr. Wattley said he fully expects the process to be in place. Without accreditation status, every college, including Paul Quinn, will take the academic or education business for granted.

According to Mr. Wattley, the present administration is fairly good. In conclusion, he stated that Paul Quinn College must not forget the mission of the college, which is that young blacks must be educated so they can become independent.
Name: Dr. June James III

Position: Dean, College of Education

Dr. James stated that he came to Paul Quinn College because he was invited to help the Education Department and because he wanted to help the college and students see the reality of their dreams. He wants to build a very good Education Department where they will "grow their own teachers for their own school children." That is, train black teachers for black students in black schools and the rural black communities in America.

Academically, the college is doing everything possible to turn out students who will be highly competitive with others in the job market; this will meet the standards of accreditation. Dr. James agrees with the accreditation process, which monitors the progress of every institution.

Dr. James believes in a democratic style of administration. He continuously tries to use positive intervention, which will help his staff and students have a greater sense of hope, confidence, and pride. Regarding the total administration of the college, "all is fine."

The dean is concerned about the financial instability of the college; this problem has affected other programs he had planned to undertake. Without enough funds, academic programs are always limited. He expects the college to continue to identify more sources of funding.

Dr. James said he gets along well with all faculty and staff members in the college and also with the students; he needs to be available to them at all times.

Traditionally, Paul Quinn will continue to operate within the tradition and culture of black people. By doing so, the culture and tradition will be kept alive; also, this will help black students know, understand, and accept themselves as part of the American dream.
Name: Dr. Roger Kerr

Position: Dean, Continuing Education Department

Dr. Kerr teaches Methods of Elementary Education, and stated that he was recruited for the position. He came with the main intention of developing the department; however, because of financial constraints of the college, most of his plans are stagnant.

Regarding research, Dr. Kerr needs the finest equipment to accomplish his goal, but all depends on availability of funds. He has always dreamed of first-class programs, so he will continue to revamp the Continuing Education program at Paul Quinn College.

The dean strongly suggested that for the department in particular and the college in general to survive with its programs, there should be an innovative approach to fund raising. He expects the president to make every effort to raise funds for the department so there will be new programs in place to help students become better trained.

Dr. Kerr wants the accreditation process to be in place so that every institution, including Paul Quinn College, will continue to operate within its (accreditation) guidelines. He will continue to do his best with whatever resources are available, since he wants to help black youth see the reality of their dreams.
Name: Dorothy Glenn

Position: College Work Study Counselor

Ms. Glenn completed her B.A. degree at Paul Quinn College in 1989 and came back to work at the college in order to help the students. Her job is to make sure that the Work Study Program is well administered.

Ms. Glenn's concern about the college is the problem of financial instability. She feels the black community must be more involved in the college.

As a student, she enjoyed the small size of classes and the closeness of students and faculty. She said the atmosphere on campus always felt like family. The faculty and staff are very concerned about the welfare of the students, as they continue to study to better themselves. She feels that Paul Quinn's education and graduates are as good as those of other schools. She does not see any problem with the administrative quality of the school.

Ms. Glenn is happy she went to Paul Quinn because the college helped her accept herself, her race, her culture, and tradition. She said she will always recommend Paul Quinn College to any young black who is ready to go to college.
Name: Dr. J. D. Hurd

Position: Registrar

Dr. Hurd became the registrar when the college moved to the Dallas area. He was formerly the registrar for Bishop College, another black institution which has been closed. He did not know much about the school until he came to work for them.

He feels that there are a lot of problems the college is facing, such as financial instability and the administrative style of the chief executive. Dr. Hurd feels the president gets too involved in the administration of the Registrar Department, when Dr. Hurd himself should be given the opportunity to deal with certain issues as the department head.

The college must try to develop an innovative fund-raising program; the president’s office must identify more funding sources that will generate funds for various programs. If efforts are not made in this area and the administrative style is not changed, the future of the college will be bleak.

Regarding accreditation, Dr. Hurd stated that Paul Quinn College, as well as others, will not survive without it. He wants Paul Quinn to work hard to maintain its accreditation status.

