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A HISTORY OF WILBERFORCE UNIVERSITY

A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

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CHAPTER I

INTRODUCTION

In the decade prior to the Civil War, there was increased interest in the higher education of Negroes as a possible help to the solution of the slavery problem. Under the impetus of this interest, several institutions of collegiate grade were established in the various northern states. Among the most promising of these so-called colleges was Wilberforce University, the subject of this study. Needless to say, it has been felt that this institution was a typical outgrowth of the movement, and that its history will be a valuable contribution to educational literature as far as it relates to the higher education of the Negro.

THE PURPOSE OF THE STUDY

The purpose of this study is: (1) to trace the development of Wilberforce University as a pioneer institution for the higher education of the Negro race; (2) to explain the influence of the institution on racial development; (3) to disclose the effect of the Wilberforce University program of education on the lives of the students; and (4) to show the contribution of the institution to the cause of education.

In carrying out the objectives set forth above, the attempt is made to furnish an interpretation of the life and work of the institution for those who have been its students, and for others who

are interested in the higher education of the Negro race in America.

NEED FOR THE STUDY

The need for making a study of Wilberforce University exists, first of all, in the fact that the clientele of the institution, the general public, and the students of higher education for Negroes have not had, up to the present time, a comprehensive historical presentation of the facts concerning the development of this institution, which is regarded as the oldest Negro institution of higher education. The few pamphlets concerned with the development of the institution, which have been published from time to time, lack much by way of an adequate treatment of significant events in the school's history, and do not give a connected story of the institutional life.

In the second place, the facts of the founding of the institution through the joint action of the Methodist Episcopal Church and the African Methodist Episcopal Church throw much light upon racial understanding and racial co-operation in matters pertaining to the education and Christianization of Negroes in America just prior to the Civil War. The objectives agreed upon by the fathers of the school for the elevation of the entire colored race through education and religion are still worthy of study.

In the third place, the unique arrangement by means of which the State of Ohio co-operates with the African Methodist Episcopal Church in the maintenance and government of Wilberforce University deserves

to be brought to the attention of students of education, because of the many problems involved in maintaining such a relationship. The history of this relationship is an interesting commentary on conflicting ideologies of church and state in the matter of education.

In the fourth place, the fact that there has existed, side by side, in Wilberforce University, a highly trained liberal arts college and an industrial school has made it necessary for the faculty to harmonize conflicting theories as to the types of education that the Negro race needs most. The experience of the faculty with this difficult problem should be of interest to educators in Negro institutions of learning where similar problems must be faced.

Another value of a history of Wilberforce University lies in the fact that this college is the pioneer institution of one of the most influential and most widely disseminated Negro religious denominations, the A. M. E. Church, and as such, has had great influence over the educational policies of several other American and foreign schools and colleges operated under the auspices of the same denomination.

Apart from the reasons already given, the development of Wilberforce University is replete with examples of the types of administrative and financial difficulties which an institution managed exclusively by Negroes is called upon to overcome. The way in which these difficulties have been surmounted may offer guidance to similar institutions engaged in the solution of the same kinds of problems.

Last of all must be considered the fact that Wilberforce University

has been working out, through the years, important ideals which have had an influence upon the development of the Negro race in America. In carrying out its aims in this regard, numerous conferences concerned with educational, economic, social, and religious problems have been sponsored from time to time and the findings made known to the public.

RELATED STUDIES

At the outset, it may be said that previous historical studies of Wilberforce University have been limited to a few pamphlets and a few chapters in important historical works. Daniel A. Payne, the first president of the university under the auspices of the A. M. E. Church, in his "Annual Report and Retrospection of the First Decade of Wilber-¹force University", devotes 16 pages to a history of the institution from the time of its founding by the Methodist Church in 1856 to its re-establishment under the auspices of the African Methodist Church in 1865.

2

Knight and Commons, in their history of higher education of Ohio, devote a chapter to the history of Wilberforce University. In this chapter the authors give considerable attention to the conditions of the founding and of the subsequent development of the institution up to 1889.

1

D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University. Cincinnati, 1873. Pp. 16.

2

George W. Knight and John R. Commons, The History of Higher Education in Ohio, pp. 214-225. Washington: Government Printing Office, 1891.

One of the most valuable publications on the history of Wilberforce University, covering the early period, was written by Benjamin W. Arnett and S. T. Mitchell.³ These authors give in considerable detail, the facts of the founding of the institution, information concerning the successive faculties up to 1885, and facts relative to the activities of the alumni of the early period.

S. T. Mitchell published a pamphlet entitled, "Wilberforce University: Its Inception, Growth, and Present Status", in 1895, which covered much the same ground as the publication by Arnett and Mitchell, mentioned above. The author, however, adds some facts covering the institution's work of the intervening decade.⁴

W. S. Scarborough and Horace Talbert published a pamphlet giving facts concerning the growth of the physical plant up to 1908, and setting forth something of the financial difficulties and needs of the time.⁵

M. A. Broadstone, in his history of Greene County, Ohio, discusses the founding of Wilberforce University and gives facts pertaining to the

³ Benjamin W. Arnett and S. T. Mitchell, The Wilberforce Alummal. Xenia: The Chew Publishing Company, 1887. Pp. 57.

⁴ S. T. Mitchell, Wilberforce University: Its Inception, Growth, and Present Status. Indianapolis: Freeman Publishing Company, 1895. Pp. 10.

⁵ W. S. Scarborough and Horace Talbert, Wilberforce University, A School for Colored Youth. Xenia: The Smith Advertising Company, 1910. Pp. 24.

⁶ M. A. Broadstone, History of Greene County, Ohio, pp. 475-483. Indianapolis: P. B. Bowen, 1916.

growth of the physical plant. This author also devotes considerable space to an exposition of the place that Wilberforce University occupies in the life and development of Greene County.

7

The Survey of Negro Colleges and Universities gives valuable information concerning the early history and development of Wilberforce University, as well as facts concerning the administration, the physical plant, and the academic program of the institution at the time of the survey.

In addition to the publications directly concerned with the history of Wilberforce University, valuable suggestions have been received from the study of a number of unpublished theses and dissertations dealing with other phases of higher education among Negroes. The following have been the most valuable:

Margaret Davis Bowen, "Educational Work of a National Professional Sorority for Negro College Women." Unpublished Master's thesis, University of Cincinnati, 1935.

Violet Gertrude Harrison, "A Study of Negro Colleges and Other Educational Institutions Founded by the Methodist Church." Unpublished Master's thesis, University of Cincinnati, 1937.

General Lamar Harrison, "A Program of Teacher Training by Prairie View State College for the Improvement of the Rural Negro Schools of

7

Survey of Negro Colleges and Universities, Ohio and West Virginia Section, pp. 1-24. Washington: U. S. Government Printing Office, 1928.

Texas." Unpublished Doctor's dissertation, Ohio State University, 1937.

Vishnu V. Oak, "Commercial Education in Negro Colleges." Unpublished Doctor's dissertation, Clark University, 1937.

George Dewey Wilson, "Development in Negro Colleges During the Twenty-Year Period, 1914-15 to 1933-1934." Unpublished Doctor's dissertation, Ohio State University, 1935.

ORGANIZATION OF THE STUDY

Chapter I states the problem and introduces the study. Chapter II discusses briefly the rise of the Negro college. Chapter III is concerned with the social milieu of the middle of the nineteenth century out of which grew a movement for the higher education of Negroes of which Wilberforce University was a part. Chapters IV, V, VI, VII, and VIII are devoted to a general overview of the founding and development of the institution through the various periods of its existence. In this chronological treatment the aim has been to give a connected story in terms of the human drama involved, including the aspirations, the successes, and the failures of those charged with the responsibilities of the venture through the years. In these chapters attention is paid to (1) the cooperation of the Methodist Episcopal Church and the African Methodist Episcopal Church in the founding of the institution; (2) the work of the various presidents of the institution in shaping its policies; (3) the evolution of the several administrative

units of the university; (4) the rapid development which took place under the four presidents of the first thirty-two years of the twentieth century; and (5) the problems undertaken by the administration since 1932. Chapters IX, X, XI, XII, XIII, XIV, and XV are given over to such important matters as (1) the relationship between the A. M. E. Church and the State of Ohio in the conduct of the school; (2) the struggle for financial adequacy; (3) the faculties of the institution of the various periods; (4) the students of the various periods; (5) the alumni; (6) summary; and (7) evaluation. A bibliography and an appendix also have been included.

SOURCES OF DATA

The data for this study have been gathered largely from the following primary sources:

- (1) Minutes of the Board of Trustees of Wilberforce University from 1855 to the present.
- (2) Minutes of the General Faculty of Wilberforce University.
- (3) Minutes of the Faculty of the College of Liberal Arts of Wilberforce University.
- (4) Annual reports of the presidents, superintendents, deans, secretaries, and treasurers of Wilberforce University.
- (5) Proceedings of the general conferences of the African Methodist Episcopal Church from 1844 to 1936.
- (6) Minutes of the annual conferences of the A. M. E. Church of the Third Episcopal District.

- (7) Catalogues and bulletins of Wilberforce University.
- (8) Ohio statutes.
- (9) Reports of special committees of the faculties.
- (10) Financial budgets of the State of Ohio.
- (11) Interviews with alumni and citizens of the Wilberforce community.
- (12) Class annuals.
- (13) Files of "The Sodianian," a monthly student publication.
- (14) Files of "The Wilberforcian," faculty-student publication.
- (15) Files of "The Colored Teacher," 1914-1918.
- (16) Reports of special committees of educators on the activities of Wilberforce University.
- (17) Reports of committees from accrediting agencies.
- (18) Records in the various offices of the university.
- (19) Autobiographical accounts by the founders and alumni.
- (20) Addresses of Wilberforce University presidents.

Sources of a secondary character have included works on higher education, magazine and newspaper articles about Wilberforce University, and miscellaneous articles on Negro education.

CHAPTER II

RISE OF THE NEGRO COLLEGE

INTRODUCTION

With the exception of the teachers colleges and the junior colleges, the colleges for the education of the Negro were the latest to develop. The movement to establish colleges especially for Negroes had its beginning in the establishment of the college department of Wilberforce¹ University in 1856. With this single exception, however, colleges of this type were not established until after the abolition of slavery when the great movement began for the education of the freedmen. Missionary societies of the various religious denominations, the Freedmen's Bureau, the philanthropic foundations, the federal government and the state governments have all made their contributions in this effort to provide the proper facilities for the education of the freedmen in the higher branches.

Wilberforce University, as the first Negro institution of college grade, has been perhaps more intimately associated with the movement for higher education among Negroes than any other institution. Consequently a history of this institution cannot be written without giving due consideration to the motives and the forces that have made for the

1

Wilberforce University, which established its college department in 1856 was the only institution of college grade established especially for Negroes prior to emancipation. See: Edward T. Ware, The Negro's Progress in Fifty Years, p. 209. Philadelphia: American Academy of Political and Social Science, 1913.

establishment, maintenance, and development of institutions for the higher education of Negroes throughout the country.

AFTER THE EMANCIPATION

In the confusion that followed the emancipation proclamation, a flood of all kinds of schools were established in the South because of the imperative need for schools to prepare the ex-slaves to meet the problems of their new found freedom. Within a few years after the close of the Civil War religious organizations and other private agencies were actively engaged in the matter of furnishing schools for the uplift of the freedmen. During this period the American Missionary Association founded Atlanta University, Berea College, Fisk University, Hampton Institute, Talladega College, and Straight University. Similarly, the Baptist Church was instrumental in establishing Virginia Union University, Shaw University, Benedict College, Hartshorn Memorial College, Morehouse College, Spellman College, Jackson College, and Bishop College. The Methodists, through the agency of the Freedmen's Aid Society, began to operate Clark University, Claflin University, Rust College, Wiley University and others; and the Presbyterians, who had already founded Lincoln University in Pennsylvania, established Biddle University and a number of schools for young women.

In the course of time the distinctively Negro denominations -- the African Methodist Episcopal, the African Methodist Episcopal Zion, and the Colored Methodist Episcopal Churches established schools for the

freedmen -- and in addition to Wilberforce University, Morris Brown University, Livingstone College, Lane College, and a number of other institutions appeared. In the meantime the Federal government gave its support to the movement by founding Howard University at the nation's² capital.

In this early period the Freedmen's Bureau also aided several of the institutions for higher learning. Atlanta Baptist College, later known as Morehouse College, Atlanta University, Biddle Memorial Institute, now Johnson C. Smith University, Fisk University, Howard University, and Wilberforce University were recipients of Freedmen³ Bureau appropriations.

THE LAND GRANT COLLEGES

Note must be taken also of the effect of the establishment of the land grant colleges under the Morrill acts of 1862 and 1890. The historic background of the Negro land grant colleges is far different, however, from that of the white institutions as they were generally established much later because of the fact that the original Morrill Act made no special provision for Negro students. Consequently only three states of the South actually set aside land grant endowment for

2

Benjamin Brawley, A Social History of the American Negro, p. 266. New York: The Macmillan Company, 1921.

3

Horace Mann Bond, The Education of the Negro in the American Social Order, p. 30. New York: Prentice-Hall, Inc., 1934.

the support of Negro higher education before the enactment of the Second Morrill Act in 1890.⁴ In these three cases appropriations were made to institutions already in existence, notably, Alcorn A. and M. College in Mississippi, Hampton Institute in Virginia, and Claflin University in South Carolina.⁵ Thus it may be seen that only a small beginning was made under the first Morrill Act toward the establishment of land grant colleges for Negroes.

After the passage of the Second Morrill Act in 1890, however, six states, Georgia, Delaware, North Carolina, West Virginia, Texas, and Oklahoma proceeded to establish new land grant colleges for Negroes under state control,⁶ and other states designated schools then in existence to receive the land grant funds. In all, seventeen institutions of the land grant type have been established as a part of the provision for higher education of Negroes.

NUMBER AND CHARACTER OF NEGRO COLLEGES

By means of the various movements mentioned above, thirty-six colleges for Negroes were established between 1865 and 1880. From 1880 to the end of the century forty-nine other colleges of this type

⁴ Arthur J. Klein, Survey of the Land Grant Colleges and Universities, Vol. II, p. 838. Washington: Government Printing Office, 1930.

⁵ Ibid., p. 838-839.

⁶ Ibid., p. 842.

had come into existence, and two dozen more have been established since
⁷
 1900.

As might be expected, most of the schools founded within the first fifteen or twenty years after emancipation while designated colleges or universities, devoted most of their time to doing work on the elementary and secondary school levels. It was not until after 1885 that the first
⁸
 real colleges began to appear. From that time till after the turn of the century even the work of many of these schools was not of high order.

In 1909-1910 there were twenty-three Southern institutions of higher education for Negroes that required 14 units of high school work for admission to college classes, the amount of work laid down by the Carnegie Foundation for the Advancement of Teaching as necessary to prepare adequately for college entrance. In addition to these, nine other schools were doing work of college grade. The Atlanta study of 1910 showed that practically all of the colleges had high school departments because of the failure of the South to provide public schools for the high school education of the Negroes, and that many of them had classes in the grades. Tables compiled in this study showed that the enrollment in these institutions were as follows: college classes, 1131;

⁷
 D. W. O. Holmes, The Evaluation of the Negro College, pp. 187-189. New York: The Teachers College, Columbia University, 1934.

⁸
Ibid., p. 205.

high school classes, 3896; grades, 6845; and professional, 1682.⁹

It was not until after the National Survey of Negro Education in 1917 that important developments in Negro higher education have taken place. The critical evaluation of these schools by Thomas Jesse Jones focussed the attention of the supporting organizations upon their condition and caused the governing bodies to take steps for their improvement. To indicate something of the poor conditions of these schools before 1917, the report stated that only thirty-three of these so-called colleges and universities were actually doing work of college grade, and that only three institutions - Howard University, Fisk University, and Meharry Medical College - had student bodies, teaching staffs, equipments,¹⁰ and incomes sufficient to warrant the characterization of colleges. At that time it was pointed out that practically half of the college students and all of the professional students were in attendance at these three institutions.

Under the impetus of this adverse report on the activities of the Negro colleges, however, notable improvement had taken place by 1925 when it is reported that "fifty-two institutions had students in attendance at college courses, the number being three times as great as in 1916

⁹ Edward T. Ware, The Negro's Progress in Fifty Years, p. 213-214. Philadelphia: American Academy of Political and Social Science, 1913.

¹⁰ Negro Education, p. 16-17. Bureau of Education Bulletin, 1916, No. 39. Washington: Government Printing Office, 1917.

and the proportion of college students at the time being twenty per
¹¹
 cent".

THE PHILANTHROPIC FOUNDATIONS

The facts revealed by the survey also brought aid to some of the institutions from the philanthropic foundations. The Slater Fund, and the Phelps-Stokes Fund were concerned exclusively with the problems of higher education among Negroes and contributed greatly to the develop-
¹²
 ment of selected institutions. The General Education Board, however, made perhaps the most noteworthy contributions to Negro higher education at this time. By 1929 this foundation had contributed \$5,375,000 to eleven Negro colleges and normal schools; namely, Fisk University, Hampton Institute, Knoxville College, Lincoln University, Morehouse College, Shaw University, Spellman College, Talladega College, Tuskegee
¹³
 Institute, Virginia Union University, and Wiley University.

The survey of 1926-28 brought about further interest in Negro higher education which led to much development. After this time the Julius Rosenwald Fund turned its attention to the field of higher education and made contributions for the development of certain univer-

¹¹

Lance C. Jones, Negro Schools in the Southern States, p. 26.
 Oxford: The Clarendon Press, 1928.

¹²

D. W. O. Holmes, op. cit., p. 163-168.

¹³

Horace Mann Bond, op. cit., p. 138.

sity centers. This undertaking is thus described in the report of that Fund:

With the reorganization of the Fund in 1928, an early decision was to enlarge our efforts in Negro education beyond the special program of rural school buildings. The most notable of the Fund's efforts in higher education was aid in the development of four university centers of high rank for the education of professional personnel and other leaders of the race. A total of approximately one and a quarter million dollars has been contributed by the Fund to the university centers in Washington, Atlanta, Nashville, and New Orleans. These centers are well distributed geographically and now represent at least solid foundations for the building of distinguished institutions.

The Fund has also contributed in smaller amounts to fourteen additional Negro colleges under private auspices. The purpose here was not only to strengthen promising institutions, but also to help differentiate a secondary group of institutions on which church boards and others might concentrate their efforts and their giving. In the past hundreds of little private schools and colleges have been inadequately supported by scattering gifts sufficient at best to develop only a few institutions of real worth, and of acceptable intellectual standards.

In addition, the Fund has made gifts to seven state colleges for Negroes, to industrial high schools in five cities, and to a number of summer institutes for the training of preachers, teachers, and agricultural workers. 14

PRESENT STATUS

In 1932-1933 there were 117 Negro institutions of higher education in the United States of varying degrees of excellence. Of this number
15
36 were public and 81 were private. Many of these institutions have shown definite advancement in the last few years, but few have yet

14

Edwin R. Embree, Julius Rosenwald Fund, Review of Two Decades, 1917-1936, pp. 15, 16. Chicago: Julius Rosenwald Fund, 1936.

15

Doxey A. Wilkerson, Special Problems of Negro Education, p. 60. Staff Study No. 12, The Advisory Committee on Education. Washington: The Government Printing Office, 1939.

attained the full status of standard American colleges. One index of the quality of these schools is afforded by the extent to which they have received standard ratings by the various regional accrediting associations. Wilkerson says, "By December, 1936, the Southern Association of Colleges and Secondary Schools had awarded Class "A" ratings to only five public and eleven private four-year Negro colleges, and to one public and two private junior colleges. In addition to these, three public and two private institutions had been accredited by the North Central Association of Colleges and Secondary Schools and the Middle States Association of Colleges and Secondary Schools. In other words, about one-fifth of the 117 Negro colleges and universities in the United States are accredited institutions and nearly two-thirds of those accredited are under private control."¹⁶ Moreover, only one Negro institution has attained a place on the approved list of the¹⁷ Association of American Universities.

In the matter of training on the graduate level the Negro institutions have scarcely made a beginning. Facilities for the higher education of Negroes on the graduate level are afforded at the present time by only five Negro institutions: Xavier University, Howard University, Fisk University, Atlanta University, and Hampton

¹⁶
Doxey A. Wilkerson, op. cit., p. 70.

¹⁷
Ibid., p. 70.

Institute. Two land grant colleges, Virginia State College and Prairie View State College also offer limited programs of graduate work.¹⁸

While we recognize the fact that notable gains have been made in the last few years in the matter of higher education for Negroes, there is yet much to be done before the higher education of the race may be adequately provided for in Negro colleges. It would be appropriate for the administrative authorities of Negro colleges to encourage a greater measure of co-operation among the institutions themselves in order that duplications might be avoided, and the much needed educational services furnished.

The fact that there are inadequacies in the program of higher education offered in Negro institutions offers a challenge to Wilberforce University and similar institutions to make their offerings as vital and complete as those of the best American colleges that cater to the general public.

SUMMARY

(1) The colleges for Negroes were among the latest of the institutions for higher education to develop and were in the main an outcome of the Civil War and the emancipation.

(2) Soon after the emancipation schools of all grades were established for the freedmen by the missionary organizations of the various

18

Doxey A. Wilkerson, op. cit., p. 66.

religious denominations and others interested in the uplift of the Negro race.

(3) Under the first Morrill Act little was done in the matter of providing for the education of Negroes. After the passage of the Second Morrill Act schools of the land grant type were rapidly established.

(4) During the early years many schools designated colleges were concerned chiefly with instruction in the elementary and secondary levels. It was not until after the opening of the present century that any considerable amount of college work was being done in these schools.

(5) Recently the assistance rendered by a number of philanthropic foundations has enabled a number of these institutions to qualify for accreditation.

(6) The present status of Negro colleges is far from satisfactory although noteworthy development is taking place in many quarters. The weakness of these institutions offers a challenge to the educational forces of the nation.

CHAPTER III

PREPARING THE WAY FOR WILBERFORCE UNIVERSITY

INTRODUCTION

Wilberforce University, having been founded before the Civil War in a northern state, may be said to be the result of other forces than those that account for the founding of numerous colleges in the South after the emancipation of the slaves. Rather, this institution is the result of numerous factors that had their roots in the slave system itself, and was organized as a part of a general program of education to help bring about the much desired abolition of the slave system. The general sentiment for the education of Negroes, the movement for special colored schools in the various counties of the northern states, the activities of philanthropic societies, the activities of the abolitionists, the underground railroad, and the specific missionary movements of the various religious denominations each contributed in its own way to the general movement for the education of Negroes prior to the Civil War.

SENTIMENT FOR THE EDUCATION OF NEGROES

Long before the Civil War the problem of Negro education had engaged the attention of many persons of both the North and South. As a matter of fact, there had been a continued interest in the education of Negroes from the time of their introduction into the colonies as slaves. The Protestant religious denominations persisted in the belief

that the ability to read was a prerequisite to a true interpretation of the Christian religion; and often taught reading, writing, and ciphering, as a part of the religious instruction of slaves, in places where such instruction was not against the law. Moreover, there was a feeling from the first that the more capable members of the Negro race could be educated in order that they might Christianize and offer religious instruction to the others.

Because of these beliefs on the part of the religious denominations, organizations were formed and supported for the definite purpose of bringing enlightenment to Negroes. Thomas Bray and his associates were at work in Maryland converting adult Negroes and educating their children as early as 1695. The Society for the Propagation of the Gospel in Foreign Parts, sponsored by the Church of England in 1701, carried on educational activities in many of the colonies. Likewise,

¹
Throughout the colonial period education and religion were closely identified. It is not surprising, therefore, to find that in the Sabbath Schools for Negroes, slave or free, the people not only received religious instruction, but also, except when such was forbidden, were taught to read and sometimes to write and cipher. See: Ina Corinne Brown, The Story of the American Negro, p. 37. New York: Friendship Press, 1936.

²
The Bishop of London wrote on Masters and Mistresses of Families in the English plantations, in 1727: "At least some of them (Negroes) who are more capable and more serious than the rest, might be easily instructed both in language and religion and then be made use of to convey instruction to the rest in their own language." Charles C. Jones, The Religious Instruction of Negroes, p. 16. Savannah: Thomas Purse, 1842.

the Society for the Religious Instruction of Negroes established³
schools throughout the East and South during this early period.

In fact, the movement for the education of Negroes became so
significant, as slavery grew into a system, that slave-holders found⁴
it necessary to combat it by means of legislation. It was felt that
the Negro as an educated property holder, a successful mechanic, or⁵
a professional man, threatened and undermined the slave system.
Despite adverse legislation, however, in the early part of the National
Period, many Negroes acquired the rudiments of education even in the
slave states. Some slaves were taught secretly by members of their
master's family, and others learned from one another.

Moreover, in the slave states education along the lines of
certain occupations was encouraged. Negro women were generally taught
to spin, weave, sew, cook, and act as maids, dairy maids, and laundresses.
Some also became nurses, midwives, and even doctors after a fashion.
The men were millers, carpenters, bricklayers, blacksmiths, painters,
coopers, cobblers, confectioners, sailors, miners, engineers, type-
setters, mechanics, jewelers, and silversmiths. Some slave mechanics
could not only build, but draw plans, make contracts, and complete homes

³
Carter G. Woodson, Education of the Negro Prior to 1861, p. 35.
New York: G. P. Putnam Sons, 1915.

⁴
Ibid., p. 64.

⁵
W. E. B. DuBois, Black Reconstruction, p. 7. New York: Harcourt,
Brace & Company, 1935.

on their own responsibility. Many of these occupations required an ability to read, and some of them also required an elementary knowledge⁶ of numbers and mensuration. In the Northern States, the education of free Negroes continued in many centers.

THE ABOLITIONISTS

Another influence upon the movement for the higher education of the Negro was that of the abolitionists. It has been maintained that in their emphasis on education and on the highest culture possible for the Negro, the abolitionists were mere visionaries who had no practical knowledge whatever of the race's real needs. This, however, was neither true nor just. It was absolutely necessary, first of all, to establish the Negroes' right to enter any field occupied by any⁷ other man. Time has vindicated this position.

While advocating the higher type of education, the abolitionist did not overlook the preparation which the Negro needed for economic life. Preparation for self help, along the lines for leadership and otherwise, constituted the abolitionists' program. The work of the abolitionist was two-fold: (1) it awoke in the Negro the desire to obtain education, and (2) it convinced friendly whites that the rights of education were inalienable to all mankind. More than that, the

6

Ina Corinne Brown, The Story of the American Negro, p. 54. New York: Friendship Press, 1936.

7

Benjamin Brawley, A Social History of the American Negro, p. 247. New York: The Macmillan Company, 1921.

abolitionists spread the knowledge of Negro achievement and made even higher claims for the achievement of the race provided that these unfortunate people were given an opportunity.

SCHOOLS FOR NEGROES

Whereas the slave-holders opposed education of Negroes, an increasing number of abolitionists and statesmen advocated it, and established schools in various parts of the Northern States. Benjamin Franklin, president of the Abolitionist Society of Philadelphia, founded⁸ a successful colored school in 1774. John Jay helped to support the abolitionists of New York who established and supplied several colored⁹ schools in that city. Moreover, schools were being established by various religious societies. The Society for the Propagation of the Gospel in Foreign Parts, the Associates of Thomas Bray, and other societies established schools in the colonies, and as time went on local organizations were helping with the work. The Society for Promoting the Manumission of Slaves and Protecting Such of Them as Have Been or May be Liberated organized the New York African Free School in 1787. This school was patronized so well that, by 1820, it was necessary to erect a building to accomodate 500 pupils and the curriculum had been expanded to include astronomy, navigation, advanced composition, and

⁸ Carter Woodson, The Education of the Negro Prior to 1861, p. 60. New York: G. P. Putnam's Sons, 1915.

⁹ Ibid., p. 60.

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industrial branches, in addition to the elementary subjects. In New England there was much activity in educating Negroes. In 1770 Quakers in Rhode Island were teaching Negroes. In 1773 Newport had a colored school. In 1798 a separate school for the colored people was opened in Boston. The Quakers of Salem provided a school for Negroes in 1777. In Georgetown, D. C., and Alexandria, Virginia, colored children attended school along with the whites. In the early period schools were also provided in Richmond, Petersburg, and Norfolk.