The registrar suggested that the college must develop a strong alumni base, especially in the Dallas area. The corporate community must be influenced to be more involved in the college, especially the black community of the metroplex. The college must strive hard to develop a good and effective financial-aid base to help students from poor backgrounds who want an education. Dr. Hurd feels the college must use the mass media to alert the whole community about the college.
Name: Dr. Nawa Nwiya

Position: Librarian

Dr. Nwiya is originally from Africa, and has a doctorate degree in Library Science. He was recruited from Michigan through the regular hiring process, and has been with the college for 3 years.

He listed various problems facing his department, including outdated materials that need to be removed. There is no budget for new materials, however, because of the financial instability of the college, though the department staff has been increased from two to seven since he took the position.

Dr. Nwiya said that he came to Paul Quinn College with the sole intention of providing the best service to the faculty, students, staff, and the general public. In addition, he wants to build the library to a level the college can be proud of, but the financial constraints of the college do not allow him to carry through with any new plans. This is very frustrating, but he will continue to work to meet the needs of students with the available resources. Regarding relationships, he works closely with everybody and the relationship seems to be "very fine."

The library receives donations every now and then from institutions like Southern Methodist University, the University of Dallas in Irving, Texas, and from individuals. They have given new and old books, and recently the Harcourt Brace Javonovich Publishing Company has given about 340 new books to the library as a kind gesture.

Academically, the college has come a long way; "things have really improved or are showing great potential for growth. Standards and the quality of students have greatly improved since the number of staff and faculty has increased so tremendously."

Dr. Nwiya is eager to see the college do more work in the area of fund raising so more money will flow toward improving some of the programs on campus. The librarian practices participative management, which helps other staff members gain management and leadership skills. Despite its financial problems, Paul Quinn College is doing its best to educate black youth so they can become more responsible and able to serve their communities and the country."
Name: Reverend Robert Uzzel

Position: Instructor and Head of Religion Department

Reverend Uzzel stated that he teaches and plays the role of head of the Religion Department on a part-time basis. He is on campus two or three times a week, since he lives in Waco, Texas. He said he interacts well with all faculty and staff members, and students are always welcome to meet with him.

Concerning enrollment, there has been a tremendous improvement since the college moved to the Dallas area. The number of faculty members and courses in the Religion Department has increased.

Regarding academic standards and accreditation, the college has quality faculty members who are dedicated to the well-being of the students; they give their best by making sure the students are well prepared academically, thus making them highly competitive with students from other colleges. Quality faculty and effective teaching procedures result in quality students, and this forms the basic foundation of accreditation standards. Reverend Uzzel feels that accreditation is good for every college since it measures the quality of education and academic training. He wants Paul Quinn College to strive hard to maintain its accreditation.

Regarding his administrative style, Reverend Uzzel believes in participative management because every faculty member is capable of being a leader. Also, he wants to learn from other faculty members in order to make himself more effective in his job. He enjoys delegating some assignments to other faculty members.

Possible problems his department is experiencing are caused by the financial instability which is forcing every new program to be suspended. The college must continue to raise money and must do effective marketing to attract the corporate community. In the meantime, he will continue to make the best of the available resources to meet the goals of the college.
Name: Dr. Marble Wilburn

Position: Professor of Elementary and Secondary Education

Dr. Wilburn has been on the faculty of the Education Department for 4 years--2 years full-time and 2 years part-time. She is a retired public school teacher, having taught for 30 years. She came to Paul Quinn because she wants to give her time to the students who are ready to learn to make a difference in the black community. Also, she wants to give back to the college that she received her education from during her college days. She is dedicated to the students.

Regarding research, Dr. Wilburn prefers going into the classroom to prepare students, rather than devoting her time to doing reading and writing; however, she approves of the idea of updating, revising, and modifying old ideas in the academic environment. She will always encourage those who are interested in research.

The main problem she has noticed in the college is financial instability, but said that will not discourage her from what she wants the college to do, which is to make the best of available resources while continuous efforts are made to raise more funds to finance other new programs. Dr. Wilburn feels that the whole black community must be involved in the college, and that the faculty and staff must be dedicated to the college and the students so the reality of American dreams will be secured.
Name: Mrs. Alyce Goff

Position: Instructor, Music Department

Mrs. Goff has been teaching at Paul Quinn College for 6 years. She was recruited, and loves what she is doing at Paul Quinn. The faculty is very concerned with the academic training of students; thus, extra effort goes into giving students the best training possible so they can become competitive in the job market. Paul Quinn's faculty is well qualified for their positions. They continue to engage in personal training to bring themselves up to the current trends in academia. They also interact well with students and staff members; training of students includes moral and ethical instruction.

The major problem at Paul Quinn College is financial instability; as a black school, it is hard to attract good philanthropic organizations. However, the black business people, the church, the alumni, and the black community are expected to contribute some funds to the school. This way, the college could meet some of its obligations to the students.

Regarding how the present mission of the college related to the original mission, the college will continue to train black youth to become more responsible and academically competitive. This will help them build higher self-esteem and accept themselves as blacks who can also see the reality of the American dream.
Name: Dr. Curtis Wilburn

Position: History Professor

Dr. Wilburn has been teaching at Paul Quinn College since 1968; he graduated from there in 1942, along with 9 other students—3 other men and 6 women. While he was a student, the school had a series of problems with an unbalanced budget and a shortage of books for the library. The college met his needs academically, ethically, and mentally, however.

Historically, Dr. Wilburn has noticed that whenever change occurs the college appears to be going backward. He added that "the more they change, the more they remain the same." In this regard, care must be taken before change decisions are made and executed.

The faculty has improved dramatically and this has affected the academic standards in a positive way. The students feel more confident, have more pride, know more about their heritage, and accept themselves well because of the black studies and African studies courses which have been added to the curriculum.

Academically, more faculty members have terminal degrees now than 10 or 20 years ago, and they interact well with students and staff to promote a collegiate but family atmosphere on campus. Students are encouraged to try to assume positions of leadership in student government and activities.

Less emphasis is placed on religion now than 30 years ago. "During the 1940s, prayer meetings were held once a week; today, we don’t hear anything about prayers. As a church-related school, this ought to be part of the training." He expects the leadership to emphasize religion and prayer meetings.

It is important that accreditation continues to be in place to guide institutions in their academic business, as it offers guidelines in terms of faculty strength for the college. Salaries at Paul Quinn may be a little lower than at other colleges, which is one of the causes of low attrition rate among faculty and staff members. As for the problem of financial instability, the college will continue with this unless the alumni, the black business and
corporate worlds, the churches and the whole black community are induced to become involved in the life of the college.

Professionally, Dr. Wilburn stated that he interacts with all faculty members, staff, and students, which has helped him learn a lot. He continues to read and research new trends in history, social sciences, and education. This is done on his own because he wants to learn and also to help the students be familiar with current trends in the academic world.

The professor has dedicated his time and life to Paul Quinn College and its students because he has received whatever he has from the college. Despite its financial instability and faculty attrition, the college is seriously doing its best to maintain its mission: "to train black youth academically, socially, ethically, and morally so they can become competitive in the job market and accept their culture, tradition, themselves, and all people on earth."
Name: Ann Dorsey

Position: Retired Financial Aid Coordinator/Grants Officer

Length of Service: 22½ years

Ms. Dorsey worked for Paul Quinn College because she wanted to help black students get what they need to make it through college despite the financial burden the school has been experiencing. Her interaction with students and other staff members was very good. The only problem she experienced with students was in the area of responsibility. The students need to know how and when to come to the financial aid office to apply; here, a proper orientation program must be offered by the student services coordinator.

Paul Quinn College will continue to face financial instability because the black community is not fully involved in the life of the college; however, the college will continue to utilize available resources effectively to achieve its goal.

Concerning academic standards, the college has in the past produced quality students who are doing very well in the job and corporate market, and the present faculty should enable this to continue. The administration is expected to continue to dedicate their lives to the students and the college so the dream of the early founders will become realistic.