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After the Revolution northern cities with large colored populations maintained colored schools. Philadelphia, New York, Newport, Boston, Baltimore, Washington, Cleveland, and many other cities had such schools. From these schools came students who sought further education, and thus created a demand for schools of secondary and collegiate type, which was being met before the Civil War by the establishment of high schools and colleges exclusively for Negro students. Under this impetus the Institute for Colored Youth of New York City began to function in 1852. Avery College, Pittsburgh, Pennsylvania, was incorporated in 1849. Lincoln University was chartered as Ashman Institute in Pennsylvania in 1854, and opened in 1857. John G. Mitchell opened a college for higher education of Negro youth in

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Carter Woodson, The Education of the Negro Prior to 1861, p. 99. New York: G. P. Putnam's Sons, 1915.

11

Ibid., p. 110.

Darke County, Ohio, but abandoned the idea to become principal of the
¹²
 Seventh Street Public School in Cincinnati in 1863. Cheyney Training
 School for Teachers of Pennsylvania was established in 1837. Union
 Seminary was founded in Columbus, Ohio, in 1847, and Wilberforce
 University was founded near Xenia, Ohio, in 1856.

The admission of Negroes into white colleges in the North also
 became an important factor in the higher education of the race.
¹³
 Negroes were admitted at Western Reserve University in 1833; and in
 1835 Oberlin College adopted the resolution "that students should be
 received at the institution irrespective of color," as a condition of
 accepting the students and faculty members who withdrew from Lane
¹⁴
 Seminary at Cincinnati. By 1852 colored students had attended many
 colleges of the North, as well as medical schools and theological

¹²
 Hallie Q. Brown, Pen Pictures of Wilberforce, p. 20. Xenia:
 Aldine Publishing Company, 1937.

¹³
 George W. Knight and John R. Commons, The History of Higher
 Education in Ohio, p. 120. Washington: Government Printing Office,
 1891.

¹⁴
Ibid., p. 60.

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seminaries in that section of the country.

UNDERGROUND RAILROAD

The Underground Railroad, because of the attention it called to the problems of the Negro, was another important factor that entered into the establishment of institutions of higher education for Negroes in the Northern States. While the system operated in practically all the border states, it was, by far, more active in Ohio than in any other state. It is said that at least 40,000 slaves escaped through Ohio prior to the Civil War.¹⁶ This intense activity served to keep the problems of the Negro race always fresh in the minds of the people of the state. These problems provoked interest, especially in Cincinnati and Hamilton County and the counties immediately to the north,

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By 1852 colored students had attended the Institute at Easton, Pennsylvania; the Normal School of Albany, New York; Bowdoin College, Brunswick, Maine; Rutland College, Vermont; Jefferson College, Pennsylvania; Athens College, Athens, Ohio; Franklin College, New Athens, Ohio; and Hanover College near Madison, Indiana. Negroes had taken courses at the Medical School of the University of New York; the Castleton Medical School, Pittsfield, Massachusetts; the Rush Medical School of Chicago; the Eclectic Medical School of Philadelphia; the Homeopathic College of Cleveland; and the Medical School of Harvard University. Colored preachers had been educated in the Theological Seminary at Gettysburg, Pennsylvania; the Dartmouth Theological School; and the Theological Seminary of Charleston, South Carolina. See: C. G. Woodson, The Education of the Negro Prior to 1861, p. 277. New York: G. P. Putnam's Sons, 1915.

16

Charles B. Galbreath, History of Ohio, p. 210. New York: The American Historical Society, 1925.

since the great majority of the runaway slaves came by an underground route through that area.

Moreover, most of the free Negroes in the state had settled in
¹⁷
 Hamilton County and in the city of Cincinnati, and the problem of
 their education was pressing in that area long before legislation was
¹⁸
 passed to provide public schools for them in 1854. The problem was
 particularly a complex one judging by the fact that riotous action was
¹⁹
 taken against the Negroes of this area in 1826, 1836, and in 1841.
 But there were among the people of the county those that felt that
 education would do much to make the Negroes satisfactory residents of
 the community. As early as 1844 Rev. H. S. Gilmore established the
 Cincinnati High School to meet this demand. This school continued in
²⁰
 operation until 1848.

Along with the problem of public school education came the
 problem of educating Negro teachers for the schools and of educating
 Negro leadership generally.

¹⁷

Charles B. Galbreath, The History of Ohio, p. 191. New York:
 American Historical Society, 1925.

¹⁸

First Annual Report of the Board of Trustees for the Colored
 Public Schools of Cincinnati, p. 4. Cincinnati: Moore, Wilstach,
 Keys & Company, 1855.

¹⁹

B. W. Arnett, Semi-Centenary Celebration at Allen Temple, p. 63.
 Cincinnati: H. Watkin, 1874.

²⁰

W. E. B. DuBois, The Gift of Black Folk, p. 161. Boston: The
 Stratford Company, 1924.

THE CINCINNATI CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

When we consider conditions in the Cincinnati area of the Methodist Episcopal Church, it is not surprising that the Cincinnati Conference of that church took cognizance of the matter and undertook the establishment of a Negro university. An additional reason for that church's interest lay in the fact that there were many Negro Methodists in the southern part of Ohio. In 1845 it is estimated that there were 50,000 Negro²¹ Methodists in the Miami district of the Methodist Church.

THE AFRICAN METHODIST EPISCOPAL CHURCH

Another important factor in the founding of institutions of collegiate type was the interest of the Negro church in education. Especially prophetic was the movement for education within the African Methodist Episcopal Church. As early as 1833, resolutions concerning education were adopted by the Ohio Conference of the A. M. E. Church. In 1834 similar expressions were made in the Baltimore, Philadelphia,²² and New York Conferences. It was not long after that until the Ohio Conference was requiring its ministers to preach sermons on the topic

²¹

B. W. Arnett, Proceedings of the Semi-Centenary Celebration of the A. M. E. Church of Cincinnati, pp. 66-67. Cincinnati: H. Watkin, 1874.

²²

Daniel A. Payne, Recollections of Seventy Years, p. 221. Nashville: The Sunday School Union, 1891.

of education; and by 1840 all ministers were required to preach four sermons each year on the subject. This procedure continued until 1844, when a member of the educational committee brought forward a proposal²³ to found a seminary of learning. As a result of this committee's report, Union Seminary was founded near Columbus, Ohio.

There were, of course, many other factors that had to do with the establishment of colleges for Negroes prior to the Civil War, in addition to those already discussed. The persistent struggle of the colored people themselves to have their children educated, the endeavors of the colonizationists to furnish free persons of color with higher educational facilities so that they might be of service to the colony of Liberia, the benefactions of philanthropists with humanitarian leanings, and the presence of educated Negroes in many communities must be considered in this connection. How much any one of the factors, mentioned in foregoing pages, contributed to the problem of higher education for Negroes in the early period cannot be told, but all of them taken together formed the background out of which the institutions for the higher education of the Negro sprang.

SUMMARY

- (1) The sentiment for educating Negroes persisted throughout the

23

B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 3.
 Xenia: The Chew Publishing Company, 1885.

colonial and national periods. For the most part, movements for the education of the Negro were associated with missionary efforts to Christianize the race.

(2) The underground railroad brought many slaves through the Northern states, and created sympathy for the Negro race. It also called attention to the need for their education.

(3) Abolitionists were deeply interested in the education of Negroes and were instrumental in the establishment of schools in several of the Northern states. Abolitionists also secured the admission of Negroes into white colleges. Likewise, several missionary organizations and religious societies were responsible for the establishment of schools for Negroes in the various colonies.

(4) The Cincinnati Conference of the Methodist Episcopal Church became interested in the education of Negroes because of acute racial problems in southern Ohio, and founded Wilberforce University in 1856.

(5) The Negro Church began to take interest in Negro education in the third and fourth decades of the 19th century. The A. M. E. Church founded Union Seminary in Columbus, Ohio, in 1847.

CHAPTER IV

THE BEGINNINGS OF THE UNIVERSITY

INTRODUCTION

In any exposition of the beginnings of Wilberforce University, consideration must be given to two separate movements - one by the African Methodist Episcopal Church which undertook the establishment of a school near Columbus, Ohio, on the manual labor plan, and the other by the Methodist Episcopal Church which established an institution of higher education for Negroes at Wilberforce, Ohio. It was the merging of these two undertakings which finally resulted in the founding of Wilberforce University under its present auspices and with its present objectives comprehending both the industrial and the collegiate educational ideals.

UNION SEMINARY PLANNED

In the African Methodist Episcopal Church the sentiment for the founding of an institution of higher learning which had been crystallizing for a decade or more found concrete expression in 1844, when the Annual Conference of that Church passed a resolution and appointed a committee to select a site for the purpose of erecting a seminary of learning on the manual labor plan, for the instruction of youth in

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science, theology, agriculture, and mechanic arts. The result of the committee's work was the selection of a site twelve miles north of the city of Columbus and two miles north of the National Road, or what is now the Columbus-Springfield highway, and the appointment of a Board of Managers to raise funds for the purchase of the site and for the development of a school plant.

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The efforts of the board met only with a fair measure of success, for in 1847, the report showed that the farm had not been paid for and that there were no buildings that could be used for school purposes. The strong desire to have a school of some sort in this area, however, led the conference to prevail upon the presiding bishop to appoint a minister to the Columbus station to take charge of the institution as principal. In the meantime, the managers were to get the plant ready on the Seminary Farm for the opening of the school at that location. At this same conference the board of managers was authorized to lay out ten acres of land in suitable lots to be sold or leased with the avowed

1

B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 3. Xenia, Ohio: The Chew Publishing Company, 1887.

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The tract of land contained 172 acres and was priced at \$1,720. See: D. A. Payne, History of the A. M. E. Church, p. 185. Nashville: The Sunday School Union, 1891.

3

purpose of bringing colonists to the school.

UNION SEMINARY OPENED

Despite this effort at colonization, the progress of the institution at West Jefferson was slow. In the meantime, however, J. M. Brown, pastor of Bethel Church, opened a school in the basement of his church on January 1, 1847. It was not long before the new school was a distinct success with a respectable enrollment and a strong course of study, considering the times. In fact, the school in Columbus became so popular that those who patronized the enterprise in the city were not inclined to support the school near West Jefferson.

In the school conducted at Bethel Church, two departments were organized in the beginning; one designated the primary, which was designed for very small children, and the other, designated the major, designed for those pursuing the higher studies. The instruction in the new school was in competition with that given in the public schools of the city, but because of the inadequacy and inferiority of the latter,⁴ there was a capacity enrollment. Soon, Frances Ellen Watkins was

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The trustees said in their report to the conference, "It is customary, in all institutions of learning established on the manual labor system to have a town laid out on the land belonging to the same, not to encourage speculation but to facilitate the institution, by admitting such persons as colonists whose interest may be to assist the institution by boarding such students that may not prefer to board in the institution." See: Proceedings of the 17th Annual Conference of the A. M. E. Church, 1847, p. 34.

⁴
Minutes of the Twenty-Fifth Session of the Ohio Annual Conference of the African Methodist Episcopal Church, 1855, p. 23.

engaged to help with the work of instruction, especially in the industrial branches suited to girls, such as sewing and embroidery.⁵

In the meantime, there was continued delay in providing facilities for the school at the Union Seminary Farm. In 1853 the principal pleaded with the managers to provide a building on the farm to take care of the educational interests, and a committee on ways and means was appointed whose duty it was to secure the establishment of Union Seminary on that location.⁶

In the autumn of the same year, the long cherished ambition of the sponsors to get the school started near West Jefferson was realized, although there was still the need of a suitable building for such purposes. Since the frame building on the farm which the managers planned to transform into a school building had not been repaired and enlarged as had been suggested, parents did not wish to leave their children at the school. The untimely moving of the school from Columbus to the farm, however, cut off most of the pupils and the school nearly closed for want of patronage. Edward Davis, the new principal, gave an enlightening report of the situation at the Seminary Farm:

As to our success, I would say that I moved to the Seminary Farm on the 8th of November, 1853, and opened the institution for the

⁵
Minutes of the Ohio Annual Conference of the A. M. E. Church, 1850, p. 19. Pittsburgh: The Christian Herald Office, 1850.

⁶
Minutes of the Annual Conference of the African M. E. Church, 1853, p. 15. Pittsburgh: J. T. Shyrock, 1853.

reception of students on the first of January, 1854. The first term we had three students, the second term, three students, and the third term, six. Through much pecuniary embarrassment, we have been able to exist up to this time. Of one thing, nevertheless, I am proud; that I am able to report from the Union Seminary Farm instead of the basement of Bethel Church in the city of Columbus. 7

But the principal was more optimistic than the Board of Managers or the Board of Trustees, and it was with difficulty that any support could be gained for the continuance of the work in its new location.

W. A. Asberry, of Columbus, who spoke at the session of conference, expressed the opinion that the location of Union Seminary was too far

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from the people to succeed well. The Board of Managers of Union Seminary reported in 1855, at the conference in Columbus, that there was still great need of a building and means to operate the institution. 9

Union Seminary carried on for some time after this, but its death knell had been sounded, and in time E. D. Davis, the principal, was given other duties. In 1858 the bishop recommended that some disposition be made of the Union Seminary Farm, and the trustees were given authority "to lease or rent it for a term of three to five years, to the best

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Minutes of the Twenty-Fourth Session of the Ohio Annual Conference of the African Methodist Episcopal Church, 1854, p. 13.

8

Minutes of the Twenty-Fifth Session of the Ohio Annual Conference of the African Methodist Church, 1855, p. 6.

9

Ibid., p. 21.

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interest of the same."

Thus ended the work of Union Seminary as an institution of learning. There is little more to tell. The property was leased and all attempts at maintaining a school on the Union Seminary Farm were abandoned after 1858. The trustees were elected annually, however, until 1870, when the farm was sold to Alexander Austin for the sum of \$6,000, payable \$200 on the first of January, 1870; \$800 on the first of April, 1870; \$1500 on the first of April, 1871; \$1500 on the first of April, 1872; and \$2000 on the first of April, 1873.

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There is evidence that the conditions of the sale were never properly carried out, and that this property was largely lost to the church. As late as 1887 a proper settlement had not been made. In that year, the Board of Trustees of Wilberforce University requested that the Board of Union Seminary be reorganized for the purpose of recovering possession of the property. This reorganization never took place.

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Minutes of the Twenty-Fifth Annual Session of the Ohio District Conference of the A. M. E. Church, 1858, p. 16.

11

Minutes of the Fortieth Session of the Ohio Annual Conference of the African Methodist Episcopal Church, p. 20. Columbus, Ohio: Ohio State Journal Book Rooms, 1870.

12

Minutes of the Meetings of the Board of Trustees of Wilberforce University, 1879-1898, p. 147.

WILBERFORCE UNIVERSITY FOUNDED

While the Ohio Conference of the African Methodist Episcopal Church was struggling hopelessly against poverty and ignorance in its efforts to found an institution of learning in Franklin County, a few anti-slavery ministers of the Cincinnati Conference of the Methodist Episcopal Church, spurred on by the rapid turn of events in the slavery controversy, came to the conclusion that an institution of higher learning for the education of the Negroes themselves would aid materially in determining the outcome of the issue. As a matter of fact, Negroes were already making themselves felt in the struggle for their own freedom. The indomitable Frederick Douglass had with great success, addressed audiences in Ohio, Indiana, Pennsylvania, and New York as early as 1843. The voice of Sojourner Truth was beginning to be heard throughout the land. John M. Langston was in the practice of law in Oberlin. Daniel A. Payne was openly advocating on the platform that the¹³ Negro be educated to plead his own cause.

The sentiment held by these ministers of the Methodist Episcopal Church is related in an interesting manner by John F. Wright, one of the leaders of the movement:

The mission of Methodism, like that of the gospel, is to every human being. All classes have engaged her attention, especially the poor;

13

John W. Cromwell, The Negro in American History, pp. 109-159. Washington: American Negro Academy, 1914.

and the colored people of this and other lands have shared of her sympathy and labors. In 1853 some of the ministers and members of the Methodist Episcopal Church saw and felt the necessity of a more liberal and concentrated effort to improve the condition and furnish the facilities of education to the 30,000 colored people in Ohio and those of other free states. 14

At the session of the Cincinnati Conference held at Hillsboro, September 28, 1853, on motion of A. Lowery, it was ordered:

That a committee of seven be appointed by the president to inquire and report at the next conference what can best be done to promote the welfare of the colored people among us. 15

Bishop Janes could not have appointed a committee better able to carry out the purpose of the resolution. Among the appointees was John F. Wright, the presiding elder of the East Cincinnati District, who had been concerned with the question for several years. Along with him were named A. Lowery, the author of the resolution, Augustus Eddy, G. Moody, J. T. Mitchell, William I. Fee, and Charles Elliott. This committee of practical-minded men envisioned the whole problem of the education of the Negro, and outlined their conception in a report to the conference after their meeting on the 9th of August, 1854. At that meeting it was felt that one of the primary needs of the colored people was to have qualified or educated persons who could be teachers. It was also felt that Christian education would do much to elevate these

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B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 9. Xenia, Ohio: Chew Publishing Company, 1885.

15

Ibid., p. 9.

people spiritually and morally as well as intellectually.

The most singular thing about the sentiment of that committee was that the institution should be an institution of very high order, a college or a university. In fact, it was to be an institution that would give the kind of training that colored people could not get elsewhere.

An extract from the report of the committee of the Cincinnati Conference, held in the city of Cincinnati, gives some notion of the high purpose that actuated this group of devout men. It says:

We give no countenance to any theory which goes to deprive the black man of his full share in our common humanity, but shall hail him as a man, a brother, in accordance with that great affirmation of the Bible, which must forever settle the unity of the human race: that God hath made of one blood all nations of men, for to dwell upon the face of the earth. Hence, we cordially concede our obligation to do good to the colored race, according to our ability and necessity. Here, then, is an extensive field open for benevolent enterprise, where a part of the large donations of the rich and smaller contributions of those of less ability may advantageously mingle together, and where the patriot, the statesman, and the philanthropist of every description may unite in the accomplishment of this noble work. 16

Before the session of the conference had adjourned, the Committee on Elevation of the Colored People, which consisted of C. W. Smith, A. Lowery, and M. Dustin, brought in a report which was adopted to the effect that:

We take the incipient steps for a college for the colored people of this state; that the delegates be instructed to take the matter

16

George W. Knight and John W. Commons, The History of Higher Education in Ohio, pp. 215f. Washington: Bureau of Education, 1891.

before the next general conference for their sanction and assistance; and that they seek the cooperation of the African Methodist Episcopal Church in promoting Sabbath Schools and other educational interests of the colored people. 17

On the 31st of October, of the same year (1855), the committee, together with the General Agent, John F. Wright, met and authorized the agent to commence negotiations with the owner of the Kenia Springs property with a view to purchasing the same for a location for the institution.

John F. Wright had already visited the conference of the African Methodist Episcopal Church in session in the city of Columbus, Ohio, on August 22nd of the same year and had discussed the matter of closer union between the churches in the matter of elevation of the Negro race. He had outlined the proposed plan before that conference and had been well received. With much enthusiasm, the African Methodist Episcopal Conference had unanimously adopted the following resolution:

That a special committee of three be appointed by the bishop, whose duty it shall be to take this subject, recommended by Brother Wright into special consideration, and said committee be a committee of correspondence with Rev. Wright, our bishops, and others in regard to the subject; and mature their plan and make their report to our next general conference; and also to the Annual Conference of this District. 18

At this same session there was a resolution to appoint an agent

17

George W. Knight and John W. Commons, The History of Higher Education in Ohio, pp. 217. Washington: Bureau of Education, 1891.

18

Minutes of the Twenty-Fifth Session of the Ohio Annual Conference of the A. M. E. Church, 1855, p. 7.

of the Ohio Conference of the A. M. E. Church with responsibilities to act in the same capacity as that of John F. Wright for the Cincinnati Conference of the Methodist Episcopal Church. Although Wright's appeal had been sympathetically received, the members of the African Methodist Episcopal Conference continued their interest and support in their own project.

The Methodist Episcopal Church, however, had decided upon action, and on October 31, 1855, the committee appointed by the Cincinnati Conference met in the city of Cincinnati for the purpose of settling upon a location for the proposed university. Those present were John F. Wright, A. Lowery, M. Dustin, and M. French.

These four earnest God-fearing men sat in prayer for guidance as they moved to organize a board of trustees, according to the provision of the current school law of Ohio; and authorized their agent, John F. Wright, to offer the "sum of ten thousand dollars for the property in Greene County, Ohio, known as the Xenia Springs or Tawawa House, for the founding of a university, said sum of ten thousand dollars payable one-fourth down, the remainder in three payments, with interest if
19
necessary."

The committee christened the new institution, "The Ohio African University", and authorized the agent to solicit subscriptions for the

purpose of the institution thus projected. When the committee met with the owners of Tawawa Springs property, however, the offer was refused.

This committee met again on December 5, of the same year, and authorized Wright, French, and Lowery to negotiate for the Tawawa Springs property, "provided it should not cost over \$12,000, and Brother French was authorized to aid Brother Wright in obtaining subscriptions for the university so far as he could consistently with his other duties to X. F. Academy, and that he be allowed 10 per cent²⁰ on all subscriptions for the expenses and remuneration." In the meantime, subscriptions were being taken for the ultimate establishment of the enterprise.

Their second offer refused, the committee met again on March 18, 1856, and agreed to offer \$13,000 for the Tawawa Springs property, "providing that they have the privileges of negotiating with the shareholders with reference to obtaining their shares as donations; or their²¹ proportion of the dividend of the purchase money."

Four of the members present signed a petition to be presented to Mr. Drake of the Tawawa Springs property and adjourned to meet at the call of the chairman. In the meantime, the proposition was to be presented to the General Conference in May of the same year. Very

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The Original Minutes of Wilberforce University, 1855-1863, p. 3.

21

Ibid., p. 4.

little else was done upon the project until the meeting of the General Conference which duly considered the plan of the Cincinnati Conference for an institution of learning for the elevation of the colored people, and reported through its committee composed of Cyrus Brooks, Z. Connell, Moses Hill, H. E. Pilcher, M. Dustin, F. C. Holiday, and R. Boyd, on the 22nd of May.

This committee, after discussing for the members of the conference the history of the movement, the location of the institution, and the objects contemplated, concluded the report by giving some notion of the present state of the enterprise and making recommendations which²² the General Conference adopted.

The favorable action of the General Conference came on May 22, 1856, just two days before the condition of the purchase had to be met. After much persuasion, William Wood, John Elstner, and W. B. Smith and Company endorsed a sixty-day note for three thousand dollars which with the three hundred and seventy-five dollars advanced by the general agent, completed the transaction.

The next sixty days were hectic days for Wright and French. It was their task to raise the three thousand dollars with which to pay the note. John F. Wright gave up everything else, and after making

22

B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 11. Xenia, Ohio: The Chew Publishing Company, 1887.

what collections he could in Ohio went to New York City, Boston, New Bedford, Providence, and other places in New England and in New York, in his efforts to raise the needed sum of money. The task was not an easy one. There were many who professed sympathy for the cause, but who would not subscribe to its support. In the course of his travels, however, he succeeded in collecting two thousand dollars and W. G. Palmer lent the agent the other one thousand dollars on his individual note. Thus the three thousand dollars was raised to pay off the note²³ representing the initial payment on the Tawawa Springs property.

The selection of a site was a wise one from many points of view. In the first place, the location was noted as a health resort. There were many springs in the locality, rich in magnesium sulphate, oxide of iron, and other minerals which attracted to the locality many visitors, who were in search of better and renewed vigor of body and mind. People came from long distances and transported the water which²⁴ was used as a health tonic. The place was highly desirable not only because of its healthfulness, but also because of its facilities. With little remodeling or changing there was available a magnificent building

23

B. W. Arnett and S. T. Mitchell, The Wilberforce Alummal, p. 18. Xenia, Ohio: The Chew Publishing Company, 1887.

24

Daniel Alexander Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 4. Xenia, Ohio: The Chew Publishing Company, 1873.

of 200 rooms that could be used for dormitory and recitation purposes. There were cottages also that would serve for residences for teachers and employees of such an institution as they proposed.

A portion of the Conference Committee met informally in Xenia, Ohio, on August 26, 1856, and resolved to call the contemplated institution, "Wilberforce University", instead of the Ohio African University as at first proposed. At the meeting of the incorporators on the same date, in the office of M. D. Gatch, then a Senator in the General Assembly of Ohio, with Frederick Merrick of Delaware acting as chairman and M. French acting as secretary, the first board of twenty-three trustees was elected. By resolution, the conference was also requested to elect Rev. Uriah Heath agent for the university for the next conference year in order that the financial program might not lag. The meeting was adjourned to meet on the 16th of September, 1856, in order to transact such business as might be necessary on behalf of the
25
new institution.

On the next day, August 30th, application was made to the authorities of Greene County, Ohio, for the benefit of the general laws of the State passed April 9, 1852. Having complied with every requirement, the institution was constituted a body corporate under the name "Wilberforce University." Articles of Association were drawn up and

25

The Original Minutes of Wilberforce University, 1855-1863, p. 7.

adopted, and the trustees were confirmed.

Although the enthusiasm was high at the meeting on August 29th, by the date for the first meeting of the members of the board elect, there were only nine members present. Nevertheless, the nine members met and declared themselves a quorum. The following board members-elect were present: J. F. Wright, J. Pfaff, M. French, J. DuBois, A. Lowery, M. D. Gatch, John Davis, Uriah Heath, and William Mashin. J. F. Wright was elected chairman and M. French was elected secretary. Those incorporators who were absent were re-confirmed as trustees and the institution may be said to have been launched as an agency for the
26
uplift of the members of the Negro race.

The composition of the first board of trustees which according to Bishop Payne actually contained twenty-four members instead of twenty-three is somewhat interesting, because four of that number were colored men: Lewis Woodson and Daniel A. Payne, who had been so much interested in education in the African Methodist Episcopal Church; Alfred Anderson, a member of the congregation of the African Methodist
27
Church of Hamilton, Ohio; and Ishmael Keith of the Baptist Church.

At the first meeting of the board of trustees, J. F. Wright was

26

The Original Minutes of Wilberforce University, 1855-1863, p. 8.

27

Ibid., p. 10.

elected president of the board. F. Merrick became vice-president, M. French, secretary, William Wood, treasurer, and John P. Pfaff, auditor. On the executive committee were M. French, M. D. Gatch, John Davis,
28
D. A. Payne, and William Wood.

At the meeting on September 16, 1856, the Rev. F. Merrick of Delaware was elected the first president of the university. At the same meeting the executive board was authorized to employ a married man teacher who should have general charge of the school, and to prepare a circular setting forth the studies to be offered. Much consideration was given to a proposal of a Mr. Harris of Noonsocket, Rhode Island, who contemplated endowing the institution. At this
29
time bonds were arranged for the officers of the board.

On February 26th, of the following year (1857), the Honorable Salmon P. Chase took his seat on the board of trustees, and a com-
30
mittee on by-laws was appointed.

At the meeting of June 26th, 1857, the committee on by-laws reported as follows:

The collegiate year shall be divided in three sessions of fourteen

28

Daniel Alexander Payne, Recollections of Seventy Years, p. 226. Nashville: House of the Sunday School Union, 1888.

29

The Original Minutes of Wilberforce University, 1855-1863, p. 12.

30

Ibid., p. 13.

weeks each. The first session beginning six weeks after the Annual Commencement, which shall be on the second Wednesday of July. The first and second sessions shall be each succeeded by a vacation of two weeks.³¹

MANAGEMENT, OBJECTIVES, AND POLICIES

The committee to consider a resolution of the Cincinnati Conference set forth the relations of the institution to that body and the objectives of the institution at this time. In the report the committee recognized the important relations which the Cincinnati Conference stood to the institution: (1) that the enterprise was originated by a committee of its appointment; (2) that by that committee the site was purchased; and (3) by the agents of the conference the funds had thus far been chiefly collected. It was therefore deemed proper that in conducting its affairs the trustees should have special reference to the wishes of said conference. The committee declared that the object of the university was to afford facilities for the liberal education of the colored youth of the country in general. The committee further stated that since the university was organized in a spirit of enlarged Christian benevolence and had received the contributions of the benevolent without regard to sect or parties, it should be conducted upon the most liberal principles, allowing all equal opportunities and the utmost freedom of opinion. The committee also recognized the fact that the

31

The Original Minutes of Wilberforce University, 1855-1863, p. 15.

trustees were not competent to change the basis of their organization in their subsequent action; and that by said Articles of Association, it is declared "that this institution shall be and forever remain under the management, direction and control of the Methodist Episcopal Church and for that end a majority of the Board of Directors and trustees shall always be members of the Methodist Episcopal Church."³²

WILBERFORCE UNIVERSITY OPENED

The institution was formally dedicated by Rev. Edward Thompson, the president of the Ohio Wesleyan University of Delaware, Ohio, in October, 1856, and M. P. Gaddis, Jr., of the Methodist Episcopal Church was elected the principal. Gaddis continued to serve in this capacity until June 26, 1857, when he felt it necessary to retire from the position. James K. Parker was elected to the position of principal of the Normal and Preparatory Department, at the same meeting at which Gaddis resigned. Mrs. Parker, the wife of the principal, was appointed matron, and Mrs. M. M. Baker was appointed to teach music "on such terms as not to involve the institution in any expense."³³ In order to provide for contingencies, the board of trustees authorized the executive committee to employ such additional teachers as should be deemed necessary.

32

The Original Minutes of Wilberforce University, 1855-1863, p. 19.

33

Ibid., p. 19.

Immediately, the new principal and his small staff began the organization of the school for the autumn session, pending the selection of a president to take the place of Professor Merrick who failed to accept the post.

The refusal on the part of Professor Merrick to accept the presidency somewhat frustrated the handful of men who were so intensely interested in the project. Nevertheless, the matter of nominations for the presidency was taken up at the meeting of the board in December. After much study a committee of three was appointed to act with the agents to correspond with "different persons with reference to the presidency," and to report at the next meeting. At this same meeting, one of the agents was authorized to visit the city of Dayton to secure students for the university.

At the meeting of June 30, 1858, Richard S. Rust, a distinguished member of the New Hampshire Conference, was unanimously elected president of the institution and began his active work at the institution in September of the same year. ³⁴ As an individual President Rust was exceedingly active; and it was not long before the enrollment increased from a few students to nearly one hundred. He revised the curriculum and made extensive plans for the future of the institution as a college. In fact, it is said of him that he developed the institution from a

34

The Original Minutes of Wilberforce University, 1855-1863, p. 20.

primary school into a college within a short time.

The progress made by the institution under the regime of President Rust is aptly described by a contemporary as follows:

When officially notified of his election, after finding he could be released from an important pastoral charge, he signified his willingness to accept the appointment and at the commencement of the Fall term he entered upon his work. He has shown himself well qualified, and has been eminently successful in his position. The number of students has varied from seventy to one hundred. Many of them are very promising and some have made remarkable proficiency in their studies. Every year the school has been visited with a gracious revival of religion and many of the pupils have been made the happy subjects of a work of grace, which is deemed all important to their usefulness in life. This benevolent scheme is based on the supposition that the colored man must, for the most part, be the educator and elevator of his own race in this and other lands. Hence, a leading object of the institution was to educate and thoroughly train many of them for professional teachers, or for any other position or pursuit in life to which God in his providence, or by His spirit, may call them. 35

The immediate results of President Rust's administration was to bring together in one institution, in the period of time between 1859-1860, two hundred and seven Negro students, a majority of whom were receiving education above the elementary grades. Most of these students were described as the natural children of Southern and Southwestern planters, while others were recruited from the free states of

35

B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 17. Xenia, Ohio: Chew Publishing Company, 1887.

36

George W. Knight and John W. Commons, The History of Higher Education in Ohio, p. 220. Circular of Information, No. 5, 1891. Washington: Bureau of Education.

37

Ohio, Pennsylvania, and California. These students are said to have come to the institution ignorant, and filled with superstition and vice. Most of them left the institution with so much intellectual and moral culture as to be qualified to teach in several of the western states, and, after the Civil War, to enter the South as teachers of freedmen.

All told, the enterprise at Wilberforce University was the most pretentious movement of its kind prior to the Civil War, and gave the most promise of offering the kind of service needed to elevate the Negro race.

As mentioned earlier, the curriculum reached upward beyond the elementary training and into what was equivalent to the early years of collegiate instruction. The classics, mathematics, French, and theological studies formed the basis for higher education.

A CRISIS BROUGHT ON BY WAR

Despite rather serious financial difficulties, the institution would have continued to develop rapidly and would have grown, no doubt, to a great institution for the purposes set forth in the charter; but the conditions created by the Civil War changed its outlook. No longer could the southern planters and slave-holders support their children in an institution of this kind, for they were all drawn into

37

B. W. Arnett and S. T. Mitchell, The Wilberforce Alummal, p. 30. Xenia, Ohio: The Chew Publishing Company, 1887.

the service of the rebel cause. Soon the income of the institution was greatly reduced; and the situation was so discouraging that the trustees met and decided to pay the teachers as best they could and suspend operation. Action to suspend operation was taken at the board meeting on June 19, 1862.³⁸ At this meeting also President Rust was authorized to make a list of the debts of the institution, and provision was made to pay the insurance and interest.

At the same time the executive board was authorized to open a school in the institution if a suitable person could be found who would take charge of it and conduct it without involving the trustees in any pecuniary responsibility. This person was never found. The national crisis impended and times were too uncertain for any one to undertake such a venture. Thus the first regime of the institution came to a precipitous close, about three months before Lincoln issued the Emancipation Proclamation.

THE UNIVERSITY IS CLOSED

The board of trustees of the institution met on March 10, 1863, in the Book Room at Cincinnati and adopted the following resolutions offered by Merrick:

Resolved, that in view of the circumstances it be deemed expedient

38

The Original Minutes of Wilberforce University, 1855-1863, p. 50.

to make such disposition of the property of the university as shall meet the liabilities of the same.

Resolved, that a committee of three be appointed to make or receive propositions for the disposal of property according to the terms of the resolution made in behalf of the African Methodist Episcopal Church. 39

Messrs. Wood, Rust, and Pfaff were named on the committee, which did not have long to wait for the offer of Bishop Payne, who was in attendance at the meeting. It was thus practically without preparation that Bishop Payne agreed, in behalf of the African Methodist Episcopal Church, to take the institution and all its assets at the sum of ten thousand dollars, three thousand of which was to be paid within three months from that date. The bishop of the African Methodist Episcopal Church also agreed on behalf of said church to assume the remaining seven thousand dollars of liabilities with the understanding that a quit claim deed to the property would be given upon the payment of the ⁴⁰ three thousand dollars within the specified time.

In the meantime, the executive committee of the board was to take an invoice of the personal effects of the institution and continue to have charge and oversight of the property until such time as the contract should be consummated.

39

The Original Minutes of Wilberforce University, 1855-1863, p. 53.

40

Ibid., p. 53.

SUMMARY

(1) There were two separate movements which contributed to the final establishment of Wilberforce University by the A. M. E. Church -- the movement which resulted in the founding of Union Seminary in 1847, and the movement which resulted in the founding of Wilberforce University by the Methodist Episcopal Church in 1856.

(2) The progress of Union Seminary was slow from the beginning and sufficient support could not be secured for the school to make it a success at the Union Seminary Farm. The school was finally closed, and the educational interests of the Ohio Conference of the A. M. E. Church were transferred to Wilberforce University.

(3) Wilberforce University was founded by the Cincinnati Conference of the Methodist Episcopal Church in 1856, and located at Tawawa Springs in Greene County, Ohio, where instruction was carried on from 1856 to 1863. The school was closed in 1863 because the chief patrons of the institution were involved in the Civil War.

(4) In 1863 the property of Wilberforce University was purchased by Daniel A. Payne, James A. Shorter, and John G. Mitchell for a school for the A. M. E. Church.

CHAPTER V

THE EARLY YEARS

INTRODUCTION

After the first regime of Wilberforce University came to an end, the agents of the A. M. E. Church purchased the plant for a school of the same general type as that which had been closed. The greatest problem of the new founders was that of raising funds to operate the plant and to pay a competent staff. The problem was complicated by the fact that the main building was destroyed by fire shortly before the final payment was made on the plant. This fact made necessary an intensification of the campaign for funds and taxed the efforts of the school officials to the utmost.

In a few years, however, all these difficulties had been overcome and Wilberforce University became the leading institution devoted exclusively to the higher education of Negroes. By the end of thirteen years, when the first colored president retired, the institution had developed a strong course of study, assembled a competent faculty, rebuilt the main building, and graduated six college classes.

THE NEW FOUNDERS

The genius of the early period was Daniel A. Payne, a mite of a man, whose school days had been few, but whose passion for learning had

enabled him to attain a liberal education by dint of long and serious application to study in the various fields of knowledge. He taught school for a time in Charleston, S. C., later worked his way up North where he attended the Gettysburg Theological Seminary, and in time was the leading exponent of education in the A. M. E. Church in which he¹ became a bishop and a leader.

Bishop Payne was associated with the project at Wilberforce from the beginning. He was a member of the executive committee of the original board of trustees under the Methodist foundation; lived with his family on the college campus where his two step-children attended school; and was at times left in charge of the institution while the² white teachers and managers were away from the plant. His interest in the school was, therefore, anything but ephemeral. In fact, he looked upon the opportunity to purchase the plant as a sort of Godsend for his race and the African Methodist Episcopal Church.

After Bishop Payne had contracted to purchase the Wilberforce University plant for the A. M. E. Church in March, 1863, he soon secured the co-operation of Professor J. G. Mitchell, then principal of the Eastern District School in Cincinnati, Ohio, and the Rev. J. A. Shorter, pastor of the A. M. E. Church in Zanesville, Ohio, in the new venture.

¹
Daniel Alexander Payne, Recollections of Seventy Years, pp. 14-71. Nashville: A. M. E. Sunday School Union, 1888.

²
Ibid., p. 226.

In the next three months these men, as agents of the A. M. E. Church, raised twenty-five hundred dollars, the down payment under the contract, and on June 11, 1863, the property was formally turned over to them as agents of the church.³

Immediately, these agents busied themselves in getting a new charter, and in finding prominent persons who would be willing to act as trustees. Within a month these details had been attended to and the new charter was granted on July 10, 1863.⁴ Very soon the new board of trustees was organized and the administrative staff of the new institution was elected.⁵ D. A. Payne was elected president of the university, J. A. Shorter became the treasurer, and John G. Mitchell was made the principal.⁶

WILBERFORCE UNDER NEW AUSPICES

The immediate direction of the school under the new auspices was

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D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 5. Cincinnati, 1873.

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B. W. Arnett and S. T. Mitchell, The Alumna, p. 19. Xenia, Ohio: The Gazette Office, 1885.

⁵

The board of trustees was composed of 115 denominational trustees, 9 honorary trustees and 6 bishops who were ex-officio members; making a total of 130 in all. See: Daniel A. Payne, History of the A. M. E. Church, p. 437. Nashville: The A. M. E. Sunday School Union, 1891.

⁶

D. A. Payne, Recollections of Seventy Years, p. 153. Nashville: A. M. E. Sunday School Union, 1888.

left to John G. Mitchell, who opened the school the first week of July with only six pupils. The enrollment increased rapidly, however, and before long, the services of the wife of the principal, Mrs. Fannie A. Mitchell, were required to assist with the work of instruction. By the beginning of the Spring term, 1864, it was necessary to secure still another teacher. Miss Esther Maltby, of Oberlin, a teacher in the schools of the American Missionary Society at Portsmouth, Virginia, was secured as lady principal and teacher. By the following year the enrollment increased and the curriculum was broadened to include instruction in Greek, Latin, and lower mathematics for the more advanced pupils.⁷

In the meantime, President Payne busied himself mostly with financial matters pertaining to the school. He visited all seven of the Annual Conferences of the church, and secured the pledges of each to raise two thousand dollars for Wilberforce University. He also made contact with persons of means for the purpose of providing the needed revenue for continued operation. In spite of their pledges, however, five of the conferences failed to raise their quotas. Only the Ohio and the Baltimore Conferences raised the full amounts. Nevertheless, the agents succeeded in paying seven thousand and five

7

D. A. Payne, History of the A. M. E. Church, p. 429. Nashville: The Sunday School Union, 1891.

8

hundred dollars on the property within two years.

THE FIRE OF 1865

Before the agents made the final payment on the property, the
⁹ main building was destroyed by fire. This incident placed the university authorities in a serious dilemma, and there was some speculation as to whether the school would be continued. President Payne and his co-workers, however, were determined not to be defeated, and redoubled their efforts to raise the necessary funds with which to rebuild. In the meantime, Miss Maltby fitted up classrooms in one of the cottages and continued the work of instruction for those who were not compelled to withdraw. By the end of the school year, however, she suffered a nervous breakdown as a result of her experience, and was unable to
¹⁰ resume her duties when school opened in the fall. While many of the students did not return to Wilberforce, Miss Maltby's retirement left the school without an adequate teaching staff. For a period, much of

⁸
Minutes of the 16th Session of the General Conference of the A. M. E. Church, p. 72. Philadelphia: A. M. E. Book Room, 1876.

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 The building burned on April 14, 1865, the day on which Richmond, the Confederate capital, fell into the hands of the Union Army.

¹⁰
D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 7. Cincinnati, 1873.

the instruction was done by J. P. Shorter, one of the advanced
¹¹
 students.

However, by the beginning of the second school term 1866-1867, President Payne had made arrangements with Dr. William Kent, of England, to teach science, with Professor Sulist of Edinburgh, Scotland, to teach Latin, French, and mathematics, and with Miss Sarah
¹²
 J. Woodson, of Oberlin, to teach English and Latin.

STRUGGLE FOR FINANCIAL ADEQUACY

During the next few years President Payne exhibited phenomenal energy in his efforts to rebuild the main building and to keep up the operation of the school. He reached thousands of persons who were known for their benefactions, occasionally winning a friend for the institution. Chief Justice Salmon P. Chase, General O. O. Howard, Senator Charles Sumner, Garrett Smith, Theron Baldwin, and many others became patrons of the institution at President Payne's solicitation, and even, through his efforts, the Congress of the United States was induced to make appropriations to the university. President Payne thought of the Congressional appropriation as his crowning achievement. He tells how he met the Committee on Education and Labor three times

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D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 7. Cincinnati, 1873.

¹²

Ibid., p. 7.

for extended conferences, and how he marshalled to his aid the Legislature of the State of Ohio, and many of its most prominent citizens¹³ in his efforts to secure passage of the appropriation bills.

Having done what he could in America to bring about the financial security of the institution, President Payne made a trip abroad, in 1867, in its interest. He canvassed wealthy persons in England, France, and Holland, but his efforts at raising funds abroad were¹⁴ unproductive.

President Payne, in his drive for funds, hoped to accomplish two important objectives: (1) to rebuild the main building, and (2) to build up an endowment fund in order that the institution might have a measure of financial security. The former he hoped to accomplish by the subscriptions of the colored people, and the latter through the¹⁵ philanthropy of the white population.

In time, he succeeded in building a brick structure to take the place of the frame building destroyed by fire, but was not successful

13

B. W. Arnett and S. T. Mitchell, The Alumnal, pp. 23-26. Xenia, Ohio: The Gazette Office, 1886.

14

J. R. Coan, Daniel Alexander Payne, Christian Educator, p. 106. Philadelphia: A. M. E. Book Concern, 1935.

15

Ibid., p. 106.

16

in building up any substantial endowment fund.

BISHOP PAYNE, EDUCATOR

While much of Payne's time was taken up by the Church and the financial program of the school, no one need conclude that his influence was not felt in the classroom and in the social life of the institution. Class work and examinations, to check upon the effectiveness of study, were fetishes with President Payne. He insisted that study periods be observed with great regularity and that nothing be permitted to interfere with them. At his request, social life was kept down to a minimum, and only necessary recreation was tolerated. Frivolity and infidelity to the purposes of one's residence at the institution met a strong rebuke or suspension. Moral turpitude was not countenanced in any of its aspects. As a disciplinarian,

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Payne describes the new building as follows: "The main edifice is built in the center of the campus. The foundations are of solid limestone. The superstructures are of red brick, three stories above the basement, and 44 x 100 feet. It embraces a center and two wings; the center is 40 x 52, the wings, 40 x 60. This building contains eight recitation rooms and one lecture room, one art and one music room, one library, and a large hall to be filled up as a museum. It has also, five dormitories, with forty bed-rooms and sleeping accommodations for eighty persons. The basement contains fifteen rooms, embrace the kitchen, pantry, store-room, dining hall, laundry, and sleeping apartments for all concerned with the culinary and laundry work." See: Daniel A. Payne, History of the African Methodist Episcopal Church, pp. 433-434. Nashville: A. M. E. Sunday School Union, 1891.

President Payne was letter strict. He insisted that every rule be obeyed with punctilio. Anyone who could not subscribe to the rules of the institution was not admitted; and if a rule was broken after one had subscribed to it, the violator was summarily dismissed.¹⁷

RELIGION AND CULTURE

Most of all, however, the work of Bishop Payne is to be found in the determination of the institution's objectives. All during this early period it was Payne's philosophy of education, "Christianity and Culture", that dominated the life of the students and faculty of the institution. He started the institution by organizing the Church of the Holy Trinity four days after the purchase of the plant, and four full months before the school was opened. Upon that occasion, Payne preached from Matthew xvi:18, "Upon this rock will I build my Church, and the gates of hell shall not prevail against it,"¹⁸ and gave as his conviction that from that hour God's eye and God's heart had been upon Wilberforce. So firm was he in the belief of the actual objective participation of God in the project

17

H. Q. Brown, Pen Pictures of Pioneers of Wilberforce, p. 10. Xenia, Ohio: The Aldine Publishing Company, 1937.

18

D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 12. Xenia, Ohio: The Gazette Office, 1873.

that he said, "To confirm our faith in Himself, and in answer to many an agonizing prayer, He has sent us help from His holy hill, and succor from His tabernacle. The latter part of my remark refers not only to the liberal donation of Chief Justice Chase, but also to all the large sums of money sent us from time to time."¹⁹

ADMINISTRATIVE POLICIES

It was Payne's simple faith in God, and his belief in religion as the only true background for living, that set the tone of the institution and determined most of its administrative policies.²⁰ In consequence of this belief, religious instruction became one of the most important phases of the university's work. In the early rules, it was stated that the religious element would receive particular encouragement and protection,²¹ although no repulsive sectarianism would be indulged. In

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D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 13. Xenia, Ohio: The Gazette Office, 1873.

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The aim of the school in the early period is given as follows: "Our aim is to make Christian scholars, not mere bookworms, but workers, educated workers with God for man--to effect which we employ not the classics and mathematics only, but science and philosophy, also; the former for their discriminating, polishing, and cultivating influences, the latter for the quickness and exactness which they impart to the cognitive faculty and the seed thoughts which they never fail to sow in the mind. And yet, we hold that the classics and mathematics, as science and philosophy, can and must be consecrated to human well-being by the teachings, the sentiments, and the spirit of Jesus." See: B. W. Arnett and S. T. Mitchell, The Alumna, pp. 22-23. Xenia, Ohio: The Gazette Office, 1885.

²¹

B. W. Arnett and S. T. Mitchell, The Alumna, p. 49. Xenia, Ohio: The Gazette Office, 1885.

order to carry out this idea, all students assembled for religious instruction twice daily, a practice which persisted until June 17, 1891, when the board of trustees, after prolonged debate, permitted²² the faculty to dispense with one of the daily chapel periods.

There were two prayer meetings during the week, one required for all students and one optional.

President Payne continually urged upon the several A. M. E. Conferences to send young men to the institution for training for the ministry, and young women for training for the work of Christian²³ education. He was thoroughly cognizant of the need for these types of workers among the freedmen. He was equally cognizant of the need for trained teachers in the public schools of the country and urged the support of the trustees for the normal department. In 1873, he

22

Minutes of the 28th Annual Session of the Trustees of Wilberforce University, June 17, 1891, p. 222.

23

In his report he said: "Permit us here to remark that instead of twenty-two young men preparing for the work of the Christian ministry in the A. M. E. Church, we ought to have one hundred graduating annually from our halls and entering the southern field. that they could feel and know something of the good they can confer upon the connection, the race and humanity, by educating annually some young man for the work of the Christian ministry, or some young woman to spend her energies in the work of Christian education. See: Daniel A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 9. Xenia, Ohio: The Gazette Office, 1873.

lists among the wants of the institution the finishing of rooms in order that the normal department might have a practice department, and urges this upon the trustees because of its great usefulness to the work of Christian education among the freedmen.²⁴ In this same connection, it might be said that President Payne was a firm believer in the professional training of teachers, and believed that the power of Wilberforce would be greatly enhanced by having a strong teacher training department.²⁵

President Payne was also much interested in the growth and development of a music department at Wilberforce. He urged upon the trustees to furnish a music room. He said, "The music room is needful, and ought to be finished this summer, as well for the accomplishment, which Wilberforce should impart to her students, as for the moral effect

24

D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 10. Xenia, Ohio: The Gazette Office, 1873.

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On this point, President Payne says: "The normal teacher is now the one preferred. The power of Wilberforce will be greatly increased and its influence more widely diffused, if this department can be rendered perfect during the ensuing academic year. Indeed, its practical value cannot be too highly estimated, because all the young teachers are instructed in the science of education--in its theory, its principles, its methods, and in their application to the school room, of whatever grade that room may be. See: D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 10. Xenia, Ohio: The Gazette Office, 1873.

which music always exerts upon the human mind which has not been debased by ignorance or rendered stupid by superstition; and because there are now pressing demands for musical instruction."²⁶

THE CURRICULUM

The curriculum of the institution was steadily expanded in the early period to meet the demands of the times. The theological and classical departments were opened in 1866, the scientific in 1867, and the normal in 1872. There were also a primary department and a Sunday school department, and some mention is made of medical instruction in 1867.²⁷ By the end of the first decade after the foundation by the A. M. E. Church, radical changes had been made in the organization of the institution's curricular offerings, and seven well defined departments were in operation with students registered in each. These departments were as follows: sub-academic department, covering two years; the academic department, three years; scientific department, four years; normal department, two years; theological department, four years; and the law department, two years.²⁸

26

D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 9. Xenia, Ohio: The Gazette Office, 1873.

27

Catalogue of Wilberforce University, 1867-68, p. 2. Wilberforce, Ohio, 1868.

28

Catalogues of Wilberforce University, 1872-73; 1873-77. Wilberforce, Ohio, 1873, 1877.

The emphasis in the curriculum, especially in the college department, was laid upon Latin, Greek, and Hebrew.

FACULTY FATHERS

President Payne strongly objected to the annual election of teachers. He felt that experience was paramount and tried earnestly to maintain a competent and satisfied teaching staff.

From 1866 to the end of his administration, President Payne surrounded himself with the best qualified persons he could obtain, without regard to race or religion. His discussion of the staff in his annual report is of interest on that point. He says:

Professor Mitchell, of our Church, Professor Kent, an English Methodist, who had united with our Church, Professor Sulist, a French Quaker, Miss Mary J. Woodson, of our Church, and Miss Josephena Jackson, of the Baptist Church, taught from 1866 to 1868. Professors Fry and Adams, with Mrs. Messenger, all of the Congregational Church, taught from 1866 to 1869. From this date to the present, Mrs. Adams, the younger, Mrs. Adams, the elder, Professor Adams, occasionally Mrs. John A. Clark, wife of the secretary, Professor Thomas H. Jackson, Professor B. F. Lee, Miss Mary E. McBride, and Miss Emma L. Parker, have been the resident teachers. 29

Much of the early success of the university must be attributed to the faithful services of the white persons who identified themselves with the early faculties of the institution. Miss Maltby of Oberlin,

29

D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 7. Cincinnati: Allen Temple, A. M. E. Church, 1873.

Professor Kent of Oxford, Professor Sulist of Edinburgh, Professor Adams of Amherst, Mrs. Alice M. Adams of Mt. Holyoke, and Professors John Little and Roswell Howard of the law department had much to do with shaping early activities of the institution, especially from the standpoint of instruction; and were largely responsible for the noteworthy achievements of the early graduates of the institution. ³⁰

ORGANIZATIONS

President Payne was much interested in organizations that would aid in carrying out the aims and purposes of the University. He organized the Society of Inquiry of Missions to gather information concerning Christian missionaries from all sources and to inculcate the missionary spirit in the theological students. He organized the College Aid Society, which was composed of the married ladies of the community and the more advanced female students, in order to promote the mutual helpfulness of the two groups. He also projected the Wilberforce University Endowment Association outside of the institution among the prominent ministers and laymen of the Ohio, Kentucky, and Pittsburgh Conferences with the object of securing the permanent

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From under Bishop Payne's hands went out such graduates as J. T. Jenifer, T. H. Jackson, J. P. Shorter, B. F. Lee, J. W. Beckett, S. T. Mitchell, Hallie Q. Brown, C. L. Maxwell, A. A. Whitman, and others. See: S. T. Mitchell, Wilberforce University: Its Inception, Growth, and Present Status, p. 4. Indianapolis: Freeman Publishing Company, 1895.

31

endowment of professorships and scholarships. Likewise, he gave his blessings to The Sodalian Literary Society and other student organizations that had to do with the cultural development of the students of the university.

CONDITIONS AND RESULTS

The conditions and results at the end of President Payne's administration are described as follows:

Our corps of resident instructors are six, of whom two are leaders. These, with two law professors in Xenia, and four scientific and literary lecturers from Antioch College, increase our number to twelve. We now have five departments in the institution, viz: the normal and practical school, the classical, the scientific, the law and the theological.

We find that we have graduated six classes: in 1870, three; in 1871, one; in 1872, five; in 1873, six; in 1874, six; and in 1875, four. Total, twenty-five. In addition to these we have partially educated scores of young men and women, who are now usefully employed, north and south, east and west, as preachers, teachers, and housekeepers--that is, heads of families. 32

SUMMARY

The most important features of the early period revealed by this

31

B. W. Arnett and S. T. Mitchell, The Alumnae, p. 23. Xenia, Ohio: The Gazette Office, 1885.

32

B. W. Arnett, J. P. Underwood, and D. A. Payne, Laws and Historical Sketch of Wilberforce University, pp. 19-20. Cincinnati: Robert Clarke & Company, 1876.

study, are as follows:

(1) Daniel A. Payne was almost solely instrumental in securing the Wilberforce University plant for the A. M. E. Church through his association with the original venture under the Methodist Episcopal Church.

(2) After contracting to purchase the plant, Payne associated with himself John G. Mitchell, an educator of Cincinnati, Ohio, and James A. Shorter, a prominent minister of the A. M. E. Church, in the actual founding of the institution.

(3) The new institution was intended to represent the entire A. M. E. denomination and the trustees were selected from all of the seventeen annual conferences of the church, although a few distinguished white men and Negroes outside of the A. M. E. Church were included in the group of original trustees.

(4) In the organization of the institution, Daniel A. Payne became president, John G. Mitchell, principal, and James A. Shorter, treasurer.

(5) The school was opened by John G. Mitchell, the principal, and was conducted by him with the help of his wife and Esther Maltby for two years, while President Payne and James A. Shorter carried on a financial campaign to meet the payments on the purchase price.

(6) The destruction of the main building in 1865 greatly handicapped those in charge of the school because of the necessity of raising funds with which to rebuild and because of the lack of facilities.

(7) President Payne and John G. Mitchell made strenuous financial campaigns in an attempt to rebuild the school and to raise funds for a productive endowment.

(8) President Payne's educational ideas predominated throughout the thirteen years of his incumbency. He assembled a strong faculty of colored and white teachers designed for training students for the ministry, for teaching, and for the practice of law. During his incumbency, Shorter Hall was built. The results of his educational program are noteworthy.

CHAPTER VI

THE FORMATIVE PERIOD (From 1876 to 1900)

INTRODUCTION

From 1876, when Daniel A. Payne resigned the presidency of Wilberforce University, until the end of the century, the institution was administered by two of its early graduates -- Benjamin F. Lee, of the class of 1872, and Samuel T. Mitchell, of the class of 1873. President Lee served the institution for only eight years, or until 1884, and President Mitchell guided its destinies for a period of sixteen years, or from 1884 to the end of the century.