Ms. Dorsey feels that Paul Quinn College is unique because it gives black students something about their culture and heritage that no other school would; this helps make them feel comfortable and proud of themselves.
Name: Kendell Beck

Position: Chairman, National Alumni Association

Though only recently becoming the president for the National Alumni Association, Mr. Beck served for 4 years as Chairman of the Paul Quinn National Alumni Association. He graduated from Paul Quinn College in 1958, and is currently a principal in the Dallas Independent School District. The goals for the association are to: (a) increase student enrollment through recruitment, (b) provide scholarships and money for the college, and (c) provide any service deemed necessary for the college.

The association came into being 30 years ago, having been started by Mrs. Jessy Barbee, who is still an active member. The association has been helping the college in the areas of fund raising and has been providing equipment to the basketball and softball programs through the local chapter of the association.

The association does not have set dues; members who are willing give more to help the college. For example, Williams Fried Chicken, which is owned by a Paul Quinn product, offers tremendous gifts to the school periodically. An association representative visits the campus regularly to see what they can do to help the college. The chairman works very closely with the president of the college and his staff.

Mr. Beck said that Paul Quinn College gave him moral and ethical training that has become part of his life, and the college included in its curriculum cultural training that has helped him and other students accept themselves as blacks and instill in them a great sense of freedom and hope. He feels that the college will continue to provide the best teachers and facilities possible, and to be aware of individual students' needs.

The Alumni Association will continue its struggle to help Paul Quinn College by contributing their fair share. The black corporate community and the whole black community are expected to be more involved in the life of the college. The administration is expected to make the best of the available resources and continue to develop innovative fund-raising programs for more cash flow.
Name: Emily May
Position: Alumnus/Staff

Ms. May is an alumnus who is back on campus working toward teacher certification. Her background is in nursing, but she would like to go into the classroom to teach black children. She feels she is well prepared to compete with any student from another school; she praised Paul Quinn’s faculty for being concerned about students’ academic and moral training. She also praised the indirect teaching method by which the faculty helps students be creative in their learning. Because of the small size of classes, students have the opportunity to meet faculty members on a one-to-one basis, which strengthens faculty and students’ interaction. Socially, ethics and moral standards are seriously stressed on campus and form part of the whole training at Paul Quinn College.

Financial instability has been the major problem she is aware of on campus. She feels that the Alumni Association, black business people, and the whole black community must contribute their quotas to the financial survival of the college. She believes that Paul Quinn will continue to train black youth from the traditional point of view so the black culture can be retained.
Name:  Ms. Fannie Ezelle Johnson-Hill

Position:  Alumnus

Ms. Johnson-Hill now lives in Tulsa, Oklahoma. She completed Paul Quinn High School in 1923 and went on to complete her college degree at Paul Quinn College in 1927. The college gave her the training she needed to become the person she is now; because of this, she feels very proud of the school. After graduation, she taught for 10 years, married, and raised a family. Ms. Johnson-Hill's father, W. D. Johnson, was the chancellor of the college in 1923.

Ms. Johnson-Hill stated that the college had a good academic program when she was a student there and hopes it is still strong. She expects the college to continue to give students the best education so they can represent the college in a positive manner. What makes her feel good about the college is its including black culture and tradition in its training. This made her accept herself, her culture, and all people. "As a student, I realized good relationships among all the students, faculty, and staff on campus. We were like one family from one household."

As a student, she did not notice any problem except the regular social problems between male and female students. She did not realize any financial constraints or administrative flaws. She does not rule out any problems with finances in the college, however, since it is a black college and is owned by the black church, whose main mission is to educate black youth from different economic backgrounds. Ms. Johnson-Hill expects Paul Quinn College to continue with its academic training for black youth, helping them become more responsible and accept themselves and all people of all races.
Name: Michael Gathron
Position: Senior, 1992

Mr. Gathron enrolled at Paul Quinn College while in Waco, Texas, because of the emphasis on cultural and ethical training offered at the school. The college has what is called the "Educare System." This is a system whereby the students and faculty members play their responsible roles in the education endeavor. By so doing, the student will come out very well and with much confidence. All students at Paul Quinn are expected to put something into the system of educare in order to succeed.