THE ELECTION OF PRESIDENT LEE

Benjamin F. Lee came to the presidency of the university largely as a result of a bit of church politics by means of which he secured¹ the endorsement of the general conference of the church for the post. Moreover, he was a young man of character and scholarly attainments. He had supported himself in school for eight years prior to his graduation in 1872, and was well-known and respected by the community. After graduation, he served two years as professor of theology and

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Minutes of the Sixteenth Session of the General Conference of the A. M. E. Church, p. 154. Philadelphia: A. M. E. Book Room, 1877.

ecclesiastical history at Wilberforce and two years in the active
 pastorate in Toledo and Springfield before being elected to the
 presidency in 1876.² Promising though he was as a rising young divine,
 he was more or less unprepared for the onerous duties of the presidency
 of a poor struggling institution such as Wilberforce University was at
 that time. The new building needed to be completed and equipped; con-
 siderable money was owing to the teachers; and there was widespread
 indifference on the part of the church to the welfare of the institution.³
 In fact, there was open hostility to the institution on the part of a
 considerable number of ministers of the church.⁴ Then, of course, the
 new president did not enjoy the prestige, or the wide acquaintance of
 his predecessor. Consequently, after his election, the institution

² William J. Simmons, Men of Mark, p. 922. Cleveland: George M. Rewell and Company, 1887.

³ The report of the committee on education of the Ohio Conference for 1875 says: "Wilberforce University has been a great means of diffusing educational light among us. We regret, however, that notwithstanding this, she is now surrounded by circumstances unfavorable to her future prosperity. With no endowment fund she must depend mostly upon the preachers of our connection, who are expected to gather in the dollar money, from which a portion is allotted to her support. Hence the need of all our preachers working up the dollar money. We further urge this, in view of the fact that some of our preachers are actually prejudiced against Wilberforce, and others are indifferent or manifestly unconcerned about her interests. Wilberforce needs money." See: Minutes of the Forty-Fifth Session of the Ohio Annual Conference of the A. M. E. Church, p. 20. Philadelphia: Book Room of the A.M.E. Church, 1875.

⁴ In 1876, the committee on education of the Ohio Conference says: "We submit that Wilberforce needs, nay, demands, at our hands, more than paper resolutions. Of these, she has abundance. Our University demands more practical sympathy from the whole church. Our educational work can never be a success so long as personalities are allowed to stand in the way of the duty which we owe Wilberforce." See: Minutes of the 46th Session of the Ohio Annual Conference of the A. M. E. Church, p. 15. Xenia, Ohio: The Gazette Office, 1876.

suffered somewhat from lack of interest on the part of the supporting public.

The young president, however, from year to year, continued to lay the claims of Wilberforce before the church at the annual conferences with little result, while the teaching staff sacrificed to keep the school in operation. Each year the president went to the trustee board with plans to raise money through the church, which were readily adopted. At the annual meeting of the board of trustees in 1879, President Lee made three recommendations by means of which he hoped to raise sufficient money to keep the school going: (1) that the sum of one hundred and twenty-five dollars be apportioned to each annual conference to assist Wilberforce out of its embarrassed condition; (2) that Professor W. S. Scarborough and Professor J. P. Shorter be requested to act as agents of the school, along with himself, to collect money during the vacation for the purpose of meeting existing debts; and (3) that one regular agent be nominated by the bishops of the respective episcopal districts and confirmed by the trustee board. These recommendations were readily adopted and, in order further to aid the president in his campaign for funds, the board, at the instance of B. W. Arnett, passed a resolution to hold a number

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Minutes of Sixteenth Meeting of the Board of Trustees of Wilberforce University, June 18, 1879, p. 9.

of meetings in the interest of Wilberforce in which the students of the institution should discuss some of the leading questions of the day. To carry out the purposes of this resolution, a committee of ministers was appointed to arrange the meetings, while Bishop Payne⁶ and the faculty were to select the speakers and their subjects.

WILBERFORCE CONCERT COMPANY

The most discouraging thing in President Lee's administration was the fact that, no matter how plausible the plans presented to the board or the church conferences, none of them was effective in producing any considerable amount of money. One of the plans which he hoped would be most effective in this regard was the Stewart-Wilberforce Concert Company, which was organized in 1881. Although tours of the company were well organized by an advance agent and the organization sustained a high reputation for the quality of its concerts, the tours were failures from the standpoint of collecting money. This colorful organization, however, served to advertise the institution far and wide, and popularized the school in such a way that students were enrolled from every part of the country. During the last few years of its

6

Minutes of Sixteenth Meeting of the Board of Trustees of Wilberforce University, June 18, 1879, p. 10.

7

B. W. Arnett and S. T. Mitchell, The Alumna, p. 44. Xenia, Ohio: The Gazette Office, 1885.

career, the concert company was under the direct management of the executive committee of the board of trustees of the university. The organization was disbanded in 1887.⁸

PRESIDENT LEE AND HIS FACULTY

President Lee also had other worries during his administration. He was not uniformly successful in getting along with the members of his faculty. Mrs. Alice Adams, who had rendered invaluable service as lady principal, and Mrs. S. C. Bierce, the head of the normal department, resigned their positions because of misunderstanding with the president. For a time, his faculty was considerably weakened, because of the difficulty of securing persons suitably trained to fill their places. Later, Mrs. Bierce married Professor W. S. Scarborough and the board of trustees begged the president and Mrs. Scarborough to harmonize their disagreement so that she could resume her duties as head of the normal department.⁹ Mrs. Adams, however, did not return during President Lee's administration, and the authorities were plagued with the problem of finding a suitable woman to serve as lady principal at the institution. Some of the trustees were desirous of

8

Minutes of the Board of Trustees of Wilberforce University, June 17, 1885, p. 115.

9

Minutes of the 19th Annual Meeting of the Board of Trustees of Wilberforce University, June 21, 1882, p. 60.

employing a colored woman for the position, but it was with difficulty that such a person could be found. Besides, Bishop Payne showed sectarian bias by inducing the board to pass a resolution that President Lee be instructed to employ none but a Methodist woman for the position.¹⁰

President Lee made one noteworthy addition to the faculty during his administration. He brought to the institution William Sanders Scarborough, who in time became the institution's most noted scholar. Other changes in the faculty during the incumbency of President Lee will be discussed at another time.

INSTRUCTION

While President Lee gave considerable attention to the matter of instruction, there was no expansion of the curriculum during his administration, and some of the departments did not show development. The law department did not succeed in attracting any considerable number of students, and for a time there was talk of abandoning it.¹¹ The teacher training department received a severe set-back because of

10

Minutes of the 17th Annual Meeting of the Board of Trustees of Wilberforce University, June 17, 1880, p. 27.

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In 1881, a resolution was introduced into the board to leave the law department out of the catalog; a substitute motion prevailed, that the president be requested to see if he could make the law department succeed. See: The Minutes of the 18th Annual Meeting of the Trustees of Wilberforce University, June 14, 1881, p. 36.

the inability of the president and Mrs. Bierce, the head of that
¹²
 department, to agree on policies of administration.

ADDITIONS

There were a few substantial additions to the physical plant during President Lee's administration. Shorter Hall was completed
¹³
 and dedicated in 1878. During the later years of his incumbency, at the instance of Mrs. S. C. B. Scarborough and with Bishop Payne's assistance, a museum valued at two thousand dollars was purchased and installed, and the Ware Art Room was fitted up. Moreover, Bethel A. M. E. Church of Philadelphia furnished the music rooms at President
¹⁴
 Lee's solicitation.

As we survey the regime of President Lee from a safe distance, it would seem that it formed a sort of transition period in which there was little development, between the administration of President Payne which preceded and that of President Mitchell which followed.

12

Minutes of the 19th Annual Meeting of the Board of Trustees of Wilberforce University, June 22, 1882, p. 60.

13

B. W. Arnett and S. T. Mitchell, The Alumnal, p. 27. Xenia, Ohio: The Gazette Office, 1885.

14

Ibid., p. 39.

placed in nomination from the floor and a ballot was spread for the election. As a result of the ballot, John G. Mitchell received seventeen votes, Steward twelve, and Jenifer two. Since only sixteen votes were necessary for a choice, John G. Mitchell was declared duly¹⁶ elected to the presidency of the institution. The proponents of T. G. Steward were not satisfied with the election, however, and there was much canvassing among his friends after the sessions on Wednesday. The Thursday morning session was a stormy one and before it was adjourned a motion was made to rescind as much of the proceedings of the Wednesday session as pertained to the election of a president. Before action could be taken on the motion, however, the time arrived for the commencement exercises, and the board was adjourned to meet at three o'clock in the afternoon.

At the three o'clock session, the motion to rescind the action which had resulted in the election of John G. Mitchell was renewed and passed, and another ballot was taken with the result that S. T. Mitchell,¹⁷ the brother of John G. Mitchell, was elected.

THE OUTLOOK OF THE UNIVERSITY

With the election of S. T. Mitchell, new hope was held out for the

16

Minutes of the 21st Annual Session of the Trustees of Wilberforce University, June 18, 1884, p. 104.

17

Minutes of the 21st Annual Session of the Board of Trustees of Wilberforce University, June 19, 1884, p. 108.

It must be admitted, however, that President Lee found the institution in serious difficulties when he took charge of it, and that he did well to hold it together during the eight years of his incumbency.

In May 1884 President Lee was elected to the editorship of the Christian Recorder, the leading A. M. E. Church newspaper, and resigned from the presidency of Wilberforce University at the annual meeting of the board of trustees in June. The board, through a committee on the president's resignation, accepted his resignation "with great reluctance and sincere regret, and recommended him to the confidence and esteem of all good citizens."¹⁵

THE ELECTION OF PRESIDENT S. T. MITCHELL

The election of a successor to President Lee was not an easy matter. There were many cross-currents of sentiment within the board as to who was best qualified for the position. The teachers committee, after lengthy discussions as to the respective qualifications of the various candidates, could not come to any unanimity of opinion; and made two reports at the Wednesday afternoon meeting of the board on June 17th-- a majority report that endorsed T. G. Steward, and a minority report that endorsed John G. Mitchell. Ignoring the reports of the committee, the names of John G. Mitchell, T. G. Steward, and J. T. Jenifer were

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Minutes of the 21st Annual Session of the Trustees of Wilberforce University, June 17, 1884, p. 102.

growth and expansion of the university. He, too, was an alumnus of the institution, having been graduated in the class of 1873. He had a splendid combination of personality traits and, above all, was a convincing speaker. He had previously been principal of the colored public schools of Wilmington, Ohio. The main thing in his favor, perhaps, was the fact that he had no previous connection with the university as either administrator or teacher, and had served on the trustee board only a short while.

President Mitchell, however, was fully aware of the deplorable financial condition of the institution. He had listened to the secretary report an indebtedness of \$9,395.00 against the institution and a cash balance of \$89.01. Moreover, he knew that fifteen hundred dollars of the amount of indebtedness was unpaid salaries.

Consequently, the new president saw, upon taking office, that something had to be done immediately to put the financial affairs of the institution in better shape. He did not leave the entire responsibility to God. He sought financial support wherever he could find it. Within a period of two or three years, he had established confidence in the institution, and many individual gifts were being received. But his most important effort to provide for the financial security of the school was the movement to secure an annual appropriation from the State of Ohio.

As an initial step in this direction, he personally canvassed the

county to secure the nomination of B. W. Arnett for the legislature, and later presented a memorial to the legislature containing over eleven hundred signatures of the most outstanding citizens of the state and nation of all parties, to get his measure before that body. ¹⁸

UNION WITH THE STATE OF OHIO

The bill embodying President Mitchell's ideas was fathered in the State Senate by Senator O'Neill and became a law during the legislature session of 1887. ¹⁹ Under the provisions of this act, "the sum of five thousand dollars was appropriated annually for the period of two years, and thereafter at the discretion of the general assembly, the same or ²⁰ such other amount as the general assembly may deem proper." At the board meeting in June of the same year, J. A. Shorter, B. W. Arnett, and

18

Sixth Quadrennial Report of the President of Wilberforce University to the General Conference of the A. M. E. Church, published in the Centennial Budget, p. 386. Philadelphia, 1887.

19

It was intended that B. W. Arnett father the bill in the House of Representatives, but Arnett was trying to get the black laws of Ohio repealed and President Mitchell turned to Senator O'Neill, a Democrat, to father the bill. See: B. W. Arnett, The Centennial Budget, p. 386. Philadelphia: A. M. E. Book Concern, 1887.

20

See: General and Local Acts Passed and Joint Resolutions Adopted by the 67th General Assembly, Vol. LXXXIV, p. 129. Columbus: The Columbus Printing Company, 1887.

C. L. Maxwell were elected as representatives of the church on the
²¹
 new board of trustees of the C. N. & I. Department. The passage of
 this legislation has had a far reaching effect upon the university's
 growth and development, as will be shown later.

THE LADIES' HALL

President Mitchell was keenly alive to the need for growth of
 the physical plant. Shorter Hall housed both the young men and the
 young women, but the building was not adequate for both. With the
 increase of enrollment from year to year, many of the young men had
 to find places in the Blackburn House, the Reed House, the Bolden
 House, and other private homes in the community. This condition in
 housing meant both a loss of revenue to the school and increased
 difficulty in matters of student administration. Consequently, in
 1887, at the annual meeting of the trustees, we find the new president
²²
 stressing the necessity for building a ladies' hall.

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Minutes of the 24th Session of the Trustee Board of Wilberforce
 University, June 15, 1887, p. 151.

²²

Recommendation No. 4, of the President's report to the trustees
 in 1887 was "that the board take steps for receiving, on commencement
 day, subscriptions to aid in the erection of a ladies' hall" and
 Recommendation No. 5 read, "that the executive board be authorized to
 proceed with the erection of said hall as rapidly as circumstances will
 permit; that the president and secretary be instructed to devote a
 large portion of the year in soliciting funds for this purpose; that
 the alumni association be urged to continue its efforts in the same
 direction, and that the building be constructed with reference to in-
 dustrial and dormitory purposes." See: Minutes of the 24th Session of
 the Trustee Board of Wilberforce University, June 15, 1887, p. 146.

Fortunately, President Mitchell did not have long to wait for the completion of the ladies' building, for the state appropriated funds for its erection, and by 1890 the building had been completed. With the moving of the young women into the new building, the young men were required to leave some of the private homes to fill the rooms in Shorter Hall left vacant by the removal of the young women. It was not long before O'Neill Hall became the center of the social life of the institution and the administration of students was greatly simplified.

CURRICULAR EXPANSION

The course of instruction was described, in 1876, as embracing, "Studies in the collegiate, theological, medical, law and philosophical departments", and there is evidence that a limited program was actually²³ offered in all these fields except the medical.

The catalog of 1880 listed sub-academic, academic, classical, scientific, normal, theological, law, and music departments and named a wide variety of courses in the various departments.

In the sub-academic department, reading, orthography, mental arithmetic, geography, vocal music, English grammar, history of the

23

Minutes of the Sixteenth Session of the General Conference of the African Methodist Episcopal Church, p. 69. Philadelphia: A. M. E. Book Concern, 1876.

United States, physical geography, physiology, freehand drawing, and writing were studied for a period of two years. Upon this foundation was superimposed a three year academic course embracing first year Latin, Caesar's Gallic War, Cicero's orations against Cataline, first year Greek, Xenophon's Anabasis, Homer's Iliad, algebra, geometry, physics, rhetoric, animal physiology, botany, and freehand drawing. ²⁴

The regular college curriculum were four full years in length, and may be said to have been the typical college curriculums of the period. In the classical department the Latin language and literature received considerable emphasis. Livy, De Senectute et De Amicitia, Horace's Odes, Satires, and Epistles; Cicero's Tusculans Disputations; Tacitus, Germania and Agricola; and Plautus and Terence, were offered. All the while attention was given to Latin prose composition. ²⁵ Next to Latin in importance, as material for the curriculum, came the Greek language and literature: Memorabilia, Homer's Odyssey, Herodutus, Prometheus of Aeschylus, Plato's Georgics, Orations of Lysias, and Demosthenes' De Corona.

Of the mathematics, higher algebra, plane and spherical trigonometry, university algebra, surveying and navigation, astronomy, and conic sections were taught. Of the sciences, chemistry, zoology, mineralogy,

24

Catalogue of Wilberforce University, 1880, p. 15. Wilberforce, Ohio, 1880.

25

Ibid., pp. 16, 17, 18.

geology, natural philosophy, physics, and botany were offered. Besides the branches listed above, philosophy was represented by moral philosophy, and philosophy of history. Religion was taught through courses in divine government.

The college curriculum, as a whole, was very weak in the field of the social sciences, as was the usual case with the curriculums of small colleges in the latter half of the nineteenth century in America. A single course in the history of civilization represented everything offered by way of history in the college course.²⁶

The curriculum of the normal course consisted of two courses: the elementary English course consisting of two years and an advanced English course consisting of three years. The first year's work consisted of algebra, general history, zoology, botany, and rhetoric, while most of the second year's work consisted of lectures in the philosophy of education, school economy, methods in reading, language, geography, numbers and arithmetic, natural history, inventive drawing, moral instruction, and botany. There was also some teaching required in the practice school.²⁷ The curriculum for the advanced English course was in the first year the same as the first year of the elementary English course. There was a second year which included instruction in

26

Catalogue of Wilberforce University, 1880, p. 18. Wilberforce, Ohio, 1880.

27

Ibid., p. 19.

physics, geometry, English literature, mineralogy, chemistry, geology, and astronomy; and a third year, the same as the second year of the elementary English course.

The work in theology was especially stressed, since the need for trained ministers was thought to be very pressing. The four-year course embraced something of the same kind of materials as the classical and the scientific courses. Two full years of Greek were given with Greek exegesis; the gospels were taught in the second year. Hebrew was taught during the last two years with Hebrew exegesis. Besides Greek and Hebrew, there was natural philosophy, French, rhetoric, zoology, philosophy of history, astronomy, logic, mental philosophy, moral philosophy, ecclesiastical history, systematic and pastoral theology, symbolics, church policy, and critical study of the Holy Scriptures.

The other important department in operation at the university in 1880 was the law department. Students were admitted to that department with a good English education, that is, a satisfactory knowledge of English grammar, arithmetic, geography, and the history of the United States. Latin was also recommended. In fact, a classical or scientific college training was considered desirable because it gave more depth and compass to the mind. The curriculum of this department was carried out by reading Blackstone's Commentaries, Smith on contracts, Walker's Introduction to American Law, Kent's commentaries, Starke on evidence, Gould's pleadings, Edwards on wills and promissory notes,

Williams on real property, Hilliard on torts, Holcomb's equity, Beccaria on crime, Story on the constitution, and lectures. There were also mock courts which served to give the students practice in court procedures.

During the decade from 1880 to 1890, those in charge of the institution were apparently so much concerned with placing the institution on a firm financial footing that little was done by way of curriculum revision, with two exceptions. In 1886 the board of trustees changed the titles of the sub-academic and academic courses to English preparatory and college preparatory without making any changes in the content of the courses; and, in the same year, the theological course was shortened, so as to embrace only three year's work instead of four, as had been the case for several years.

THE MILITARY DEPARTMENT

In 1894 Wilberforce University was designated as a center for military training, an honor which at that time had not come to any

28

Catalogue of Wilberforce University, 1880, pp. 21-23. Wilberforce, Ohio, 1880.

29

Minutes of the 23rd Annual Session of the Board of Trustees of Wilberforce University, 1886, p. 124.

30

other colored school. On June 6th of that year President Grover Cleveland detailed Lieut. John H. Alexander, a graduate of West Point Military Academy, to organize and instruct in such a department. Thus instruction in military science and tactics became a part of the Wilberforce University curriculum.

During the last years of the century, there were no significant changes in the offerings of the university other than noted above. The institution marked time along all lines until the new century brought a new academic administration.

PRESIDENT MITCHELL AND HIS FACULTY

For the most part, President Mitchell's relations with his faculty were harmonious and satisfactory. In 1891, however, he had serious trouble with T. H. Jackson, and the board of trustees held up both appointments until they agreed in an open board meeting to
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harmonize their differences.

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This recognition on the part of the National Government was greatly appreciated by the board of trustees and faculty of the institution, and at commencement, 1895, the degree of Doctor of Laws was conferred upon the nation's chief executive. See: Minutes of the 32nd Annual Session of the Board of Trustees of Wilberforce University, 1895, p. 293.

31

Minutes of the 28th Annual Session of the Board of Trustees of Wilberforce University, June 18, 1891, p. 229.

In 1892 he had difficulty with W. S. Scarborough, the professor of classical languages. On this occasion the board was resolved into a court and attorneys appointed for each. After the evidence was all in, a vote of confidence was given to President Mitchell, but Professor Scarborough lost his position, Horace Talbert being named to the professorship. The next day, however, Scarborough was made a member³² of the faculty of the Theological Seminary, and five years later (1897) was restored to his former position in the college.

ADMINISTRATIVE CHANGES

The most significant administrative change that took place between 1876 and 1900 was the setting up of the work in theology as a separate unit of the university. On the one hand, sentiment had been growing among the ministers for more emphasis upon theological instruction, and, on the other hand, it was thought wise to set the work in theology apart on account of the state appropriations. Consequently, the board of trustees readily adopted the report of the committee on theological studies which recommended that a theological seminary be organized, and that directors be elected to

32

Minutes of the 29th Annual Session of the Board of Trustees of Wilberforce University, June 17, 1892, p. 246.

33

organize and set it apart. The effect of this action, however, was to split the little support that the church gave to the university. For many years the ministers of the conference and the committees on education stressed the matter of support for the theological seminary and said little, if anything, about the support of the institution as

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a whole. In other words, the sentiment of the ministry distinctly favored supporting the seminary as against supporting the whole plant; but, in reality, little was done for either.

As knowledge spread among the ministers that Wilberforce University was receiving an annual appropriation from the State of Ohio, the church contributions became even less. Moreover, the setting apart of the seminary greatly lessened the executive authority of the president of the university, since the plan of organization granted executive

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powers to the dean of the seminary.

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Minutes of the 28th Annual Session of the Board of Trustees of Wilberforce University, June 17, 1891, pp. 223-227.

34

See: Minutes of the Ohio Annual Conferences, From 1893-1899.

35

The duties of the Dean of the seminary are defined as follows in the plan of organization: "The Dean of the theological seminary shall be the responsible and executive officer of the same; and shall preside at all faculty meetings and see that the orders of the board of directors or executive committee are carried out." See: Payne Theological Seminary and Wilberforce University, Origin, Organization and Object, together with the Rules and Regulations of Government, p. 7. Xenia, Ohio: Chew Publishing Company, 1891.

The three principal events that stand out in the administration of President Mitchell are the establishment of the C. N. & I. Department at Wilberforce, the establishment of the Military Department, and the setting apart of the Payne Theological Seminary. Each of these events has had a significant influence upon the development of the institution, and no doubt will have an even more far-reaching influence in the future. Other facts concerning the administration of President Mitchell will be given in other parts of this study.

SUMMARY

(1) From the time that President Daniel A. Payne resigned to the end of the century, Wilberforce University had two presidents; President B. F. Lee, who served eight years; and President S. T. Mitchell, who served sixteen years.

(2) During the regime of President Lee the growth and development of the institution were inconsiderable, and it was with difficulty that the school was kept in operation.

(3) After the election of President Mitchell, new sources of financial support were sought throughout the country. Also during this regime, the institution sought and secured the aid of the State of Ohio in maintaining the work in teacher-training and in the industries. As a result of this aid, the Combined Normal and Industrial Department was established at Wilberforce as essentially a separate administrative

unit of the university.

(4) Largely because of the State aid received, the work in theology was organized as a separate unit which was designated the Payne Theological Seminary.

(5) During Mitchell's administration, the national government established a department of military science and tactics at the institution.

(6) During the period the curriculum remained much the same as under the administration of President Payne. There were, however, some additions to the industrial phases of the work after the establishment of the Combined Normal and Industrial Department.

(7) There were relatively few changes in the staff except additions made necessary because of the expanding work in the industries.

(8) The most significant items of growth in the physical plant were the building of O'Neill Hall, a dormitory and recitation building in 1890, and the erection of an industrial building in 1895.

CHAPTER VII

PERIOD OF EXPANSION (1900-1932)

INTRODUCTION

The period from 1900 to 1932 was one of general and rapid expansion. In this period the physical plant began to take on the appearance of a well appointed modern college plant, the curriculum was enriched and broadened, the faculty was greatly strengthened, and the student body both increased in size and improved in quality. During this period also the prestige of the institution became nation-wide. In fact, there was no phase of the university's life and work that did not show adequate development during these years.

Cross currents and conflicts there were during this period among the administrators, the faculties, and the students; but only such as come with healthy growth in a strongly charged academic environment. The difficulties incident to the existing church-state relationships, the conflicting ideologies generated by church politics, the clash of individual ambitions, all were present at one time or another during the period to stir the institution from within. Likewise, the struggle for financial security, the adjustment of the curriculum to an ever-widening clientele, the provision for war needs, and the preparation for accreditation, with its attendant problems of faculty improvement,

student-scholarship stimulation, plant-student relationships, and other academic problems were the growing pains of an expanding institution.

The four presidents who administered the affairs of the institution during this period were Joshua Henry Jones, William Sanders Scarborough, John Andrew Gregg, and Gilbert Haven Jones. All of these, with the exception of President Gregg, had long service at the institution in one way or another and were thoroughly imbued with its traditions.

JOSHUA HENRY JONES

Joshua Henry Jones, the president of the university from 1900 to 1908, while a clergyman of prominence in the A. M. E. Church, was far from being a pious ascetic. He was a business man, as well, with more than a modicum of common sense. Moreover, he was dynamic, aggressive, masterly, scholarly, and of a commanding appearance. He had been of outstanding service to the institution in the annual conferences and in the efforts of the university to get state-aid from the legislature. As an evidence of his business acumen, he had amassed a considerable personal fortune since his graduation from the institution in 1887, and there was a general feeling that he had all the qualities that the institution needed in a president at the time of Mitchell's retirement.

His ascension to power was not characterized by any great fanfare on his part, but it was not long before the influence of his personality

was felt in every phase of the school's work. With one or two notable exceptions, which will be discussed later, the academic program went on as it had under the regime of President Mitchell, while the new president concerned himself with things that he considered more fundamental.

The chief concern of President Jones was with general policies of administration. First of all, he wanted financial security for the old university foundation. In the second place, he wished organic union among the three almost autonomous units of the institution; and thirdly, he demanded the centralization of administrative authority in the office of the president. President Jones had been in sufficient touch with the institution, through his relationships as a member of the trustee board, to know that the university was in the midst of a financial struggle, and had been equally so in the closing years of President Mitchell's administration. He realized also that a closer relationship was necessary among the departments. In the last years of President Mitchell's regime, the work in theology had been set up in a unit known as Payne Theological Seminary, and had been so organized both financially and administratively, that it bore little relation to Wilberforce University. Moreover, in 1895 the board of trustees of the Combined Normal and Industrial Department had elected a superintendent of the department, instead of a superintendent of industries as provided by law, and had invested him with executive powers in addition to the fiscal authority provided for in the law

creating the department. Consequently, President Jones found himself practically without administrative powers in any unit of the university save the College of Liberal Arts.

Within a year after President Jones took office, he began his efforts to increase the income of the university. His first venture in the direction of financial security for the old university foundation was the purchase of a 47-acre farm with funds from the dining hall. Through the operation of this farm he hoped to furnish many of the products used in the dining hall and eventually make sufficient profit to pay for the farm and to assure the school a certain amount of much needed productive endowment. A year later he purchased another farm of one hundred ten and a half acres, through the dining hall, as a means of further increasing the profits from farm products. The next year he purchased, out of his own funds, a third farm, and likewise operated it for profit through the dining hall. In this instance, however, he paid himself 6 per cent interest upon his investment. The latter transaction did not meet the approval of the trustees and he was censured by the board for taking too much authority. Although he explained that the university was in no way obligated by the

1

J. H. Jones, 43rd Annual Report of the President, Secretary and Treasurer to Trustees of Wilberforce University, p. 12. Xenia, Ohio: W. B. Chew, 1906.

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 transaction, the board of trustees was never completely reassured on
 this point. In fact, the purchase and management of the farms became
 a source of misunderstanding between him and the board for the remainder
 3
 of his incumbency. He stated in 1908, near the close of his adminis-
 tration, that the dining hall department would be able to fulfill the
 cherished designs, if only he were allowed to work out the purposes
 4
 relating thereto. In the end President Jones was required to purchase
 the farms from the university and to make other adjustments relative

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 President Jones had the following to say concerning the purchase
 of the farms: "The little farm of forty-seven acres, purchased by the
 dining hall three years ago, ran the acreage up to one hundred and ten.
 The Holmes one hundred ten and a half acres purchased by the dining
 hall two years ago, ran the acreage up to two hundred and twenty.
 Finding that this amount of land did not meet our needs and did not
 adequately serve the purpose of our ideal, and yet not being willing to
 burden the college with further land obligations, I purchased the
 Stevenson Farm immediately adjacent to the college lands, having on it
 commodious barns and frame houses, rich, cultivable lands and pastures,
 at a cost of \$10,000 out of my own private funds and have consecrated
 the matter to the use of the university in the dining hall operations.
 I mention the matter here so that it may not be misunderstood in the
 future. The university is in no way obligated in this transaction. It
 is my fondest hope, however, that I shall find a way someday to turn
 this property over to the college." See: Forty-Third Annual Report of
 President, Secretary and Treasurer to the Trustees of Wilberforce
 University, p. 12. Xenia: W. B. Chew, 1906.

3
 J. H. Jones, Forty-Fifth Annual Report of the President, Secretary
 and Treasurer to the Trustees of Wilberforce University, p. 9. Xenia:
 W. B. Chew, 1908.

4
Ibid., p. 9.

to the farm transactions.

Notwithstanding the difficulties President Jones had with his board of trustees, his strength of personality made him extremely popular with the students and faculty. He was known to be kind, yet firm in all his dealings with them. His word was law, and whatever he promised, he fulfilled. During the later years of his regime he was familiarly known as "the big horse", and as "Horse Jones", and was especially admired by the young men because of his manly qualities.

President Jones, however, was ambitious to become a bishop in the church and was a candidate for the position in 1908. The animosities engendered in his bishopric campaign, the ambitions of Professor Scarborough to become president of the university, administrative misunderstandings engendered in his attempts to unify the administration of the school, and the perennial disagreement concerning the purchase of the university farms caused his defeat at the June meeting of the board.

Looking at his administration from a safe distance, it can be said that Joshua H. Jones was only a moderately successful president. He was, however, destined later to play a larger role in the development of the institution than any single individual through his activities as president of the trustee board, as a resident of the Wilberforce community, and as the father of another president of the institution who leaned heavily on him for his counsel and advice.

WILLIAM SANDERS SCARBOROUGH

Quite the antithesis of President Jones was William Sanders Scarborough, who succeeded him in office. He was mild-mannered, dignified, scholarly, impractical, and eccentric. Moreover, he was a layman. He had graduated from Oberlin College in 1875, and had come to Wilberforce two years later as professor of ancient languages. He had, therefore, thirty-one years of experience with the problems of the institution when he came to the presidency. In the meantime, he had won recognition as a Greek and Latin scholar, and had made significant contributions to the knowledge of his field. At the time of his elevation to the presidency of Wilberforce, he was undoubtedly one of the best known Negro scholars. He had even become mildly famous through the publication of his "First Lessons in Greek", because of the skepticism expressed by Senator Calhoun concerning the Negro's ability to learn the Greek language some time before.

In the absence of outstanding executive qualifications, his recognition as a scholar stood him in good stead. By means of his acquaintance with scholars and his membership in numerous learned societies, he was enabled to make contacts with philanthropic individuals and agencies that were invaluable to him in the administration of the school. He traveled much in the East, meeting individuals and boards, making addresses, and otherwise advertising the school. He attended the inauguration of new university presidents, the meetings of learned

societies, and became the best public relations officer that the school ever had. As a result of his work, a new girl's dormitory, Emery Hall, was built and the budget was balanced from year to year by means of the help obtained from persons whom he had persuaded to become patrons of the institution. He was not able, however, to make any noteworthy reduction in the standing debt of the university, although conditions were being gradually improved from year to year.

The contributions of President Scarborough were distinctly from the standpoint of a public relations officer. He publicized the work of the school, and brought it to the attention of both those who could contribute to it financially, and those who had young men and women to be educated. His other contributions are in connection with the raising of funds to build Emery Hall, the separation of the work of the Academy from that of the College of Liberal Arts, and the maintenance of instruction at a high level. Moreover, he established closer relations between the institution and the alumni.

At the end of his administration, President Scarborough pointed with pride to his accomplishments. He noted that the curriculum had been revised, the teaching staff of the college doubled, and an up-to-date system of accounting installed. He also called attention to the fact

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Report of the President, Secretary and Treasurer of Wilberforce University to the 24th General Conference of the A. M. E. Church, p. 4. Wilberforce, Ohio, 1912.

that the alumni interest had been aroused, the enrollment in the institution increased from 400 to 1542, the debts reduced to \$25,000, investments made, the endowment fund increased, and the state appropriation increased from \$3,500 annually to \$5,000. Likewise, he explained how Emery Hall had been built and equipped at a cost of \$50,000.⁶

The retirement of President Scarborough in 1920 brought an end to a long feud between him and Bishop Jones, the president of the board of trustees. The sentiment was rife at the time that the bishop forced President Scarborough's retirement in order to secure the election of his son, Gilbert H. Jones, to the presidency. Be that as it may, the president of the board was doomed to disappointment; for after two days of wrangling, John Andrew Gregg, then president of Edward Waters College in Jacksonville, Florida, was elected to the position.

JOHN ANDREW GREGG

President Gregg, handsome, genial, fluent, was a graduate of the University of Kansas, and had but slight acquaintance with the affairs of Wilberforce University. He had, from time to time, visited the commencements and no doubt recognized the great possibilities of the institution.

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W. S. Scarborough, Fifty-Seventh Annual Report of the President, Secretary and Treasurer of Wilberforce University, pp. 11-15. Wilberforce, Ohio, 1920.

The new president entered upon his duties at a difficult time. The country was still in the halo of the war boom, and the enrollment at the institution in the fall of 1920 was so great that it was with difficulty the students could be housed in the dormitories, the community, and in the city of Xenia. Indeed, there was a veritable deluge of students. Moreover, returned soldiers were being sent to Wilberforce to be rehabilitated.

During the first year of President Gregg's administration, nothing of importance took place aside from routine matters, except the meeting of the Association of Negro Colleges at the institution in December. The new president did not have a financial problem at the beginning of his term of office. The Victory Rally of 1920 had paid all the debts of the institution. Consequently, he devoted much time to making contacts for the university when he was not working for the adjustment of internal problems incident to the large enrollment.

The year of 1922, however, was to bring other problems of much more serious kind. The first of a series of catastrophes that befell the institution came on the evening of December 7th when Shorter Hall was destroyed by fire. With the already crowded conditions, the throwing of 200 young men out of quarters and the destruction of classroom facilities created a serious problem indeed. Soon, however, make-shift arrangements had been made to care for the students and the instruction, and the board of trustees took steps within the month to

make plans for a building to take the place of the one destroyed. At the same time provisions were made for the additional plant services needed because of the enlarged enrollment.⁷

At the end of the year the president said, "the housing problem at Wilberforce is like a ghost--it will not down. Every available space has been utilized to house our students, and yet more is needed." The old Tawawa Hotel was purchased and fitted up as a dormitory. The Griffin House and two cottages on the campus were purchased and utilized⁸ as dormitory space and sleeping quarters for students. By the beginning of the school year 1923, the Griffin property had been enlarged until it furnished 71 rooms besides assembly hall, barber shop, tailor shop, lavatories, and heating plant. At the end of the year, Shorter Hall was almost complete and President Gregg said in his report: "The housing problem which has hung over us for several years like a hideous nightmare, bids fair now to become less troublesome in view of the expansion which our building program promises. With Shorter Hall and B. F. Lee furnished, and with Emery Hall and Eliza Payne Cottage, the old university center alone will be able to house between eight hundred and a thousand students."⁹

⁷ John A. Gregg, Fifty-Ninth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 4. Wilberforce, Ohio, 1922.

⁸ Ibid., p. 10.

⁹ John A. Gregg, Sixtieth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, June 18, 1923, p. 7. Wilberforce, Ohio, 1923.

At the General Conference in May, 1924, President Gregg was made a bishop in the A. M. E. Church and resigned his position.

GILBERT HAVEN JONES

The fourth president to administer the affairs of the university during the period under consideration was Gilbert H. Jones, who was elected to the presidency in 1924. President Jones had the advantage of ten years of experience at the institution as dean of the College of Liberal Arts before coming to the new position. Moreover, he was an alumnus of the school, and was the son of Joshua H. Jones, who had served as president of the institution from 1900 to 1908.

Personally, President Jones was proud, brilliant, versatile, and of good appearance. He had received a Doctor's degree at Jena, Germany, in 1909, while that degree was still rare among Negroes. He therefore enjoyed the reputation of a scholar.

During the first four years of the incumbency of President Jones, his father, then a bishop in the A. M. E. Church, was president of the board of trustees and shared directly with his son the responsibilities of administration. During the other four years, his father was a vice-president of the board and a member of the executive committee. Moreover, both father and son resided at Wilberforce. Therefore, it is safe to say that the influence of the elder Jones was much in evidence in the policies of his son, although perhaps not to the disadvantage of

the latter.

The administration of President Gilbert H. Jones was characterized largely by efforts to bring about the standardization of the school and will be discussed more in detail in connection with other topics of this chapter.

GROWTH OF THE PHYSICAL PLANT

After the turn of the twentieth century, the rapid expansion of the work in the Combined Normal and Industrial Department made necessary an increase in plant facilities. Within a few years, several buildings were erected to provide for instruction in the industries and to furnish additional formitory facilities for an increasing enrollment.

The first building erected during this period was Howells Hall, a small one-story building to be used by the department of printing. It was completed in 1900. Arnett Hall, a dormitory for young women, was the next building erected. All of the work on this building was done by the department of building trades and it was completed in 1905. While Arnett Hall was yet in the building, plans were drawn for a trades building which was to be built by the department of building trades, but before the construction got under way, L. W. Baker, director of that department, resigned to become a government supervising architect, and the work was halted. With the calling in of others to continue the work, a decision was made to modify the plans

to include an auditorium. This building was completed in 1906, and named Galloway Hall in honor of W. A. Galloway, the president of the C. N. & I. Department Board of Trustees. At the same time that Galloway Hall was being built, a smaller building, Peindexter Hall, was erected in the rear of Galloway Hall to take care of the work in carpentry and drawing.

By 1909 Arnett Hall was over-crowded, and the next year, 1910, Mitchell Hall was built especially to accomodate the senior young women.

The next building erected in the C. N. & I. Department was Tawawa Hospital. This building was to provide for the training of students in home nursing as well as to take care of the health needs of the students. It was dedicated in 1916.

By this time the normal department had outgrown its quarters in O'Neill Hall and the commercial department was cramped for space in Galloway Hall. The problem was solved by the erection of Bundy Hall to provide for these two departments along with office space for the administrative offices of the C. N. & I. Department. This building

10

W. S. Scarborough, Fifty-Fourth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 22-23. Wilberforce, Ohio, 1917.

11

was completed in 1917. In 1917 also the Mechanics Arts Building, a one-story steel and concrete structure, was completed to take care of auto-mechanics, blacksmithing, and other industrial branches which were unable to find teaching space in Galloway Hall.

Beacom Gymnasium was erected in 1922 to the response of a definite need for a place where instruction in physical education might be given. In the same year plans were drawn for B. F. Lee Hall, to house the home economics work, but this building was not completed until 1925.

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During the next few years, the attention of the C. N. & I. Department was turned to the housing of teachers and a number of cottages were built to accomodate the families of the new members of the teaching staff. The old superintendent's residence was turned into a residence for single young women teachers, and the former residence of W. S. Scarborough, which faced the campus, was purchased to serve as a home for the superintendent.

11
W. S. Scarborough, Fifty-Fifth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 18. Wilberforce, Ohio, 1918.

12
Ibid., p. 26.

13
William Berry, Sixtieth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 17. Wilberforce, Ohio, 1923.

In 1926 a building was erected to house the school laundry, and in 1927 a new power house was erected to take care of the increased load of heating and lighting the school plant.¹⁴

The general growth of the institution had its effects in the College Department, as well as in the C. N. & I. Department, during the first quarter of the new century. There was great need for a dormitory for girls, a science building, and a library.

Fortunately the demand for a library building came at a time when Andrew Carnegie was providing libraries for many poor communities. In 1905 Horace Talbert, then secretary of the university, and others appealed to Carnegie for funds to build a library for Wilberforce. After the usual investigation as to the worth of the cause, he agreed to build a library building for the institution. The building was erected during the school year of 1906-1907, and dedicated at the Commencement in June, 1907.¹⁵

By 1909 increased dormitory facilities for young women were needed in order to provide for an increased enrollment, and President Scarborough started a campaign for funds for a girls' dormitory. Application was again made to Andrew Carnegie for money with which to construct the

14

Catalogue of Wilberforce University, 1937-1938, p. 29. Wilberforce, Ohio, 1938.

15

J. H. Jones, Forty-Fourth Annual Report of President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 4. Wilberforce, Ohio, 1907.

building. Again Carnegie showed his willingness to aid by agreeing to give \$17,500 toward the cost of the building when an equal amount¹⁶ was raised from other sources. Immediately, an intensive campaign was started. Contributions were sought here and there in America, but with little avail. Miss Hallie Q. Brown, who was in England at the time, interested Miss E. J. Emery of London, England, in the project and she gave the necessary amount to enable the institution to meet the conditions of Carnegie's offer. This building was christened Kezia Emery Hall in honor of Miss Emery's mother, and was erected in 1913.

In 1922 the Griffin House, a private dwelling within the campus, was purchased, remodeled, and made into a dormitory for men. This building was known as B. F. Lee Hall, and was used to house young men during 1923 and 1924. It was subsequently destroyed by fire soon¹⁷ after the students moved into the new Shorter Hall.

The next building erected in the college department came as a result of the destruction of Shorter Hall by fire in December, 1922.

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W. S. Scarborough, 46th Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 4. Wilberforce, Ohio, 1909.

17

B. F. Lee Hall was destroyed by fire on the morning of January 31, 1924. See: Annual Catalogue of Wilberforce University, 1924-1925, p. 18. Wilberforce, Ohio, 1924.

As a result of this fire, dormitory space and classrooms had been destroyed to such an extent that the school program was definitely crippled. In the rebuilding which took place in 1923 and 1924, new Shorter Hall, a fireproof structure, much larger than the building that had been destroyed, provided dormitory space for over four hundred students, twenty-six classrooms, and an auditorium with a seating capacity of two thousand. The building of the new Shorter Hall calls for special consideration in another part of the present study.

CURRICULUM EXPANSION IN THE COLLEGE

By the end of the century the work of the normal department and the practice school had gradually passed over to the control of the Combined Normal and Industrial Department, and the work of the College of Liberal Arts and of the college preparatory department was all that was left of the original academic organization of the original university.

There was little change in the curriculum of the college department during the first decade of the twentieth century. A four-year academic course was established in that department in 1902, which provided a finishing course for those who could not, or would not, pursue the regular college courses. This course was mostly an extension

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Catalogue of Wilberforce University, 1902-1903, pp. 26-27.
 Wilberforce, Ohio, 1903.

of the three-year college preparatory course, which served as a basis for the college work until 1908, after which date, four years, or 15 units of secondary school work, were required for entrance into the college courses.

Many students, during this period, registered in the academic course instead of the normal course, which also required for graduation only four years of work above the elementary school. In fact, the academic course offered considerable competition to the special teacher-training course, since in most situations a high school graduate could teach in the elementary school at that time.

In 1909 Dr. Scarborough gave considerable attention to the matter of the curriculum of the college. He suggested that an attempt be made to conform to the standards set up by the Carnegie Foundation and advocated departments of mathematics, Greek, Latin, science, political science and history, modern languages, and literature, English and philosophy. In this same year the unit system was adopted in the required and elective work both for entrance and graduation. This revision was also undertaken at the instance of the Carnegie Foundation's recommendations, according to the statement of President Scarborough.¹⁹

The next important change in the organization of the curriculum in the college department was the projection of curriculums having for

19

W. S. Scarborough, Forty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 15-16. Wilberforce, Ohio, 1909.

their purpose the training of teachers for the high school grades. In 1915 a scheme was worked out whereby the College of Liberal Arts offered courses in education leading to the degrees of bachelor of arts in education and bachelor of science in education, along with
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the older courses.

In 1916 the board of trustees of Wilberforce University voted to set the Academy apart from the College of Liberal Arts and employed for it a corps of instructors whose duties would be devoted solely to its work. Prior to that time, much of the regular instruction in that department had been done by the college teachers.

In 1918 there was further expansion of the curriculum of the College of Liberal Arts. Combined curriculums were offered in science-medicine, arts-medicine, arts-pharmacy, arts-agriculture, arts-engineering, arts-home economics, arts-law, arts-journalism, pre-medicine, and pre-dentistry. This expansion was justified by the increasing enrollment which took place immediately after the World War, but which did
21
not continue for many years. In 1930, however, an arrangement was worked out whereby the C. N. & I. Department took over the work in education. This arrangement so affected the offerings of the College of Liberal Arts that a reorganization of its curriculums was undertaken.

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Annual Catalogue of Wilberforce University, 1916-1917, p. 99.
Wilberforce, Ohio, 1917.

21

Annual Catalogue of Wilberforce University, 1920-1921, pp. 130-139. Wilberforce, Ohio, 1921.

At this time curriculums in social administration, library science, and journalism were organized and the combined-curricular courses in arts-journalism, arts-commerce and arts-home economics, and arts-agriculture were abandoned. In the meantime, however, four-year courses in home economics, commerce, and agriculture were organized in the Combined Normal and Industrial Department. These new offerings in the state department to some extent continued the work abandoned²² by the College of Liberal Arts. For the next two years, nothing by way of revision of curriculum was attempted.

CURRICULAR DEVELOPMENT IN C. N. & I. DEPARTMENT

By the turn of the century there had been considerable curricular development in the Combined Normal and Industrial Department. In 1900 instruction in that department was organized around ten courses: normal, commercial, shorthand and typewriting, carpentry, sewing, printing, cooking, shoemaking, drawing and vocal music. The normal courses consisted of four years of work above the elementary grades, and the commercial and the shorthand and typewriting courses covered two years and were based upon two years of preparatory work above the elementary school. The industrial courses covered three years of work, except the course in shoemaking which could be completed in two years. The music

22

Annual Catalogue of Wilberforce University, 1931, pp. 65-92.
Wilberforce, Ohio, 1931.

course was likewise a three-year course and the drawing course of²³
indefinite duration depending upon the aptitude of the student.

The curriculum in the C. N. & I. Department continued to expand during the first decade of the century, especially along industrial lines. Three-year courses in millinery, applied mechanics, blacksmithing, plumbing, and tailoring had been added by 1910, making a total of ten industrial courses. In fact, in 1910, the emphasis in the C. N. & I. Department was distinctly along the lines of industrial²⁴ training. Many students combined their study in such a way that they completed either the normal course and an industrial course, or the commercial course and an industrial course during a three or four²⁵ years' stay at the institution.

With the election of W. A. Joiner to the superintendency of the C. N. & I. Department in 1910, the emphasis was gradually changed from the industrial work to the teacher-training and commercial courses. The women's industries were combined into a household arts department, a three-year course in agriculture was organized, and tailoring was

23

Catalogue of Wilberforce University, 1901-1902, pp. 70-82.
Wilberforce, Ohio, 1902.

24

Catalogue of Wilberforce University, 1909-1910, pp. 74-109.
Wilberforce, Ohio, 1910.

25

At this time the daily program was so worked out that one half of the day was devoted to the literary branches, and the other half to industrial work.

abolished. At the same time, the divisions of printing, plumbing, black-smithing, carpentry, and shoemaking were virtually reduced to service departments with the teaching of students as a secondary consideration. ²⁶

INDUSTRIES VERSUS TEACHER-TRAINING

The administration of W. A. Joiner was characterized by an attempt to weaken the work in the industrial branches and to strengthen the work in teacher-training. He secured the first of these objectives by a series of administrative expedients. The first of these measures provided for the lessening of the amount of industrial credit allowed for graduation from the normal and commercial courses. In fact, he made it possible for students to finish either of these courses without presenting any industrial credit, whereas, before his coming to the department, every student was required to have credit for two years of work in an industrial department in order to be graduated from a literary course. The catalogue for 1909-1910 says: "State students may take either Normal or Commercial courses, combined with some line of industrial work."²⁷

The abrogation of this rule did much to lessen the interest in the industries. The second measure, passed by the board of trustees at

²⁶
Catalogue of Wilberforce University, 1920-1921, pp. 161-176. Wilberforce, Ohio, 1921.

²⁷
Catalogue of Wilberforce University, 1909-1910, p. 69. Wilberforce, Ohio, 1910.

Superintendent Joiner's request, made certain of the industrial departments serve as departments of equipment rather than as departments of instruction. By means of this device it became the first duty of certain industrial departments to render mechanical or industrial services for the plant, making the instruction of students in these departments a secondary matter.

The third measure created a course for manual training teachers and put the industrial instruction upon the manual-training basis rather than on the trade-training basis.

With the operation of the administrative measures mentioned above, the enrollment in the trades dwindled and the well-equipped industrial plants were idle, except for such practical work as the instructors could do for the C. N. & I. Department plant. In 1914 several of the industrial teachers were dropped and their departments abolished.

During the period in which this transition was taking place, antagonism between the superintendent and the industrial teachers became so strong that the board of trustees employed Hugh M. Browne, an expert in industrial education, to come to the institution as director of vocational training, for the purpose of finding out what had caused the industries to decline and to reorganize and revive them. After a year of bitter wrangling, however, Browne made his report to the board charging that the superintendent was solely responsible for the decline of the industries at Wilberforce, and in a 60-page document

28

set forth the causes of such decline.

In the meantime the work in education was being stressed more and more, and by the time Joiner was forced to resign in 1920, the industrial work had been practically abandoned. There have been many attempts since that time to re-create interest in trade or industrial training, but without any considerable measure of success. The prestige of the various types of college courses offered in late years has been a deterrent to those who might with profit pursue work in the industrial branches.

As to the carrying out of the second objective, that of strengthening the work in teacher-training, it is sufficient to consult the catalogues of 1910 and 1920. In 1910 the two-year normal course was the only teacher-training course. In 1920 there were teacher-training courses designed to prepare teachers for household arts, industrial arts, commercial subjects, agriculture, and printing, in addition to the regular normal course which had been very much strengthened.^{29,30}

28

Hugh M. Browne, Report to the Board of Trustees, p. 42. Wilberforce, Ohio, 1917.

29

Catalogue of Wilberforce University, 1909-1910, pp. 74-82. Wilberforce, Ohio, 1910.

30

Catalogue of Wilberforce University, 1919-1920, pp. 153-172. Wilberforce, Ohio, 1920.

In 1927 we find that the curricular work of the C. N. & I. Department consisted of a normal division, offering instruction in a two-year teacher-training course and a two-year business course; a home economics division, offering instruction in a four-year degree course in teacher-training, a two-year teacher-training course, a general trade course for girls of high school grade, and two-year vocational courses for girls as well as special courses in sewing and cooking; a vocational division with four-year teacher-training courses in agriculture and manual training, two-year vocational courses for boys in carpentry, printing, automotive work, applied electricity, plumbing, shoemaking, and forge shop work, and general trades courses for boys of high school grade in the same branches; and a physical education division, offering a four-year teacher-training course, and a two-year teacher-³¹ training course.

In 1930 the College of Liberal Arts passed over the work in secondary education to the Combined Normal and Industrial Department, and full-fledged four-year teacher-training curriculums were organized leading to degrees and state certificates for the teaching of the high school branches, the elementary branches, physical education, public school music, home economics, industrial arts, agriculture, and com-

31

Catalogue of Wilberforce University, 1927-1928, pp. 87-106.
 Wilberforce, Ohio, 1928.

merce. There were also at this time four-year vocational courses in agriculture and commerce, and certain so-called unit courses in the industrial branches.

THE CURRICULUM OF PAYNE THEOLOGICAL SEMINARY

There was little change in the curriculum of Payne Theological Seminary during the first thirty-two years of the twentieth century. At the beginning of the period, its offerings were organized under two general divisions. The first division known as the regular course, embraced three years of instruction leading to the Bachelor of Divinity Degree. For this division, curricular materials were offered under the following heads: old testament Hebrew, new testament Greek, systematic theology, ecclesiastical law, methodology, septuagint, Christian archeaology, Hermeneutics, introduction to the critical study of the Holy Scriptures, ecclesiastical history, English Bible, comparative symbolics, homiletics, the properties of the pulpit, elocution, comparative theology, and certain elective studies in Syriac, German, and French. The catalogues of the institution list no changes in these offerings until 1915, when it is noted that old and new testament history, anthropology, Christian ethics, evidences of Christianity,

32

Catalogue of Wilberforce University, 1901-1912, pp. 57-60.
 Wilberforce, Ohio, 1912.

religious social engineering, and social teaching of Jesus had been
³³ listed among the offerings. In 1921 may be found Christian institu-
 tions, philosophy of religion, Christian sociology, and comparative
³⁴ religion. In 1927 sunday school training and hymnology were added to
³⁵ the curriculum.

The second division, the English theological, comprehended
 essentially all the work included in the regular course except the
 work in the Greek and Hebrew languages, which is a prominent part of
 the work of the regular course.

WILBERFORCE IN THE WORLD WAR

Shortly after the nation entered the World War, the faculty
 passed resolutions placing the entire resources of Wilberforce Univer-
 sity at the disposal of the government. Telegrams were sent to the
 President of the United States and to the Governor of Ohio informing
 them of this action. The President replied, as did the Governor,
 thanking the institution and assuring it that it would be called upon
³⁶ when needed.

³³

Catalogue of Wilberforce University, 1916-1917, pp. 83-87.
 Wilberforce, Ohio, 1917.

³⁴

Catalogue of Wilberforce University, 1921-1922, pp. 144-151.
 Wilberforce, Ohio, 1922.

³⁵

Catalogue of Wilberforce University, 1927-1928, pp. 73-78.
 Wilberforce, Ohio, 1928.

³⁶

Wilberforce Bulletin, Series V, No. 2, June, 1918, p. 57.
 Wilberforce, Ohio, 1918.

Owing to the fact that Wilberforce University was the only Negro school with a military department supported by the national government, it immediately took the lead in war service among the Negro colleges. The institution sent its quota of men to the First, Third, and Fourth Training Camps and had a large return of men with commissions, including captains, lieutenants, and sergeants. When the call came for clerks for the army, Wilberforce was again called upon to furnish a quota of seven, which was promptly filled. Three Wilberforce professors and six students took intensive training at the Washington, D. C. Training Camp. Wilberforce men received commissions at Camp Hancock, Georgia, where they were trained as machine gunners. A number of second lieutenants were commissioned at Camp Pike, Arkansas, where training was given in the use of artillery.

In fact, by September, 1918, Wilberforce had asserted her ascendancy in the matter of military contributions. President Scarborough summed up the Wilberforce war work by stating that, "we may say with becoming

37

There were 18 Wilberforceans at the First Officers Training Camp at Fort Des Moines, Iowa; 22 at the Third Officers Training Camp at Camp Funston, Kansas; and 31 at the Fourth Officers Training Camp at Camp Dodge, Iowa. See: The Wilberforcian, Vol. I, No. 5, June, 1918, pp. 10-22.