Regarding academic standards, the student feels that he is as academically prepared as any student from any other institution. He enjoys the faculty interaction and the one-on-one contacts that help him deal with personal and academic problems. Due to the small size of the college and its being a typical black institution, he feels comfortable in the classroom.

He feels that Paul Quinn College has helped him grow and has helped him see that being black is not a failure. "If people continue to believe in themselves and work hard with whatever opportunities are available, they can make it." Mr. Gathron feels he could not have gotten that from any college but Paul Quinn, where he was given the chance.
Name: Flora Gray

Position: Senior, 1992

Ms. Gray came to Paul Quinn College because of its traditional philosophy—to train blacks to serve blacks, to help black youth know their roots and who they are, and to believe in themselves. Paul Quinn College is like a family because faculty, staff members, and students stick together. This promotes good student and faculty interaction, which makes academic training more interesting and inspiring.

Academically, Paul Quinn students can compete well with students from other schools because the academic standards are very high, with emphasis given to learning about such leaders as Martin Luther King, whose lives have influenced the blacks of today and whose achievements have proved to be the way for present blacks.

Even though the college continues to face financial problems because of lack of support from the business community, there are other kinds of financial aid to help students continue their education at Paul Quinn College. Ms. Gray feels it would be only fair for the alumni and all the black community members to be committed to helping the school in any way possible.

She would like to work for Paul Quinn College after graduation, helping the school by working with students and the community, and to be able to see the positive side of relocation to the Dallas area. Administratively, she said the president, his staff, and faculty members are doing a great job, but must work even harder to train black youth to become more responsible for themselves and society.
Name: Ali Jamshidi

Position: Senior, 1992

Mr. Jamshidi, a native of Iran, feels well accepted by the students, faculty, and staff at Paul Quinn College, where there seems to be equality among students and faculty members. This lets him feel that he is part of the college family. He has a good relationship with his teachers, who do not mind being called late at night about a problem.

Mr. Jamshidi feels he is getting a quality education at the college; though he does not know the history of the college, he thinks it has a great mission, not only for blacks but for all people of the world--to train individuals to become responsible and confident so they can serve well. Mr. Jamshidi received a grant for his education and hopes to go on to graduate school.
Name: Edward Green

Position: Junior, 1992

Mr. Green likes Paul Quinn College because of the small size of the student body, classes, and campus, which enables students to interact freely and to have enough time to meet with faculty members. He feels very comfortable with the teachers, who are always ready to help and who seem to be part of the students’ education. The faculty members are well qualified, he added. Socially, Mr. Green feels the students lack educational training in becoming involved; students do not participate well in campus programs which would expose them to new ideas and leadership skills.

The college has the potential to become one of the best in the country except for its lack of finances. More help is needed from black business people, the churches, and the Alumni Association.

Philosophically, the college continues to train blacks to serve the black community and will continue to teach the tradition of the black race. Mr. Green feels that Paul Quinn College has been mother, father, brother, and sister to him since he enrolled.
Mr. Panicker, a native of India who came to Paul Quinn College because of its small size, feels that he is liked by all the faculty, staff, and students. The college understands the academic, financial, social, and spiritual needs of students and offers quality education, making sure that each individual knows his or her priorities while attending. The college stresses good relationships with one another, including spiritual growth. Though Mr. Panicker is sponsoring his own education, he thinks the college would help if he encountered financial problems.

The faculty members are well qualified and concerned about the students' well-being. While he knows little about the history of the college, he feels that all black people and churches in Texas must try to help the school meet its obligation to the youth of today.
Name: David Omayio

Position: Sophomore, 1992

From Kenya, Africa, Mr. Omayio came to Paul Quinn College because it was recommended by a friend and because it is a black school. He feels comfortable in the environment, is well accepted, and is pleased with what he is receiving. The small size of the school and classes makes it easy to interact and know everyone, and the faculty members understand his cultural background and are sensitive to his needs as a foreign student. He does not know much about the history of the college, but feels the school’s goal is to teach and train black youths to become responsible and active citizens of the world.