38

W. S. Scarborough, "Wilberforce War Work", in The Wilberforcian, Vol. I, No. 6, March, 1919, pp. 3-5.

modesty and pardonable pride that in all the cantonments Wilberforce students have stood highest as compared with those of other institutions. We have the word of officers for this statement and we have the commissions to show our great proportion among the graduates."³⁹

During the school year of 1918, the comprehensive plan to co-operate with the colleges in the training of college students was in operation at Wilberforce, and a student Army Training Corps of 400 soldiers was sent to the university for academic and vocational training.⁴⁰ In these movements the institution assumed the responsibility for housing, food, and drill grounds, which created quite a problem with the facilities at hand.⁴¹ These difficulties were humorously mentioned in the Report of the Vocational Detachment as follows:

Our superintendent had the time of his life making two turns 'where formerly one had grown' in order to make preparations, purchase munitions of mess, new equipment for vocational departments, arrange contractual relations and terms, to accomodate the boys who were

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W. S. Scarborough, "Wilberforce War Work", in The Wilberforcian, Vol. I. No. 6, March, 1919, p. 5.

40

W. S. Scarborough, A Tribute to Colonel Young, p. 10. Philadelphia: A. M. E. Book Concern, 1922.

41

W. S. Scarborough, Fifty-Fifth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 22. Wilberforce, Ohio, 1918.

42

assigned to this institution for training.

The courses of instruction and the number of men trained in the industrial division were as follows: auto-mechanics, 100; blacksmithing and forging, 54; carpentry, 92; machine, 44; shoemaking, 43; and general mechanics, 53; making a total of 386 during the entire period.

Nor were these activities all of Wilberforce's contributions to the War. There was Red Cross work, special relief work, courses in conservation, lectures, boy scout work, bond buying, Red Cross subscriptions, and thrift stamp buying. President Scarborough was one of the food commissioners, and was on Governor Cox's War Cabinet in the Ohio Branch, Council of National Defense. The superintendent, W. A. Joiner, served on the Fuel Commission of Ohio.

After the war was over Wilberforce University became one of the centers for the rehabilitation of the soldiers who returned from the war. Since 1922 both a junior and a senior unit of the Reserve Officers Training Corps have been in operation at Wilberforce University.

42

Report of the Vocational Training Detachment and Section B. S. A. T. C., p. 4. Wilberforce, Ohio, 1919.

43

Ibid., p. 11.

44

W. S. Scarborough, The Wilberforcian, Vol. I., No. 6, March, 1919, p. 4.

NEW SHORTER HALL

Shorter Hall, having been built with difficulty by the sacrifice of the church in the years immediately following the Civil War, had come to be a shrine representative of the A. M. E. Church's devotion to the cause of education, and a symbol of the Negro race's efforts at self-education. All the sentiments surrounding the founding and development of the university hovered around its sacred walls. The ground on which it stood was hallowed ground. At least, so said the orators from year to year from the chapel platform.

But more than that, Shorter Hall was an emblem of the church's power, the church's control over the institution so largely supported by the State of Ohio. Without its halo of sentiment, Shorter Hall was not a commodious building, neither was it in good repair. Its stair-treads squeaked as one mounted the stairs; its floors were worn through in places; its ancient walls were dingy and full of nail holes; and its classrooms were small and poorly lighted. Yet Shorter Hall was actually the educational and spiritual center of activities of Wilberforce from the time of Payne until the time of its destruction. President Gregg characterized it as follows: "The building, from which have gone some of the most influential men of our race, and which stood like a mighty fortress at the frontier between the ignorance and impotence of an emerging race and its great accomplishments of today."⁴⁵

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J. A. Gregg, Fifty-Ninth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 3. Wilberforce, Ohio, 1922.

At the time of its destruction, the following expressions by the Pittsburgh Annual Conference were echoed throughout the A. M. E. connection:

"Last winter the sad news reached the entire Church that Shorter Hall had gone down in ashes. The entire Church bowed its head in sorrow. But there came forward a Joshua to lead on the forces to rebuild Shorter Hall. Bishop Jones said to this great Church, "We will build a still greater Shorter Hall"Therefore, be it resolved, that we, the ministers of the Pittsburgh Conference, do pledge ourselves to do our best in assisting to erect this great building." 46

So the destruction of historic Shorter Hall was more than a monetary loss. All of the forces of the university, the church, and the public were called upon to help rebuild this building. Under the leadership of Bishop Jones the supporting districts agreed upon quotas in order to raise the two hundred and seventy-one thousand dollars needed for the rebuilding. But only the Third District, the one over which Bishop Jones presided, kept its pledge. In 1923 the four districts raised a total of only \$76,789.95, of which amount the Third Episcopal District contributed \$66,095.07. 47 In 1924 the Third District contributed \$33,716.15, while the other three districts contributed only \$374.80, 48

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Journal of Proceedings of the Fifty-Fifth Annual Session of the Pittsburgh Conference of the A. M. E. Church, pp. 44-45. Philadelphia: A. M. E. Book Concern, 1922.

47

Sixtieth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 34. Wilberforce, Ohio, 1923.

48

Sixty-First Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 25. Wilberforce, Ohio, 1924.

to the building fund.

Because of the failure of the planned financial program to rebuild Shorter Hall, the institution was compelled to borrow one hundred and twenty-five thousand dollars by giving a mortgage on the school plant; and the teachers and employees who had already contributed heavily of their means to the program were required to make tremendous sacrifices⁴⁹ to keep the school from closing its doors. Thus the attempt to rebuild a greater Shorter Hall to maintain the church prestige at Wilberforce almost wrecked the institution, and created a situation the effects of which are still felt by the administrative staff, the faculty, and the supporting public.

THE MOVEMENT FOR STANDARDIZATION

The 1916 survey of Negro education revealed the weaknesses of Wilberforce University in such a way that they could not be ignored by the administrations which followed. The prevalence of church politics was noted as a retarding factor in the school's management, and the looseness of organization was given as another cause of the institution's

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President Gregg says in 1924: "In spite of the fact that we have been considerably behind in the payment of salaries, the members of the faculty have loyally stood by their posts, as have other officials. I certainly wish to commend them for this." See: Sixty-First Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 4. Wilberforce, Ohio, 1924.

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ineffectiveness. The effect of this report was to give the institution a "C" rating throughout the educational world. Consequently, it was not long before alumni and graduates who were entering graduate schools began to feel the pressure of the school's low classification, and in turn to urge their Alma Mater to do something about the situation. By 1922 Gilbert H. Jones, the dean of the College, felt that the problem of standardization was the largest problem that the institution had to face, and urged that steps be taken to do something

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about it. Two years later when Jones became president of the university, the question of standardization became a real factor in the shaping of his administrative policies. He noted that the two things which seemed to stand most in the way of accreditation were the lack of productive endowment and the lack of an adequately trained faculty.

In his first report to the board of trustees he explained the needs of the institution in this regard, and discussed the criteria of the

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North Central Association of Colleges and Secondary Schools. Two

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Thomas Jesse Jones, Negro Education Bulletin, 1916, No. 39, p. 683. Washington: Government Printing Office, 1917.

51

Gilbert H. Jones, Fifty-Ninth Annual Report of the President, Secretary and Treasurer to the Board of Trustees of Wilberforce University, p. 16. Wilberforce, Ohio, 1922.

52

Gilbert H. Jones, Sixty-Second Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 10-18. Wilberforce, Ohio, 1925.

years later, largely through his efforts, Wilberforce had become a member of the Association of American Colleges. The same year the Board of Regents of the State of New York approved and accredited the institution, and the departments of education of North Carolina, Virginia, Florida, and Texas had accepted Wilberforce students on a⁵³ par with students from other colleges. The lack of accreditation by the North Central Association of Colleges and Secondary Schools, however, was still a definite barrier to the school's success, and the real problems had to be faced.

As the first step toward accreditation, an endowment drive was planned in 1927. For some reason, however, this drive did not actually get under way. In 1928 the alumni organized an endowment drive to aid the university which seemed to have a fair chance of success. The board of trustees, however, would not approve of the plan and the subscriptions which had been taken pending favorable⁵⁴ action by that body, were refunded and the effort dropped. In 1929

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Gilbert H. Jones, Sixty-Fourth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 7-10. Wilberforce, Ohio, 1927.

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President Jones said concerning the alumni drive: "The alumni planned a very full program for endowment but because of certain undesirable elements involved in their conception of it, it was impossible to get the consent or co-operation of certain elements of the administration either to approve it, or join in launching the drive. The general program of putting the drive over was a good one, though we could not endorse some elements of the scheme. See: Sixty-Fifth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 10. Wilberforce, Ohio, 1928.

the institution again strove to launch a million dollar drive, but the depression struck the country and put an end to all efforts to raise large amounts of money for the university. In 1930 the university made an arrangement with the State of Ohio to pass over to the C. N. & I. Department the work in secondary education with the understanding that all liberal arts subject matter needed for the teacher-training work would be furnished by the College of Liberal Arts on a clock-hour cost basis. This arrangement secured to the College of Liberal Arts a certain income that would definitely enable it to⁵⁵ meet the North Central Association standards. The large debt caused by the rebuilding of Shorter Hall, however, was still a retarding⁵⁶ factor so far as standardization was concerned.

While attempts were being made to improve financial conditions, efforts were being made to increase the competence of the faculty. In 1927 leaves of absence were given to a number of teachers in order that they might take their Masters' degrees, and others were encouraged to attend extension courses and summer schools in nearby institutions in order that the standard of faculty scholarship might be raised. Each year great improvement in the faculty was noted, with the result

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Gilbert H. Jones, The 67th Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 14. Wilberforce, Ohio, 1930.

56

Ibid., p. 15.

that forty-eight of a faculty of seventy-two were actually engaged in taking advanced training. Moreover, in the same year nine members took Masters' degrees. Wilberforce instructors were attending at the time the Ohio State University, Wittenberg College, University of Cincinnati, University of Wisconsin, University of Dayton, Western Reserve University, and Detroit City College.⁵⁷ In the year, 1932, twenty-nine members of the faculty of Wilberforce were continuing their advanced study in the schools mentioned above, one went abroad⁵⁸ for study, and three took Masters' degrees. This effort to improve the faculty continued after the end of the period under discussion.

SUMMARY

(1) The four presidents who served the institution from 1900 to 1932 were men very unlike each other in education and in temperament. Church politics entered into the election of all of them and had much to do with their successes and failures. All of them, however, made definite and substantial contributions to the institution's development during the period.

57

Gilbert H. Jones, The Sixty-Eighth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 8-9. Wilberforce, Ohio, 1931.

58

Gilbert H. Jones, The Sixty-Ninth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 9-10. Wilberforce, Ohio, 1932.

(2) Between 1900 and 1932, expansion was the keynote of the institution. The great growth in the physical plant is illustrated by the fact that thirteen of the eighteen main brick buildings which cover the university campus were erected during that period. Moreover, numerous teachers' cottages and other buildings were erected to accommodate the teaching personnel and to provide for other needed plant services.

Likewise, there was great expansion in the curriculum offerings of the institution. In 1900 degrees were offered only in three courses; the fixed classical and scientific courses in the College of Liberal Arts, and the theological course in Payne Theological Seminary. Otherwise, students pursued courses in the two-year normal, a two-year commercial course, and a few industrial courses. At the end of the thirty-two year period, many curriculums existed upon the completion of which degrees were granted. In the College of Liberal Arts, majors were offered in social administration, library science, music, and journalism, as well as in the liberal arts major subjects, and pre-professional courses were offered in law, medicine, dentistry, and engineering. The C. N. & I. Department offered degree courses in elementary education, home economics education, secondary education, commercial education, physical education, industrial arts education, and agricultural education, as well as regular degree courses in commerce and agriculture. There were also courses of lesser prominence

in various vocational subjects such as printing, electricity, building construction, and automotive service. As a part of this evolution, there was a change of emphasis in the C. N. & I. Department from industrial or trade training to teacher-training with the result noted above.

(3) In the World War years, Wilberforce University occupied the most prominent place of any Negro college through the work of its students in the various training camps, in the Student Army Training Corps, and through its work in the rehabilitation program.

(4) In the decade of the twenties, the institution suffered two disastrous fires which destroyed Shorter Hall and B. F. Lee Hall. The destruction of these dormitories seriously curtailed the housing facilities of the school at the time of the largest enrollment. During this period also Shorter Hall was rebuilt in a greatly enlarged form at a cost of \$271,000, a part of which amount the school still owes. The influence of the two fires and of the erection of the new Shorter Hall upon the financial structure of the institution has been far-reaching.

(5) During this period the problem of standardization became pressing and occupied much of the time and attention of the administrative staff and the faculty. The attempt to build up the educational qualifications of the staff while still in service brought noteworthy development in the teaching personnel. At one time almost two thirds

of the members of the staff were pursuing advanced work along specific lines in summer sessions and in the regular sessions at nearby universities.

CHAPTER VIII

WILBERFORCE SINCE 1932

INTRODUCTION

Since 1932 there has been a definite break with the old Wilberforce University traditions and the institution may be said to be going through a period of transition. During the period changes in the institutional tone have resulted from the destruction of the old ideals without the substitution of satisfactory new ones, and there has been a general feeling of frustration in all aspects of the institution's life.

The most significant cause of the recent situation may be traced to the fact that President Wesley resigned at the time that the institution was in need of a president with the type of experience which he possessed. Other causes may be attributed to the fact that President R. R. Wright, Jr. remained at the institution for a period of only four years, and that his successor, President D. O. Walker, was without university administrative experience.

THE ELECTION OF CHARLES H. WESLEY

In 1932 the Annual Meeting of the board of trustees was held on Monday of commencement week instead of on Tuesday, as usual. Bishop Heard, president of the board, stated that he had called the meeting one day early in order that the business of his administration might be

completed and the leadership of the session turned over to Bishop R. C. Ransom, who by his assignment to the Third Episcopal District¹ would become president of the board.

At the Tuesday morning session Bishop Heard turned the meeting over to Bishop Ransom, the new president of the board, who spoke briefly as to his aims for Wilberforce University. He made a plea for a "new deal" at the school. He stated that he had great admiration for President Jones, both as a man and a scholar; but since he, as president of the board, would be charged with the responsibility for the success or failure of the school, he felt it necessary to ask the board to elect a new president for the institution. In the afternoon session of the board on the same day, President Jones tendered his resignation and Dr. Charles H. Wesley, Professor of History at Howard University, was immediately elected to the position.

President Wesley had much to recommend him for the position. He was tall, handsome, and an unusually versatile and effective public speaker. Moreover, he was eminently trained for such a position and had been prominently mentioned for the presidency of Howard University some years before. He had received his Bachelor's degree at Fisk University, his Master's degree at Yale University, and his Doctor's

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Minutes of the Meeting of the Board of Trustees of Wilberforce University, June 6, 1932, p. 2.

degree at Harvard University. Wilberforce University had honored him with the Doctor of Divinity degree in 1928. Moreover, Wesley had to his credit several years of successful university teaching experience. The only disquieting note in his selection grew out of the fact that he was a prominent A. M. E. minister, had served as a presiding elder for several years, and had been a candidate for the episcopacy on two occasions.

Nevertheless, the country at large was hopeful of a brilliant career for the new president of Wilberforce. Editors of the leading Negro newspapers lauded the appointment. The alumni were proud of the fact that he at least had academic fitness for the position. The rejoicing was premature, however, and those who were encouraged by the selection of Wesley were greatly disappointed when, after a thirty day examination of the institution's affairs, he resigned the office. Poor financial condition of the institution, lack of a residence for the president, and personal reasons were given by President Wesley as reasons for his resignation.

R. R. WRIGHT, JR., DRAFTED

From the middle of July until the middle of September, the management of the institution was left in the hands of Frederick A. McGinnis, dean of the College of Liberal Arts and vice-president of

the university, while the executive board cast about for someone to fill the late president's place.

As the time for the opening of school approached, Bishop Ransom announced that he had drafted Dr. R. R. Wright, Jr., then editor of the Christian Recorder, the leading A. M. E. periodical, to fill the place as acting-president of the institution. Acting-president Wright was no less a career churchman than President Wesley. He, too, had been a candidate for the bishopric on more than one occasion. Both had been voted upon for that office at the General Conference which has met in May of the same year, and both had been defeated for the office by narrow margins.

Acting-president Wright was well-prepared for the position from an academic standpoint. He had been educated at Georgia State College, the University of Chicago (where he had taken the B. D. and M. A. degrees), and at the University of Pennsylvania, where he received the Doctor's degree in 1911. He had been on the staff of Payne Theological Seminary in 1902-03, when he taught Hebrew. His university teaching experience was, however, very limited. He had concerned himself mostly with business operations in the city of Philadelphia, along with his duties as editor of the Christian Recorder. He had, however, been a pastor in one of the churches of Philadelphia for a time.

In addition to his academic fitness for the position, President Wright was well qualified from the standpoint of personality. He was

agreeable, analytic, thoughtful, shrewd in business dealings, and a great worker at whatever he undertook. The new president immediately set for himself the task of learning the duties and functions of his office as well as the relationships among the various departments of the school. Recognizing the fact that the State of Ohio had large holdings at Wilberforce and that the success of the college department depended to some extent upon its cooperation with the state, his attitude was somewhat conciliatory. In this manner he established harmonious relations with the C. N. & I. Department that continued for the most part throughout his administration. In his 1933 report, he said, "I am to convey to you the request of the C. N. & I. Board that you appoint a committee of good will to meet with them on tomorrow to express good will one to another, and to come much closer² in the building up of this great institution."

THE BOOK OF A MILLION NAMES

As has been indicated above, the lack of money was the greatest handicap of the college department at the beginning of Acting-president Wright's administration. Consequently, the major activities of the first two years centered around finance. The new executive hit upon the idea that there might be a great number of people who could be

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R. R. Wright, Jr., President's and Secretary-Treasurer's Report to the Seventieth Annual Trustee Board Meeting of Wilberforce University, p. 6. Wilberforce, Ohio, 1933.

induced to contribute small sums to Wilberforce University if some way could be worked out to reach them. It was then that he had designed a large book providing space for a million subscriptions to the institution. This book was called the Book of a Million Names. The money raised in this manner was to be used to pay the current debts of the school and to make needed improvements.³ The idea was a novel one and promised large returns for a time. Acting-president Wright speaks of it in his annual report in 1933: "It is hoped," he said, "that a million friends of education will sign this book, and that each trustee will contribute one hundred dollars. The book is to be put in a special alcove in the university library, and a duplicate in the Library of Congress. I want your approval of the plan to organize a tour of the entire country in quest of these million names."⁴

The board of trustees approved the plan and during the summer of 1933, the Book of a Million Names was taken from place to place in order to raise much needed money for the institution. Success of the plan was only moderate, however, and in time the campaign was discontinued.

INSTITUTIONAL STUDY

In 1934 the need for accreditation came to the front again, and

³
R. R. Wright, Jr., President's and Secretary-Treasurer's Report to the Seventieth Annual Trustee Board Meeting of Wilberforce University, p. 6. Wilberforce, Ohio, 1933.

⁴
Ibid., p. 6.

a study was made of the courses which the institution offered its students and the enrollments in those courses over a period of years in an effort to find out how well the courses offered were serving the needs of the students. Arthur J. Klein and a number of well-known educators from the Ohio State University and Muskingum College were called in to make a survey of the institution and to point the way to accreditation. As a result of the survey, the weaknesses of the institution's organization and practices were pointed out, and ways and means were suggested for their correction. In the meantime, faculty committees made special studies of academic and personnel problems of the school. Some of these studies greatly affected the institution's progress. The work of the curriculum committee pointed the way to a reorganization of the curricular work of the entire institution in the light of announced objectives, and some of the more urgent of its recommendations were carried into effect by the board of trustees.⁵ The committee on faculty organization made an elaborate report suggesting a functional organization of the faculty which occupied the attention of the faculty for a whole year.⁶ This committee's activity was a source of much education for the members of the faculty

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Reports of the Committee on Curriculum of Wilberforce University, 1934-1935. Wilberforce, Ohio, 1935, Pp. 54.

6

Functional Organization of the Faculty for Service, Wilberforce, Ohio, 1935. Pp. 20.

and contributed much toward faculty initiative and competence.

At the end of the year Acting-president Wright made some very definite recommendations as a result of institutional study by the faculty and the outside committee. First of all he recommended that the matter of the reorganization of courses be left to the president of the institution in consultation with the president of the trustee board, the dean, and Doctor Klein, with the understanding that useless courses and unnecessary personnel be dispensed with, to the end that the university be able to pay all of its teachers and employees regularly and in full for current services. Efforts were also made during the year to reform the accounting system in the college department, as a result of this study, and Jay L. Chambers assisted in setting up an accounting system more in keeping with the principles laid down for college accounting by the North Central Association.

THE LAST TWO YEARS OF PRESIDENT WRIGHT'S ADMINISTRATION

The year, 1934-1935, was characterized by preparation for inspection and by actual inspection made by both the North Central Association of Colleges and Secondary Schools and the Ohio College

⁷
R. R. Wright, Jr., President's and Secretary-Treasurer's Report to the Seventy-First Annual Trustee Board Meeting, p. 13. Wilberforce, Ohio, 1934.

⁸
Ibid., p. 13.

Association. Both agencies denied the institution accreditation, but the reports gave such definite suggestions for meeting the requirements that Acting-president Wright felt hopeful that the institution would reach the standards within a short time. The reports of the association indicated that definite improvement must be made in the administrative organization, in library facilities, and in the laboratories. The institution was also told that the indebtedness must be lessened.

One of the outstanding achievements during 1935-36 was the erection of an addition to Carnegie Library. This was a much needed improvement. The library had been adequate for student needs prior to the World War, but the increase of enrollment since the War had made the library facilities inadequate. This addition was built largely by the contributions of labor from persons who were on relief and by cash contributions from the members of the faculty and students. The bricks used in the construction were obtained by wrecking a building which the university owned nearly thirty miles away.

9

R. R. Wright, Jr., Wilberforce University, President's and Secretary-Treasurer's Report, 1934-1935, p. 1. Wilberforce, Ohio, 1935.

10

R. R. Wright, Jr., Report to the 30th Quadrennial Session of the General Conference of the A. M. E. Church, p. 16. Wilberforce, Ohio, 1936.

11

R. R. Wright, Jr., President's and Secretary-Treasurer's Report to the 73rd Annual Trustee Board Meeting of Wilberforce University, p. 1. Wilberforce, Ohio, 1936.

ELECTION OF PRESIDENT WALKER

With the elevation of President R. R. Wright, Jr., to the bishopric of the A. M. E. Church at the General Conference in May, 1936, after only four years of service at the institution, the presidency of Wilberforce University became vacant again. Between the General Conference in May and the time for commencement, alumni and friends of the institution showed great concern about the election of a president for the historic school. They knew something of the political nature of the appointments and besieged the trustees with letters and telegrams that the institution be spared the "favored son of the church policy" in choosing the new president. It had been whispered abroad that the succession had been decided upon at the General Conference, as had usually been the case when presidents were elevated to the bishopric and consecrated to the service of the Lord.

There was a general hope that a wise choice might be made from among the prominent educators of the country and that some time should be given to a consideration of the merits and fitness of the candidates for the position. The worst to be feared was that the minister-laden board, still smarting from the disappointments and personality clashes of the quadrennial convention, would make a choice without giving due consideration to the long range needs of the school. In substance, it was hoped that the presidency of the leading denominational school might be divorced from the politics of the church.

At the first session of the board on Tuesday, June 9, 1936, however, there were ominous signs of the political activities that were to follow. The chairman advised the members present that there were certain matters on which only the twenty-one legal members could vote and then called for an executive session of the twenty-one for three o'clock in the afternoon of the same day.¹² This action indicated that the election of a president would be made a special order of business and signified anxiety to get the matter out of the way. At the afternoon session the Rev. Dougal Ormonde Beaconsfield Walker was elected president of the institution.

President Walker was a career man in the African Methodist Episcopal Church and at the time of his election was the pastor of St. James A. M. E. Church of the city of Cleveland, Ohio. He was a West Indian by birth with a temperament very different from that of his contemplative predecessor. He had finished his undergraduate course at Shaw University after having attended Howard University for a time. He had also studied theology at Boston University and had taken a master's degree at Western Reserve University. He had had no experience in college teaching or administration.

The supporting constituency viewed the election of President Walker

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Minutes of the Seventy-Third Annual Trustee Board Meeting of Wilberforce University, June 9, 1936, pp. 2-5. Wilberforce, Ohio, 1936.

with considerable trepidation, although his election had been forecast from the proceedings of the General Conference and from the avowed friendship of the bishop of the district. In the meantime the atmosphere at the institution was tense for the remainder of the commencement season.

When school opened in the fall President Walker was received by the faculty with moderate enthusiasm, but for several months an attitude of uncertainty pervaded the campus. There was a sort of watchful waiting for a full statement of the new executive's educational policies and a clarification of his administrative technique. As the year wore on, however, it became apparent that President Walker expected to exercise a much more direct personal control over the innumerable details of institutional administration than is customary and the president, teachers, and administrators had difficulty in attaining an academic rapprochement.

THE INAUGURATION OF PRESIDENT WALKER

The inauguration of President Walker was a gala affair. Elaborate ceremonies were arranged for March 18, 1937, at which time leaders of the church, representatives of the State of Ohio, representatives from the city of Xenia, delegates from many colleges, members of the faculty, and the members of the senior class participated in the celebration. Five bishops of the A. M. E. Church and the president of the C. N. & I.

Department Board of Trustees took part in the program. Honorary degrees were conferred upon Elsie Alston of the C. N. & I. Department Board of Trustees; Judge Arthur Day of the Ohio Supreme Court; the Rev. R. L. Bradby, a Baptist minister of Detroit, Michigan; the Rev. John D. Howell, Jr., an African Methodist Episcopal minister of the same city; and Robert L. Bibb, a business man of Cleveland, Ohio.

Little else of importance, however, was done during the first year either by the faculty or the administration. At the end of the period, President Walker had little to report. The work on the library had been continued, and a study had been made of the report of the North Central Association with a view to making such improvements as would result in accreditation. Moreover, during the year the school had purchased a farm for the purpose of producing food for the dining hall, and had made certain changes in the campus lighting system. Some minor improvements had also been made in the bath facilities in J. G. Mitchell Hall.

THE STRADLEY PLAN

Along with the regular meeting of the University Board of Trustees in March, 1937, a joint meeting of the University Board and the C. N. & I. Department Board was held at the instance of Dr. Bland R. Stradley,

13

President's and Secretary-Treasurer's Report to the Seventy-Fourth Annual Trustee Board Meeting, pp. 1-6. Wilberforce, Ohio, 1937.

who had been serving as adviser of the institution during the last years of President Wright's administration. At the meeting Stradley presented a plan of administrative organization for the institution which would simplify the administration of the school and correct some of the faults which exist under the dual system in force. This plan proposed that the administration of Wilberforce University should be organized into four divisions; and that the general administration be vested in a president, supported by three major administrative officers--the dean of instruction, the business manager, and the dean of students. Taking into consideration the personnel then employed, it was further proposed: (1) that there should be a dean of instruction and an assistant dean of instruction, with the final authority resting with the dean; (2) that the business offices be brought together, and that one of the two major officials be designated head of the business administration; and (3) that a dean of students be appointed to assume the responsibilities then carried by the dean of men, the dean of women, the registrar, the director of health service, and all other persons having to do with personnel service.¹⁴

The plan also contemplated the reorganization of all academic offerings of full collegiate grade under the head of the College of Wilberforce University. The work of the College of Liberal Arts was

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Bland R. Stradley, Recommendations to the Board of Trustees of Wilberforce University, 1937.

to be organized into five departments, namely, biological science, fine arts, languages and literature, physical science, and social science. These departments, together with the departments of agriculture, commerce, elementary education, health and physical education, home economics, industrial arts, public school music, and secondary education of the C. N. & I. Department were to constitute the college.¹⁵

The University Board approved the recommendation which provided for the dean of instruction, but left the other recommendation for further study.¹⁶ The C. N. & I. Department Board also approved the plan at the time, but later decided to maintain its own autonomy, and elected a dean of the College of Education. This action defeated the Stradley plan.

A MILLION DOLLAR DRIVE

The University Board at its meeting in March also heard and adopted the report of the committee on debt retirement which had been appointed during the last year of President Wright's administration. The report contained ten recommendations and provided for the organization of a three-year million dollar drive under the direction of a director-general. The support of the entire church and the nation was

15

F. A. McGinnis and E. C. Warrick, A Proposal for the Organization of the College of Wilberforce University. Wilberforce, Ohio, 1937.

16

Minutes of the Special Trustee Board Meeting, March 17, 1937, p. 2. Wilberforce, Ohio, 1937.

to be sought in the drive. Moreover, the method of raising the money was to be studied with the advice of experts. The expense of the drive¹⁷ was to be included in the university budget.

THE YEAR 1938

In the school year 1938 the faculty and administrative staff were still concerned with matters pertaining to accreditation. In that year Wilberforce University applied to the Ohio College Association for membership, but was refused because of the great indebtedness¹⁸ of the institution and the lack of endowment. Again there was talk of a financial drive to bring about the liquidation of the indebtedness and to provide endowment, but nothing came of it.

In 1938 also some change was made in the method of controlling athletics. A graduate manager was appointed, who worked with the athletic council in reorganizing the athletic activities of the institution.

ACCREDITATION

Many activities of the institution in 1939 still centered around the matter of accreditation. Committees of the faculty were appointed to

17

Minutes of the Special Trustee Board Meeting, March 17, 1937,
p. 7. Wilberforce, Ohio, 1937.

18

D. C. Walker, President's and Secretary-Treasurer's Report to the Trustees of Wilberforce University, p. 1. Wilberforce, Ohio, 1938.

recommend such improvements as would help the institution make a good showing before an inspection committee. In the annual report the president mentioned the fact that this committee worked through his office for months cementing and strengthening the weak places of the institution in the light of the criticisms of the report of 1935.

The inspection was made on March 20, 21, and 22, 1939. As before, the committee made an adverse report. In making the decision, the examiners said:

Despite the pronounced development which has taken place at Wilberforce University during the three years of President Walker's administration, the Examiners find themselves constrained regretfully to recommend to the Board of Review that Wilberforce University be not at present included in the membership list of the North Central Association of Colleges and Secondary Schools, because of:

- (a) Some internal situations at Wilberforce University;
- (b) Certain political threats to the institution's progress;
- (c) The needs for further development of a sound educational program;
- (d) A number of unsolved problems in the administrative functioning of the institution. 20

The Board of Review of the North Central Association was importuned by the state officials, however, to make some arrangements whereby the

19

D. O. Walker, President's and Secretary-Treasurer's Report to the Seventy-Sixth Annual Trustee Board Meeting, p. 5. Wilberforce, Ohio, 1939.

20

L. B. Hopkins and Alphonse M. Schwitalla, Report to the Board of Review of the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, Wilberforce University, Wilberforce, Ohio, p. 50. Chicago, 1939.

state students at the institution might not be further embarrassed by the inferior status of the school. In the end the university was given a probationary status under the guidance of a special committee from the examining agency. Hence, Wilberforce University after a quarter century of struggle had attained a conditional accreditation by the North Central Association of Colleges and Secondary Schools.²¹

THE GILLESPIE BILL

During 1939 also there was a bitter controversy involving the Board of Trustees of Wilberforce University and the Board of Trustees of the Combined Normal and Industrial Department. The alleged political activity of the president of the university and the president of the University Board of Trustees,²² together with an underlying feeling that

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The letter of transmittal said: "The Board of Review of the Commission on Institutions of Higher Education recognized that Wilberforce University is confronted with a number of very difficult problems which, if not solved in the near future, will affect adversely the effectiveness of your educational system. The commission decided, therefore, to "accredit the institution subject to the guidance of a committee which will make an annual report in 1940 and in 1941, and a final report in 1942. If it becomes apparent that no progress is being made toward the correction of conditions pointed out by the examiners, the Board of Review will find it necessary to give further consideration to the retention of Wilberforce University on the list of accredited schools." See: Report of Board of Review of Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools. Chicago, 1939.

22

See: Report to the Board of Review of the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, Wilberforce University, Wilberforce, Ohio, p. 11. Chicago, 1939.

there was pernicious domination of the affairs of the state-controlled department by church interests, resulted in the passage of the so-called Gillespie Bill by the Ohio Legislature. Under the provisions of the new act six members of the C. N. & I. Department Board of Trustees are appointed by the governor of the state instead of five and only two members are chosen by the University Board of Trustees instead of three, the president of the university remaining an ex-officio member.²³ This action reduced by one the representation of the church in the board and thereby lessened the possibility of the control of the C. N. & I. Department by the members of the board who represent the church interests. This legislation will no doubt have far-reaching effects upon the relationships of the university with the State of Ohio.

ADMINISTRATIVE AND FACULTY CHANGES

At the end of the third year of Walker's administration (1939) there was an apparent lack of rapport between the president and the dean of the College of Liberal Arts, the dean of the College of Education, and many of the leading teachers of the institution growing out of a reallocation of the educational functions within the institution. With reference to the relationships of the president with the deans the committee from the North Central Association said:

It must be admitted that at the present time, the president of the

23

See: Baldwin's Ohio Code Service, June 1939 Number, p. 247.
Cleveland: Banks-Baldwin Law Publishing Company, 1939.

university is performing many of the functions which under other conditions the Dean of the College of Liberal Arts or the Dean of the College of Education would perform. The educational leadership of the deans is open to serious question. That both Dean McGinnis and Dean Jones are able to exercise such leadership is probably beyond question. Circumstances are such, however, that the actual exercise of leadership falls in other hands. Dean Jones already has his doctor's degree in education and Dean McGinnis apparently is about ready to get his degree. Besides, Dean McGinnis has had long experience in his position, though the experience of Dean Jones is perhaps more varied. 24

At the June meeting of the board of trustees, a solution of the internal administrative problems indicated above was attempted by the seeming unjustifiable dismissal of the dean of the College of Liberal Arts, with a period of satisfactory service in that office of eleven years, the dean of the College of Education, with a distinguished career at the institution, the heads of the departments of sociology, philosophy, Latin and Greek, commerce, applied music, and several other well qualified and highly respected teachers.

The propriety of this unusual action on the part of the boards and the president was seriously questioned by the supporting constituency of the institution and was the occasion for much criticism of the institution's management by the public press. The feeling persisted that personal differences between the president and the members of his staff should have been adjusted without resorting to such drastic measures. Indeed, the climate of public opinion in the matter was such that after

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See: Report to the Board of Review of the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, Wilberforce University, Wilberforce, Ohio, p. 20. Chicago, 1939.

the appointment of new members to the Combined Normal and Industrial Department Board of Trustees under the amended law mentioned above, the action of the former board was condemned, and the members of the staff who had been dismissed in the C. N. & I. Department were re-elected in September to positions in that department.

SUMMARY

(1) Since 1932 the institution has had three presidents: Charles H. Wesley, who served only a month; R. R. Wright, Jr., who served until 1936; and D. Ormonde Walker, who has served from 1936 to 1940.

(2) The resignation of President Wesley created the problem of finding a suitable successor, until R. R. Wright, Jr., was induced to accept the position.

(3) President Wright's administration was characterized by harmonious relations between the university and the C. N. & I. Department. Also during his regime the university debt was lessened, the faculty improved, and an addition to the library started.

(4) In 1934 the school was examined by a committee from the North Central Association of Colleges and Secondary Schools and the Ohio College Association with a view of accreditation. The school failed to meet the standards in these examinations but received valuable information for future use. President Wright was elected a bishop of the A. M. E. Church in May, 1936, thus ending a short, but successful,

administration at the university.

(5) Rev. D. Ormonde Walker was elected to the presidency of the institution in 1936. His administration thus far has been characterized by strife within the faculty and administrative staff. There also has been a lack of harmonious relations between President Walker and the C. N. & I. Department as well as the state officials generally. Under his administration, however, the school has received conditional accreditation by the North Central Association of Colleges and Secondary Schools, and minor improvements have been made in the physical plant.

CHAPTER IX

THE RELATIONS BETWEEN THE CHURCH AND STATE

INTRODUCTION

In order to understand the relationship existing between the A. M. E. Church and the State of Ohio in the management of Wilberforce University, one must take into consideration the religious character of the University Board of Trustees and the quasi-religious character of the Combined Normal and Industrial Department Board of Trustees. Historically, the University Board of Trustees represents the corporation, which is a creature of the A. M. E. Church. The C. N. & I. Department Board of Trustees is a board of trustees representing a joint relationship of the church and the state, and is composed of members elected by the University Board of Trustees and members appointed by the governor of the State of Ohio.

The University Board of Trustees is composed of two kinds of members: legal trustees which represent the corporation in all important business and legal relationships, and conference trustees, who serve in a consulting and advisory capacity, but who have no voice or vote in business or legal matters. The legal board consists of twenty-one members elected by co-option with a pattern of choice which is easy to follow. The three bishops representing the particular episcopal districts which directly support the school, certain other members representing these districts, and a few members representing

the church at large constitute the legal board.

In 1932 the legal board consisted of seven A. M. E. bishops,¹ eleven prominent A. M. E. ministers, and three A. M. E. laymen; and in 1936 there were seven A. M. E. bishops, twelve prominent A. M. E. ministers,² and two A. M. E. laymen. The foregoing distributions may be considered typical. Even though the twenty-one are elected by co-option, it is easy to see that no diversified representation is secured and that the board does not meet the accepted criteria for a satisfactory denominational college board.³ A further analysis of the board will show that many of the twenty-one members have no real choice in important matters, since the presiding officers of the districts which they represent serve with them on the board. It requires no analysis to see that the sectarian influence in the board is extreme.⁴

¹
Minutes of the Meeting of the Board of Trustees of Wilberforce University, June 6, 1932, p. 1. Wilberforce, Ohio, 1932.

²
Minutes of the 73rd Annual Meeting of the Board of Trustees of Wilberforce University, June 9, 1936, p. 2. Wilberforce, Ohio, 1936.

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It has been pointed out that where a denominational college has provision for election of some trustees by co-option the results are not satisfactory. See: Edward C. Elliot, M. M. Chambers, and William A. Ashbrook, The Government of Higher Education, pp. 46-47. New York: American Book Company, 1935.

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No further mention will be made here concerning the conference trustees, since they have little to do with the relationships between the departments.

The Combined Normal and Industrial Department Board of Trustees, as at present constituted, is a product of evolution. In the beginning⁵ this board was composed of six members, three of whom were elected by the University Board of Trustees, and three appointed by the governor of the State of Ohio. Later the law was so amended that the board consisted of nine members, four of whom were elected by the University Board⁶ and five of whom were appointed by the governor of the state. Recently the law has been amended so that six of the nine trustees are named by the governor, two are elected by the University Board of Trustees,⁷ and the president of the university is an ex-officio member.

The consecutive amendments in the original law have indicated a growing dissatisfaction with the amount of religious influence in the C. N. & I. Department Board of Trustees and an increasing difficulty on the part of the state to administer the C. N. & I. Department without sectarian interference. Up to 1939 it was nearly always possible

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General and Local Acts Passed and Joint Resolutions Adopted by the 67th General Assembly, Vol. 64, p. 127. Columbus: Columbus Printing Company, 1887.

6

Amendment to S. B. No. 179, General and Local Acts, Vol. 95, p. 275, Section 2.

7

Section 7976, 118V, H168 Section 1, 92V275 Section 2, and Section 7977, 118V, H168 Section 1, 89V368 Section 3. See: Baldwin's Ohio Code Service, June 1939, p. 247. Cleveland: Banks-Baldwin Company, 1939.

for the church to secure a majority of the members of the board by controlling one of the appointees of the Governor. Frequently, this control has been attained by adroitly bringing pressure upon the governor to appoint persons favorable to church interests when vacancies occurred. When this method has failed, other methods have been resorted to, in order for the church to maintain control of the affairs of the C. N. & I. Department.

CONFLICTING POINTS OF VIEW

Furthermore, to understand these relationships, consideration must be given to conflicting points of view concerning the real purpose of the state program at Wilberforce. The originators of the plan and the church in general doubtless had in mind that the appropriations were given to help a weak struggling Negro institution, that such aid was a kind of charity which the State gave to help a struggling people.

Whatever may have been the original intention of the state in making the first appropriation, however, it became increasingly patent, as time went on, that annual appropriations running into the hundreds of thousands of dollars could not be granted to a sectarian institution. Consequently, the state has found it necessary to claim that the money appropriated at Wilberforce is a legitimate part of the regular program of state education and that it is under strict state control. Through

the years much controversy has centered around the fact that the law reads, "the Combined Normal and Industrial Department at Wilberforce University, rather than of Wilberforce University." The church contends that the C. N. & I. Department is a department of the institution and should be subject to the same type of control as the College of Liberal Arts. The state has contended, on the other hand, that the C. N. & I. Department is a separate institution, co-operating with Wilberforce University in certain definite ways for the mutual benefit of both.

With this brief description of the constitution of the board of trustees as involved in the church-state relationships, further consideration of the history of the arrangement may be better understood.

BEGINNING OF THE RELATIONSHIP

In 1885 the financial situation of the institution was so desperate that President Mitchell began to look to the State of Ohio for aid. In the seventh recommendation of his report to the board of trustees in that year, he urged that B. W. Arnett, who was a candidate for the legislature, be requested to use his good office, if elected, to secure⁸ legislation in the interest of Wilberforce University.

⁸
Minutes of the Board of Trustees of Wilberforce University, 1879-1898, p. 116.

While the president's recommendation was not adopted by the board at this meeting, the faculty stood solidly behind him in his efforts to secure aid from the state. The form this request for aid should take was discussed loud and long in and out of the classroom, and a series of faculty meetings was held to consider the question.

As a culmination of these conferences, there emerged a resolution sponsored by Professor Joseph P. Shorter that the legislature be asked for an annual appropriation of \$7500.00 for the improvement of the normal department and for the establishment and maintenance of the industrial department of Wilberforce University. At the same meeting a committee of the faculty was named to join with a similar committee of the board of trustees in memorializing the legislature for such an appropriation.

After a lapse of one year, during which period every possible influence was brought to bear to bring about the desired legislation, an act was passed entitled, "An Act to Aid in the Establishment and Maintenance of a Combined Normal and Industrial Department at Wilberforce University, Greene County, Ohio." This act offered more aid than the sponsors of the movement had hoped for. The act comprehended the establishment and maintenance of a normal department as well as an industrial department.

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Minutes of the General Faculty of Wilberforce University,
January 14, 1886, p. 23.

At the June meeting of 1887, the board of trustees adopted a resolution pledging to the said Combined Normal and Industrial Department the use of the buildings, grounds, and educational facilities of the university in accordance with the spirit and purpose of the act, and three members of the new board were elected. Both the faculty and the board of trustees were enthusiastic in support of the legislation, and the union between church and state had been, as they thought, safely effected. At the June meeting of the general faculty in 1889, the motion prevailed "that the president place in the hands of the faculty copies of the law passed by the state, and that they pledge themselves to do all they can to induce students to attend Wilberforce University."¹⁰ Thus began a most unusual arrangement between church and state, one that has been provocative of much friction between the two as the institution has developed during the years.

As time went on the state purchased land, and began a building program all its own. Later, the original act was amended so that there would always be a majority of the trustees representing the state.¹¹ This came about as a result of much agitation to the effect that the state was appropriating funds to a sectarian institution and because of

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Minutes of the General Faculty of Wilberforce University, June 6, 1889, pp. 214-215.

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The General Assembly of 1896 placed the Combined Normal and Industrial Department upon permanent support by direct levy, but in so doing amended the law so as to increase the state representation on the board.

the feelings that there should be a distinct cleavage between the work of the two major departments -- the College, and the Combined Normal and Industrial. There also arose a feeling that the church trustees dominated the board and that the church had too much influence in shaping the policies of the Combined Normal and Industrial Department.

REORGANIZATION OF 1896

Needless to say, those at the institution were deeply concerned about any change in the relationship between the state and the church. In 1896 a motion was made by T. H. Jackson, in the annual meeting of the board, to the effect that "a committee be appointed to consider the relation of Wilberforce University of the African Methodist Episcopal Church, with, or to, the Combined Normal and Industrial Department." ¹² This motion prevailed, and J. C. Embry, T. H. Jackson, W. B. Derrick, Charles Bundy, L. H. Reynolds, and W. S. Thomas were appointed to the committee.

The committee later reported as follows: "We, your committee appointed to examine the matter of the re-organization of the Combined Normal and Industrial Department, beg leave to submit the following: 'We examined the law passed April 26, 1896, and find that the board of

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Minutes of the Board of Trustees of Wilberforce University, 1879-1898, p. 321.

trustees of the Combined Normal and Industrial Department has been changed from six to nine, five of whom are appointed by the governor of the State of Ohio, and three by the trustees of Wilberforce University, and the president of Wilberforce University is ex-officio member of the board.¹³"

Many of the members of the board were not satisfied with this report. Bishop Tanner said he had hoped that the committee would make some recommendation in the matter and moved that the report of the committee be recommitted for such recommendations. The motion prevailed, and the committee referred the report to C. L. Maxwell,¹⁴ attorney for the university, for his opinion. Later on in the session, Maxwell made his report in the nature of the following resolution which was adopted:

Resolved by the trustees of Wilberforce University, that in accordance and in compliance with the spirit and purpose of an act of the General Assembly of the State of Ohio, entitled, An Act to Amend Sections two (2) and Eleven (11) of an Act Entitled an Act to Aid in the Establishment and Maintenance of a Combined Normal and Industrial Department at Wilberforce University, Greene County, Ohio, passed March 19th, 1887 (84 Ohio Laws, 127 p.) amended April 16, 1890, (87 Ohio Laws, 215 p.) also amended April 18, 1892 (89 Ohio Laws, 368 p.) passed April 26th, 1896, the co-operation of this board is hereby pledged to the department trustees of said department and the use of the buildings, grounds, and educational facilities of this University is granted said department in accordance and in compliance with the spirit and purpose of said act, the intent and purpose herein being as

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Minutes of the Board of Trustees of Wilberforce University, 1879-1898, p. 323.

¹⁴

Ibid., p. 324.

aforesaid, to fully comply with section nine (9) of said act so far as it relates to the board.

Resolved that the Secretary of the Board be and he is hereby directed to furnish to the proper authority the certificate mentioned in said act. 15

In the same year the office of superintendent became separated from that of president. After this separation occurred, and after Professor Shorter became the superintendent, there were those in the C. N. & I. Department Board of Trustees who felt that the superintendent of the industrial department should be the administrative head of the department and that thereby he should assume some of the powers previously accorded to the president.

CONFLICT OF 1904

After the turn of the century the question of the organic unity of the institution frequently came into the foreground at the C. N. & I. Department Board meetings. The question at issue was whether the Combined Normal and Industrial Department was a part of the university, or a separate institution founded by the state at Wilberforce and designed largely to operate under its own board, independent of the remainder of the institution. The whole question of the relations of the two departments came to a crisis during the regime of President

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Minutes of the Board of Trustees of Wilberforce University, 1879-1898, p. 329.

J. H. Jones, who was accused of assuming too much authority in the Combined Normal and Industrial Department by members of the C. N. & I. Board.

One member of the board, Joseph A. Howells, had a letter printed and sent to the members of the board and others, setting forth his views as to the relationship of the Combined Normal and Industrial Department to Wilberforce University. In this message he posited: (1) that the president continued to order before the board a question that was extremely distasteful; (2) that the board of the Combined Normal and Industrial Department was to look after the interests of the State; (3) that there should be no jealousy between the superintendent and the president; (4) that the superintendent should supervise all that pertains to the Combined Normal and Industrial Department; (5) that the question of discipline in a class should be submitted to the president; (6) that the president should gracefully submit to the plan of the board; and (7) that the president should withdraw his opposition to the arrangement. The vexing problem referred to in the first proposition was the question of the organic unity of the university, or that of the relationship existing between the two departments. President Jones maintained that the Combined Normal and Industrial Department was only a department of the university and was subject to the same general laws as the remainder of the

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institution. Upon this point there was constant disagreement. The Combined Normal and Industrial Board frequently passed regulations for the students out of harmony with those of the other departments of the university. This board often asked the superintendent to assume authority ordinarily exercised by the president. These board actions always aroused the unqualified opposition of the president of the university.

The questions mentioned above, which were brought up and discussed before the board in 1904, have never been settled and continue to be a source of friction even to this day. The members of the Combined Normal and Industrial Board appointed by the governor have felt that their first duty was to safeguard the interests of the State.

SUPERINTENDENT W. A. JOINER

During the administration of President Scarborough, however a new factor entered into the situation. In 1910 W. A. Joiner of the Teachers' College of Howard University, a former Wilberforce University graduate, was elected to the superintendency of the Combined Normal and Industrial Department, upon the death of Superintendent Joseph P. Shorter. As a man, he was restless, ambitious, and ego-

16

J. H. Jones, Address Before the C. N. & I. Department Board of Trustees, May, 1904, Pp. 8. Wilberforce, Ohio, 1904.

tistic. He openly contended privately and publicly that Wilberforce was no place to build an institution after the fashion of Tuskegee Institute with its emphasis on industrial training. He felt, on the other hand, that a college for the training of teachers would be by far a better program for the Combined Normal and Industrial Department. His administration, as pointed out earlier in this report, was dominated by two great motives: the first, to lessen the emphasis on industrial training; and the second, to develop the work in education until the C. N. & I. Department should become a teachers' college.

In general, the proposed program for the future development of the C. N. & I. Department into a teachers' college received the support of the members of the C. N. & I. Department Board of Trustees appointed by the Governor, whereas the members of the board appointed by the university board opposed the program for reasons that are obvious.¹⁷ Every year proposals were made for extending the work of the normal and commercial teacher courses, but they always met the stiff opposition of the church representation of the C. N. & I. Board. President Scarborough watched the administrative devices of Superintendent Joiner to

17

The church trustees felt that a degree-granting teachers' college would deprive the Liberal Arts College of patronage. These men also felt that the contract with the state called for emphasis on industrial training.

accomplish his purposes with skepticism. Never a year passed but that he expressed, in a mild way, this uneasiness over the educational activity of Superintendent Joiner in the C. N. & I. Department. 18

In 1916 after there was an increase in the allowance made for instruction by the State of Ohio to the College of Liberal Arts, President Scarborough was somewhat more hopeful, but did not neglect to leave a word of warning. He says:

The State has been very generous in its dealings with this department and we should be exceedingly elated over the existence of the Combined Normal and Industrial Department. However, we should insist upon such co-operation of all concerned that will make for the best unity of the entire plant. 19

18

In 1914 President Scarborough says in his report: "The C. N. & I. Department has taken advanced steps in that it has entered into a scheme of re-organization whereby a larger number of teachers will be secured and larger salaries given to the same in order that, as it is claimed, it may meet the demands brought about by advanced educational methods. Just what the outcome will be, and how far these wishes will be met in regard to the proposition, and the way in which it has been inaugurated and carried out; I do not know, but for myself, I can see no harm coming to the college, at present, with the necessary growth and the prospect of enlarging its funds. It will doubtless be a spur to the college, to do greater things. We shall be able, no doubt, to stand on our own feet and take care of our own interests regardless of anything that may be done. Of course, the success of the work depends largely upon the right kind of a man at the head of that department, as well as the right kind of a man over the Theological Department. These two men constitute important factors in the growth and prosperity of the institution and in the unity of the same. It is necessary that the Theological Department, the Combined Normal and Industrial Department, and the College, will act in perfect harmony, and that the College shall be the seat of power and authority and that all else be subordinated to it, for the good of the University." See: Report of the President, Secretary and Treasurer of Wilberforce University, p. 14-15. Wilberforce, Ohio, 1914.

19

W. S. Scarborough, 53rd Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 6. Wilberforce, Ohio, 1916.

THE BETTERMENT PLAN

The program for expansion occasioned so much dissatisfaction on the part of the church representatives of the Combined Normal and Industrial Department Board of Trustees that Dr. W. A. Galloway and Superintendent Joiner proposed a plan to assist the College of Liberal Arts. The plan was known as the "Betterment Plan." This proposal provided in substance:

That the Board of Trustees of Wilberforce University elect a number of teachers for the college department (named in the plan) and that these teachers should be certified to by the Board of Trustees of the Combined Normal and Industrial Department, and then the State would be asked to meet the expenses of those approved for a given number of years (four or more) until the college could at least pay off some of its outstanding claims and become strong enough financially to meet all the demands made upon it. 20

This scheme was approved by the University Board under the leadership of Bishop C. T. Shaffer. It was also agreed to by the Combined Normal and Industrial Board, was incorporated in the budget, and was approved by the State budget commissioner. It was, however, defeated in the legislature.

President W. S. Scarborough was in favor of the plan with some reservations. He felt that such an income to the college department would help it meet its current expenses and reduce by several thousand dollars the annual college payroll. He felt also that any danger in

20

W. S. Scarborough, 54th Annual Report of the President, Secretary and Treasurer of Wilberforce University, p. 8 . Wilberforce, Ohio, 1917.

the plan would be offset by the fact that at the end of the period the
 college would automatically resume its former status.²¹

There are those, on the other hand, who opposed the plan on the ground that the state would exercise control over the teachers thus elected and in that way exercise control over the Liberal Arts College. The opponents felt also that under this arrangement the college would lapse into a state of inertia and never become financially able to return to its former status.

Upon the sudden death of Bishop C. T. Shaffer, in 1919, Bishop J. H. Jones was assigned to the Third Episcopal District. The opposition of Bishop Jones to the proposed plan was well known, and nothing more was heard of it. The proposal, however, intensified the feeling against Superintendent Joiner and led to a stiffening of the relations between the departments.

THE CRISIS OF 1919

In 1919 another crisis arose in the relations of the Church and State. The expanding academic program of the Combined Normal and Industrial Department was the cause of bitter controversy between the church representatives of the C. N. & I. Department Board and the state representatives of the Board. The church representatives contended that the C. N. & I. Department should confine its instruction to

²¹

W. S. Scarborough, op. cit., p. 8.

the necessary courses in the two-year normal course and the industries. On the other hand, the representatives of the state felt that the C. N. & I. Department had a right to expand its work. In fact, a gradual expansion of the work had been in progress for some time.

In addition to the courses mentioned above, Superintendent Joiner had set up teachers' courses in manual arts, home economics, printing, mechanics, electrical work, architectural and civil engineering, and agriculture, in addition to the regular two-year normal course, and had made the commercial teachers' course a three-year course. In the meantime the College of Liberal Arts had likewise greatly expanded its work. In fact, the development of the College of Liberal Arts had served as a spur to the expansion in the Combined Normal and Industrial Department. At that time the College of Liberal Arts offered courses leading to the bachelor of arts degree, the bachelor of science degree, the bachelor of arts and the bachelor of science in education degrees, and combined-curriculum courses in science-medicine, arts-medicine, arts-pharmacy, arts-agriculture, arts-engineering, arts-home economics, arts-law, arts-journalism, and arts-commerce, as well as the pre-medical and pre-dental courses. In the face of the general tendency to expand the work of all departments, the opposition to the type of expansion

going on in the Combined Normal and Industrial Department seemed unreasonable. The battle between the opposing forces became so fierce, however, that certain individuals in the Combined Normal and Industrial Department sponsored a movement to make that department a separate institution.

President Scarborough tells the story of this attempt in his report to the General Conference in May, 1920. He says:

Since the State department, known as the C. N. & I. Department, was established, it has grown into a great plant. Its annual expenditures have reached quite \$100,000 - funds appropriated by the legislature. Its numerous buildings and beautiful grounds make it an important part of our institution.

Unfortunately, it got into politics through designing men who were not interested in the future of the University as a unit. As a result of this, differences of opinion as to methods and policies were spread abroad and made a basis for much newspaper gossip and mis-representations in order to attain desired ends. The president himself was made the subject of many false attacks. But God works in mysterious ways His wonders to perform. All the schemes designed to injure the University and impair its usefulness came to naught.

The first attempt to cripple our work was by a legislative bill to cut out the \$5,000 annual appropriation to the University for services rendered by the same. This failed of passage. This was our first victory. Then a bill found its way through the legislature - reducing the number of our University trustees so that the college would have but two out of seven men on that board, but the Governor vetoed this bill. This check was due to the activity of Bishop J. H. Jones, President of the University Board, and a member of the State Board. Thus another victory was ours.