Two major problems are that the college book store does not have enough books, and that as a foreign student, he does not have access to financial aid. This causes financial pressure since he needs to work to pay his tuition and fees.
APPENDIX C

INTERVIEW CHART
### Interview Schedule: 09/28/91 to 06/06/92

<table>
<thead>
<tr>
<th>Persons Interviewed</th>
<th>Date of Interview</th>
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<tbody>
<tr>
<td><strong>Administrators</strong></td>
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<tr>
<td>June James</td>
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<tr>
<td>Roger Kerr</td>
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<tr>
<td>Nawa Nwiya</td>
<td>01/28/92</td>
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<tr>
<td>David Hurd</td>
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<tr>
<td>Robert Uzzel</td>
<td>01/29/92</td>
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<tr>
<td>Pearl Chase</td>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>Marble Wilburn</td>
<td>06/15/91; 10/12/91; 01/28/92; 02/18/92</td>
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<tr>
<td>Alyce Goft</td>
<td>01/30/92</td>
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<tr>
<td>Curtis Wilburn*</td>
<td>01/10/92</td>
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<tr>
<td>June James</td>
<td>02/03/92</td>
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<tr>
<td>Robert Uzzel</td>
<td>01/28/92; 01/28/92</td>
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<td><strong>Staff</strong></td>
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<tr>
<td>Dorothy Glenn</td>
<td>01/15/92</td>
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<td>Ann Dorsey</td>
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<td>Emily May</td>
<td>01/15/92</td>
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<td><strong>Students</strong></td>
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<tr>
<td>Michael Gathron</td>
<td>01/24/92</td>
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<td>Flora Gray</td>
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<td>Ali Jamshidi</td>
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<td>Edward Green</td>
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<td>C. N. Panicker</td>
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<td>David Omayo</td>
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<td><strong>Alumni</strong></td>
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<td>Kendell Beck</td>
<td>02/06/92</td>
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<td>Emily May</td>
<td>01/18/92</td>
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<tr>
<td>Fannie Johnson-Hill</td>
<td>01/18/92</td>
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<td><strong>Trustees</strong></td>
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<td>Raymond Reed</td>
<td>01/14/92</td>
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<tr>
<td>Bishop John R. Bryant</td>
<td>01/16/92</td>
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<td>Jette Campbell</td>
<td>01/16/92</td>
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<tr>
<td>Thomas Watley</td>
<td>01/16/92</td>
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<tr>
<td>John DeLeon Walker**</td>
<td>11/20/91; 01/28/92; 01/28/92</td>
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*Institutional Historian  
**Chairman of the Board of Trustees
APPENDIX D

ACCREDITATIONS, AFFILIATIONS, AND MEMBERSHIPS HELD BY PAUL QUINN COLLEGE
Accreditations, Affiliations, and Memberships Held by Paul Quinn College

Accreditations

Southern Association of Colleges and Schools
Council on Social Work Education
Texas Education Agency
Veterans Administration

Affiliations

Texas Association of Developing Colleges
Independent Colleges and Universities of Texas
United Negro College Fund
Associations of Institutions of Higher Education of the African Methodist Episcopal Church
Woodrow Wilson Fellowship Program
Southern Methodist University Internship Program
Texas Association of Colleges for Teacher Education

Memberships

National Association of Equal Opportunity in Higher Education
National Association of Student Financial Aid Administrators
Texas Association of Student Financial Aid Administrators
Waco Chamber of Commerce
Hispanic Chamber of Commerce
National Association of Deans, Registrars and Admission Offices
Council for the Advancement of Small Colleges
National Association of Colleges and Universities Business Offices
Association of Governing Boards
Southern Regional Education Board
Motion Foundation/Pheips Stokes Fund
Council for Advancement and Support of Education
National Association of Intercollegiate Athletics
Interregional Athletic Conference
Educational Testing Services
Council on Career Development for Minorities, Inc.

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