Our third victory took form in the defeat of a measure that seemed impossible to accomplish. It was a measure to make the C. N. & I. Department an independent institution with a head of its own. A legislative and an educational committee spent two days in our midst with a view to that end - but their efforts failed, as the legislature dropped the matter and took no further action, letting the status of the

institution remain as formerly. Then the two colored trustees appointed by the Governor, but whose confirmation had been held up, were confirmed - making it possible to reorganize the State department. This was promptly done. Superintendent W. A. Joiner was requested to resign and other changes were made whereby the work might go on unimpeded and without friction. 23

The net result of the failure of the state faction of the C. N. & I. Department Board in 1919 to win the right to develop its educational program beyond the two-year normal and the industrial training was the defeat of Dr. W. A. Galloway as president of the board, and the forced resignation of Superintendent Joiner, who had done much to develop
24
the department.

The reverberations of this attempt to alter the relations between the church and the state continued for several years. In 1923 President Gregg wrote in his report that:

This year, as usual, a bill was introduced in the legislature of Ohio to separate the Combined Normal and Industrial Department from the University, and it seemed for a time the whole legislature was in favor of the plan. 25 A very determined fight was waged, and sentiment was

23

W. S. Scarborough, The Report of the President, Secretary and Treasurer of Wilberforce University to the Twenty-Sixth General Conference of the A. M. E. Church, pp. 4-5. Wilberforce, Ohio, 1920.

24

Dr. W. A. Galloway, a white republican, had been president of the C. N. & I. Department Board of Trustees for many years, and had rendered noteworthy service. A Negro democrat was made president of the board.

25

The bill referred to by President Gregg was known as S. B. No. 233, 85th General Assembly, Regular Session, 1923, and was introduced by Mr. Liggitt. The bill provided for the establishment of Lincoln Normal Institute for the higher education of the colored youth of the state, and was to preserve the property and rights of the Combined Normal and Industrial Department.

gradually crystallized against the movement. Much credit is due to Bishop Jones for the manner in which he conducted the campaign. His knowledge of the contract by which the department was established here, his fearless advocacy of the rights of the University, and his convincing arguments before the committee gave the institution great help in the hour of need. Quite a group met the committee in the interest of Wilberforce University and among other speakers were Dr. A. S. Jackson, of Columbus, Mr. Nimrod Allen, and your president. At the close of the meeting the bill was abandoned and a new one prepared without the objectionable feature. 26

At the Commencement meeting of the Combined Normal and Industrial Department Board of Trustees of the same year, Superintendent William Berry was replaced because of his alleged activity in giving information to the proponents of the bill to separate the C. N. & I. Department from the University, and Richard C. Bundy was elected to the superintendency in his stead.

THE ELECTION OF R. C. BUNDY

Much significance was attached to the election of Bundy to the post. In the first place, his father, a prominent African Methodist Episcopal clergyman, had been for many years a member of the Combined Normal and Industrial Department Board of Trustees, and he himself had been a former teacher. It was felt, therefore, that he would understand the relationships and be sympathetic with the viewpoint of the college, but Superintendent Bundy's election had been brought about definitely through the power of the church in the C. N. & I.

26

The Sixtieth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 16. Wilberforce, Ohio, 1923.

Department Board of Trustees, and the state forces were not satisfied. His administrative policies were subjected to critical analysis in order to note any church leanings. Finally, in 1926, a joint committee of the General Assembly made an investigation of the C. N. & I. Department's activities and found sufficient irregularity in the Superintendent's management of the C. N. & I. Department to demand of the board of trustees that he be required to resign. The controversy was a bitter one between the State Board of Control and the Board of Trustees. The church-dominated board refused to ask Superintendent Bundy to resign. In fact, they stood solidly behind him. The Board of Control, on the other hand, refused to permit the superintendent to exercise his fiscal duties and compelled the Board to submit to the appointment of a business manager, who would approve all expenditures by the C. N. & I. Department. The position of Superintendent Bundy under this arrangement was a difficult one, but he carried on until his death. Despite the superintendent's attitude toward the church, there were, however, even during this period, the same difficulties of unified control. President Jones deprecates this fact in his annual report, when he said:

Because of the presence of the C. N. & I. Department, organized, supported, and controlled as it is, it is and always has been, difficult to obtain the kind of unified control and management usually secured in educational institutions in this country. There has always been here more or less a tendency to run concurrent and parallel work, a thing that was never intended and which makes against good school administration. It is only fair to all concerned to say, however, that

things of this kind are better now under the present State organization and management than they have ever been before, Superintendent Bundy being particularly helpful and co-operative. But when he might assume the proper attitude, others within and without keep up the agitation and spread propaganda disturbing a situation always, at best, somewhat tense.

For these reasons, Wilberforce University presents perhaps the most difficult administrative problems of any institution, small or large, in the country, taxing the President in ways little dreamed of by the unsuspecting public and requiring an amount of patience, tact, courage, and watchful activity that takes heavy toll of his energies that might and should go into other forms of service. For example, there have been three separate reports by separate bodies within the State attacking the presence of a state supported department here, its administration and work and recommending in every instance drastic changes in the present arrangement or abandonment of the State support. Outside forces have been brought in to help create unfavorable sentiment and thereby tear up the relationship here. 27

Under Superintendent Bundy's administration, there were also encroachments on what were called the rights of the college with respect to its courses leading to the degrees of bachelor of science and bachelor of arts in education. The requirements in teacher-training were rapidly being changed, and more and more by way of college training was being required even for elementary teachers. As the State Department of Education continued to promulgate new requirements, Superintendent Bundy felt compelled to bring the curricular offerings of the C. N. & I. Department in line with state

27

Gilbert H. Jones, Sixty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 2-3. Wilberforce, Ohio, 1929.

requirements for certification in the elementary and special subjects. When these courses reached the full four-year level they were in direct competition with the education courses offered by the Liberal Arts College. It was then that Superintendent Bundy took the position that all of the teacher training work should be offered in the Combined Normal and Industrial Department.

When the depression of 1929 struck the institution and President Jones was experiencing great difficulty in keeping the creditors from closing the school, the State department came forward with a proposition
28
to take over the work in secondary education.

Finally, in desperation, when both church and private sources failed to lend support to the college, the president bargained with the state over the work in secondary education. The outgrowth of the bargaining was the formulation and adoption of the plan whereby the courses in education on the secondary level should be turned over to the C. N. & I. Department for administration. In return for this concession, the state through the C. N. & I. Department agreed to pay the College of Liberal Arts for instruction in the liberal arts courses needed in the teacher-training curricula on a clock-hour basis. The

28

In 1929, President Jones said: "I might add, in fairness to all, that the financial load of the University is very heavy. It taxes at times the energies of all of us to keep the University afloat and running: See: G. H. Jones, Sixty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 10. Wilberforce, Ohio, 1929.

clock-hour scheme contemplated: (1) that all teacher-training activities be concentrated in the C. N. & I. Department, that the C. N. & I. Department should offer all professional courses in all two-year and four-year secondary and special courses in teacher-training, and all vocational, commercial, and practical arts work, and should have direction and supervision of the high school department as a demonstration and training school for teachers; and (2) that there should be assigned to the College of Liberal Arts of the university all instruction in academic or subject matter courses in teacher-training, vocational, and practical arts, and commercial curriculums, and that the instruction should be paid for on a student-clock-hour basis. Moreover, it was agreed that the C. N. & I. Department would recommend its graduates to the university who would confer upon them their degrees.²⁹ The officials of the college department realized that such an arrangement would mean a tremendous loss in prestige and students, but the need for a stable source of income was most urgent. There was much discussion as to the merits of the plan, but the security it offered the college was the best argument for its adoption.

The clock-hour plan has not always operated as expected. The difficulties of the arrangement are discussed by President Jones as

29

G. H. Jones, Sixty-Seventh Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 5-8. Wilberforce, Ohio, 1930.

follows:

The clock-hour program which has gotten under way as a result of the plans for the College of Education, seemed for a time destined to run into a snag because of the change of the administration in the state offices at Columbus. However, through the aid of the outgoing administration and the general good will of the incoming administration and friends, we have a court. The program now seems to have swung into full operation and I believe is safely accepted by the present state administration. 30

The sanguine hopes of the president, that there should be smooth sailing for the program, however, were somewhat premature. Although the college department received \$44,000 in 1931, and had estimated that the service would be worth more than \$50,000 in 1932, the appropriation made to cover this item of expenditure in the Combined Normal and Industrial Department Budget was subjected to the same policy as at other items. The finance committee felt free to modify it in the light of financial conditions. President Jones wrote in his 1932 report an account of the difficulty:

When the board met last year our appropriation from the State for teaching service had not been decided upon. We expected to get \$50,000, even though this was not sufficient for our program. In the hectic days of the legislature, there was a cat and dog fight on the part of the State institutions to save their own appropriations. To give some idea of the struggle in the finance committee and on the floor of the legislature, the \$50,000 for which we had asked was first cut to \$35,000. We succeeded in getting it raised to \$45,000. It was then cut to \$36,000, then raised to \$40,000, then to \$35,000, back again to \$40,000, then to \$35,000. All of this within the brief period

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Gilbert H. Jones, Sixty-Seventh Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 2-9. Wilberforce, Ohio, 1930.

of 10 days. Finally the day the legislature adjourned, we succeeded in getting in a bill for \$38,000, which was passed. 31

Even though the clock-hour arrangement offers a certain amount of security to the college department, it is likely that it will be a source of much controversy from time to time. Up to this time there has not been complete agreement as to the amount that the college should receive for this service. It is customary for the college administrators to claim that their services are worth more than the state pays, and various methods are frequently resorted to to increase the amount of support received from the state. At present there seems to be no reason to believe that relations will be more satisfactory because of the arrangement.

SUMMARY

(1) The peculiar composition of the boards of trustees controlling the operation of the College of Liberal Arts and the Combined Normal and Industrial Department has much to do with the relationships between the departments.

(2) Because of conflicting points of view as to the functions and duties of the president, the board of trustees and the chief administrators relative to the activities of the Combined Normal

31

Gilbert H. Jones, The Sixty-Ninth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 2-3. Wilberforce, Ohio, 1932.

and Industrial Department, there has been almost constant friction between the university and that department.

(3) Disagreement as to academic policies between the forces of the A. M. E. Church and the State of Ohio resulted in the reorganization of the C. N. & I. Department Board of Trustees, in 1896, 1919, and 1939.

(4) The election of W. A. Joiner, Superintendent of the Combined Normal and Industrial Department resulted in a lessening of emphasis upon the industrial phases of the work and an increasing of the emphasis upon teacher training. Controversy resulted between the College of Liberal Arts and the C. N. & I. Department because of this change of emphasis.

(5) The election of R. C. Bundy as superintendent of the C. N. & I. Department resulted in more harmonious relations between the College of Liberal Arts and the Combined Normal and Industrial Department. During Bundy's regime the College of Liberal Arts released the work in secondary education to the C. N. & I. Department with the understanding that the C. N. & I. Department pay the College of Liberal Arts for instruction in liberal arts subjects on a clock-hour basis.

(6) Strained relationships between the university and the C. N. & I. Department together with political activity on the part of the president of the university and the president of the University Board

of Trustees resulted in the passage of a law changing the ratio of representation of the university and the state on the Combined Normal and Industrial Board of Trustees in 1939.

CHAPTER X

THE STRUGGLE FOR FINANCIAL ADEQUACY

INTRODUCTION

The financial resources of Wilberforce University have never been adequate for the program projected by those in charge at any given period of its existence. In the first place, limitations of wealth and income among the constituency have from the beginning made it well-nigh impossible to obtain adequate funds for the support of any comprehensive program, much less the building up of endowment funds to provide financial security. In the second place, these very limitations themselves have made it impossible for those in charge to work out, or to carry through, any long range financial program for development. A third factor which has contributed to this financial weakness of the institution has been the shortness of the tenure of the chief administrative officers, and the types of men chosen to head the institution. Perhaps, after all, this third factor has been the largest factor in the financial weakness of the institution.

The financial history of Wilberforce University may be divided into four periods. The first period embraced the time when the institution was conducted under the auspices of the Methodist Episcopal Church, and lasted from 1856 to 1863. The second period included the time of the second founding and President Payne's administration, from 1863-1876.

The third period may be said to have covered the years between 1876 and 1900, and embraced the administrations of Presidents Lee and Mitchell. The fourth period includes the developments since 1900.

THE FIRST PERIOD

Under the Methodist Episcopal Church there was considerable hope that the sentiment to educate the colored people had risen to the point that it would be easy to find those who would be willing to endow an institution of the type of Wilberforce University. In September, 1856, the members of the Board of Trustees were hopeful that a Mr. Harris of Noonsocket, R. I., would give the institution a liberal endowment, and the president of the board was instructed to communicate with him and to assure him "that the board would be pleased to give the institution the name of some liberal person."¹

For some reason not known now, however, Harris did not endow the institution, even though the agents appointed by the Cincinnati Conference, the two ministers, John F. Wright and Mansfield French, worked hard and long to attain this objective.

In November, 1858, however, the Honorable Lee Claflin, of Boston, Massachusetts, made a donation of ten thousand dollars to the university.² After one thousand of this amount had been spent for current

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The Original Minutes of Wilberforce University, 1855-1863, p. 13.

²

Ibid., p. 29.

expenses, it was decided by the board to make this grant a permanent fund with which to endow a professorship, to be known as the Lee Claflin Professorship, in honor of the giver. At the same time it was resolved that the first thousand dollars realized from the sale of property should be returned to this fund.

This gift seems to have been the first endowment fund of the university. Whether this fund was ever actually placed in trust, it is difficult to say, for a year later found the institution in rather desperate financial straits. It was a sorrowful occasion when John F. Wright, who had been confined to his home because of a prolonged illness, sat up in bed and made a statement to the board with regard to the numerous debts of the university. At that time notes aggregating \$4,062.00 were due, with assets in hand, including notes and accounts, of \$1,000.00, and a lot given by Judge McLean and wife thought to be worth \$1,000.00, to meet this indebtedness.³

From this time on, keeping the school open was a bitter struggle. In September, 1859, Uriah Heath was authorized to procure a permanent loan of \$3,000.00, and Mansfield French and John F. Wright were associated with him to devise ways and means to meet notes as they fell due.⁴ At this same meeting President Rust was authorized to borrow

³
The Original Minutes of Wilberforce University, 1855-1863, p. 32.

⁴
Ibid., p. 36.

\$500.00 to meet the immediate and pressing claims, and Mansfield French, the agent, was authorized to work on a percentage basis instead of on a salary basis as had been the case heretofore. The new arrangement allowed him 25 per cent on all sums up to \$500.00, 20 per cent on amounts from \$500.00 to \$1,000.00, 15 per cent on amounts from \$1,000.00 to \$5,000.00, and 10 per cent for sums above \$5,000.00.⁵ At this same meeting the president was also requested to make out, and have ready for the board at the next meeting, a statement of the entire amount of board and tuition bills, cottage rent, and salaries of teachers paid and unpaid, as well as a list of uncollectable accounts.⁶

Because of the uncertain conditions brought on by the war, in June, 1861, the institution was almost hopelessly involved in debt. The president was requested to use his own discretion in the employment of such teachers and at such prices as he should judge strictly necessary in view of the hardness of the times and the embarrassment of the institution. He was also given the entire charge of the boarding department during the last part of the year.⁷ The president was also urged to use the utmost strictness with regard to enforcing the

⁵
The Original Minutes of Wilberforce University, 1855-1863, p. 41.

⁶
Ibid., p. 42.

⁷
Ibid., p. 44.

regulations requiring the students to pay both tuition and board bills in advance.

On April 16, 1862, the board owed the president \$1,550.00 and other employees in proportion. At this time the board was authorized to borrow \$3,000.00 and to give a mortgage upon the property of the university. This amount was to be used by the executive committee in the
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payment of debts. In March of the next year the board of trustees ordered the institution sold and the debts paid. This body also expressed the desire that any proposition for purchase by the African
9
Methodist Church be given precedence.

THE SECOND PERIOD

The financial history of the school under the African Methodists indicates the same kind of difficulty in securing funds with which to support the work of the institution as that experienced under the Methodist Episcopal regime. In the first place, the property was purchased from the Methodist Episcopal Church by Bishop Payne and other African Methodist Episcopal Church representatives, largely on faith. Bishop Payne tells the story thus:

Without a ten dollar bill at command, not knowing where I could obtain any help, I threw myself upon the strong arms of the Lord, and

8

The Original Minutes of Wilberforce University, 1855-1863, p. 49.

9

Ibid., p. 49.

with sublime faith in the possibilities of earnest endeavor for such a cause solemnly pledged the African Methodist Episcopal Church to raise the required sum. 10

This indomitable little figure, however, believed in the power of the African Methodist Episcopal Church, and during the first twelve months following the purchase visited all the seven conferences of the church and secured pledges from each conference for the sum of \$2,000. The Ohio Conference and the Baltimore Conference redeemed their pledges within a year. With the money received from these sources and by means of the help secured through the agent of the institution, \$7,500 was raised and paid by the end of two years. Had it not been for the burning of the main building at this time, the institution would no doubt have gone forward rapidly toward financial security; but the burning of the building at this stage of the enterprise was a blow from which the institution did not recover for a long time.

The energy of President Payne, together with the efforts of John G. Mitchell and James A. Shorter, eventually accomplished the rebuilding. At the General Conference in 1876, Payne reported that the task of rebuilding was almost finished, with the debts against the property paid. There was owing to the teachers, however, the sum of \$1,303.00,

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Minutes of the 16th Session of the General Conference of the A. M. E. Church, p. 72. Philadelphia: A. M. E. Book Rooms, 1876.

11

Ibid., p. 72.

perhaps a more regrettable thing than owing the same amount against the property; since, from that time on, began a sacrifice on the part of the staff to keep the institution from closing its doors. From this time forth, the deprivations, the hardships, and the self-denials of the members of the staff may be said to be one of the distinguishing characteristics of the institution.

During President Payne's administration, the policy of having a financial agent whose duty it was to make financial contacts with the public was established and followed. The Rev. J. A. Shorter was the financial agent. He was honest, upright, practical, and fairly active. Much credit is due him for the financial success of the institution in the early years. Considering the times and the financial organization of the institution, the financial program of the first thirteen years may be said to have been fairly successful.

Much of the financial success of the second period, however, must be attributed to the fact that a number of philanthropic societies and individuals became interested in the institution. The Society for the Promotion of Collegiate and Theological Education at the West gave a total of \$1,800.00 in 1868 and 1869. The American Unitarian Association made yearly contributions from 1868-1875. The Freedmen's Bureau, by act of Congress, made appropriations of \$28,000.00 in 1870.

A partial list of the donors during the early period follows:

The Society for the Promotion of Collegiate and Theological Education at the West	\$ 1,800.00	
The American Unitarian Association	6,000.00	
The Estate of Dr. Charles Avery, Pittsburgh	10,000.00	
U. S. Freedmen's Bureau	28,000.00	
Honorable S. P. Chase	10,250.00	
Rt. Rev. J. P. Campbell	1,000.00	
The Estate of A. I. Powers, Pottsdam, N. Y.	3,000.00	
Professor Ware, Rochester, N. Y.	600.00	
John Pfaff, Cincinnati, Ohio	500.00	
P. P. Mast, Springfield, Ohio	500.00	
The Estate of Stephen Daniels	450.00	
Dr. J. F. W. Ware for Art Room	300.00	
Rev. J. W. Beckett, Philadelphia	260.00	
Bethel A. M. E. Church, Philadelphia	160.00	
Mrs. Mary Reed, Hamilton, Ohio	140.00	
Honorable Geritt Smith	500.00	12

During these years, the support of the church was considerable, but by no means what it should have been, considering the fact that Wilberforce University was the only real educational institution of the church at that time. From 1864 to 1873, the Ohio Conference gave a total of \$1319.96 toward the support of the school. For the next ten years the church seems not to have given anything directly to the support of the institution through the annual conferences. Contributions probably were made directly to the financial agents of the school.

12

B. W. Arnett and S. T. Mitchell, The Wilberforce Alumnae, p. 25. Xenia, Ohio: The Chew Publishing Company, 1887.

13

Minutes of the Ohio Annual Conference of the A. M. E. Church, 1864, p. 9; 1867, p. 22; 1868, p. 36; 1869, p. 28; 1870, p. 32; 1871, p. 28; 1872, p. 30; 1873, p. 16.

THE THIRD PERIOD

A careful study of the financial state of the university during this period shows that, after Payne relinquished the presidency of the institution, the financial situation gradually grew worse during the next eight years, notwithstanding the fact that President Lee used every available opportunity to bring the deplorable conditions of the institution to the attention of the church and the board of trustees.

At Lee's earnest solicitation, in 1883, the Ohio Conference again began to make small appropriations for the work. The following amounts were given over the period from 1883 to 1891: 1883, \$556.94; 1884, \$474.19; 1885, \$417.92; 1886, \$317.40; 1888, \$25.55; 1890, \$425.00; and 1891, \$282.85.¹⁴ In 1883 also the Secretary of Education of the A. M. E. Church made an appropriation of \$1710.00 to the university, and followed the next year with a grant of \$1102.75. Smaller sums were¹⁵ appropriated yearly by the same official until 1888.

During these years the members of the board of trustees also did what they could in a personal way to bolster up the tottering financial structure. They made annual donations to the cause ranging from \$5.00 to \$20.00 each at the time of the board meetings, and many of them

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Minutes of the Ohio Conference of the A. M. E. Church, 1864-1877.

¹⁵

Minutes of the Board of Trustees of Wilberforce University, 1879-1898, pp. 94-173.

subscribed to send additional donations during the year. The cash collections from board members in this way in 1882, 1883, and 1886¹⁶ were \$404.00, \$318.00, and \$455.00 respectively.

As a means of supplementing the income, the institution sent a concert troupe on a tour throughout the country for a number of years. These tours, however, were not financially successful. The plan of sending out financial agents had been continued, also, but little actual cash was realized from their work. The remuneration offered the agents seemed to be no incentive for active productive work, no matter how generous. The plan inaugurated in 1879 was so generous that a motion was passed in the board not to print information pertaining to the commission allowed agents. As a matter of fact, agents were allowed 33 1/3 per cent on all sums collected under \$100.00; 30 per cent between \$100.00 and \$500.00; 25 per cent between \$500.00 and \$1,000.00; 20 per cent between \$1,000.00 and \$2,000.00; 15 per cent between \$2,000.00 and \$5,000.00; and 10 per cent on sums over \$5,000.00.¹⁷ Even with this attractive proposition, very little money was raised by the agents. In 1883 Rev. J. G. Mitchell and T. H. Brown¹⁸ were agents. The former collected \$342.90 and the latter \$889.22.

¹⁶ Minutes of the Board of Trustees of Wilberforce University, 1879-1898, pp. 64, 78, 117, 132.

¹⁷ Ibid., pp. 50.

¹⁸ Ibid., p. 94.

THE CRISIS OF 1885

In 1885 the institution passed through a great financial crisis. The problem of finance was so acute that the executive committee was authorized to borrow from \$5,000.00 to \$10,000.00 and to give a mortgage on the college property to secure the same. At the meeting of the board of trustees in June of that year, serious consideration was given to the matter of curtailment of the school program. The Rev. T. H. Jackson, a member of the board who was also a member of the faculty, sponsored a resolution to close the classical and scientific departments for the year. The motion did not prevail, however, and actual¹⁹ curtailment did not come about.

One of the most effective ways to raise money adopted by President S. T. Mitchell was by means of endowment day rallies. On these days, contributions were taken and consecrated to the use of the institution. Comparatively large amounts were given at these meetings. From 1885 to 1891, the amounts were published in the Minutes of the Board. They are as follows: in 1885, \$1,983.07; 1886, \$2,753.25; 1887, \$1,996.80; 1888, \$1,731.33; 1889, \$2,435.30; 1890, \$2,551.25; and in 1891,²⁰ \$3,166.66. These rallies were continued throughout the remainder of

19

Minutes of the Board of Trustees of Wilberforce University, June 20, 1863, p. 84.

20

Minutes of the Board of Trustees of Wilberforce University, 1879-1898, pp. 121, 138, 158, 173, 197, 212, 232.

his administration, but the amounts raised are not available.

At the meeting of the Board of Trustees, June 16, 1885, the institution was in such a weakened financial state that the executive board was authorized to expend whatever endowment fund that remained in the treasury of the university to pay the debts, and the trustees were called upon to make personal donations to the institution. At the same time, a committee of three was appointed to secure a loan of \$2,000.00, if possible, to help meet the situation. Notes for one year were given to the teachers and officers of the university for the balance due them.

In 1886 conditions were somewhat better. The committee found in that year, after a careful investigation of the affairs of the university, that there was a debt of \$7,815.68 for which no provision had been made, and that there was due the teachers the sum of \$1,525.00. The administrative officers had maintained the small endowment fund, however, since in that year invested funds amounted to \$11,683.62. In 1887 the amount of indebtedness was \$8,590.02, and in 1888, \$8,998.06.²¹

Notwithstanding the great financial deficiency of the institution during this period, 1886-1892, there was some general improvement in

21

Minutes of the Board of Trustees of Wilberforce University, 1879-1898, pp. 159-174.

in the financial condition of the institution. In the report to the General Conference of 1892, Secretary J. P. Maxwell had a most hopeful report covering the financial condition of the institution. He says:

Our report four years ago showed a degree of financial prosperity and progress. The entire amount of invested funds reported then was thirteen thousand and three hundred dollars; there was, however, an omission of four hundred and twenty dollars. Correctly reported, there would have been thirteen thousand seven hundred and twenty dollars. Today our invested funds, together with the amount on hand seeking investment, amounts to more than twenty thousand dollars; an increase in 4 years of over seven thousand dollars, and an annual increase of interest bearing funds amounting to nearly two thousand dollars. 22

Although, in this report, the balance showed a greater indebtedness than in his last report, the value of the property by improvement, had been increased to the extent of forty or fifty thousand dollars, according to the secretary's estimate. Some of this increase was due to seasonal changes in the value of property, some to improvements, and in part to the easement brought about by the state appropriations which were beginning to represent considerable yearly sums. The receipts from this source alone for the quadrenium 1888-1892, were \$6000.00, \$6,000.00,²³ \$16,000.00, and \$16,900.00 respectively, some of which amounts went into the building of O'Neill Hall, erected in 1890. The value of the property in 1892 was given as \$100,000.00, with the

22

Journal of the General Conference of the A. M. E. Church, p. 224. Philadelphia: A. M. E. Book Concern, 1892.

23

Ibid., p. 224.

invested funds at \$20,623.15, as compared with \$30,000.00 of college property and \$10,523.62 investments as estimated in 1884.

Year by year there was no great change in the financial condition of the school, although the institution was in better financial condition than it had been in the 80's. The depression of the early 90's had left its effect upon the financial structure of the institution. In 1893 the indebtedness was \$14,085.79, while in 1895 it was said to be \$12,000.00, with \$2000.00 pressing for immediate payment. In the latter year, the committee on financial condition of the university recommended that the bishops and ministers throughout the church make a special effort to raise \$2,000.00 over and above the regular collections on endowment day. In 1897 the secretary's report showed liabilities totalling \$14,037.48. The invested funds had increased to \$24,318.15, however, and this gradual increase seemed to keep pace with the increased indebtedness.²⁴ It is noted, however, that the Rust Fund and the Reed Fund had ceased to exist, although the institution continued to pay the interest on the same. Three years later, the report of the secretary showed a further increase in the value of the property and in the invested funds. At that time, \$107,000.00 is given as the value of the property and \$22,518.00 as the amount of the

24

Minutes of the Board of Trustees of Wilberforce University,
June 16, 1897, p. 353.

invested funds. The indebtedness was, roughly, \$13,000.²⁵

THE FOURTH PERIOD

For the first few years after the turn of the century, the financial situation remained essentially unchanged. President J. H. Jones, a rather careful financier, made every effort to make the institution self-supporting. During his incumbency, he purchased two farms which he hoped would bring the institution a profitable investment; an investment that would in time make the institution self-supporting. One of these farms, the Holmes Farm, consisted of 111 acres and was valued at \$8,325.00, and a smaller tract of 60 acres, known as the Steward Farm, was valued at \$3,120.00. Strange as it may seem, however, the board of trustees did not agree with the policy of President Jones and he was compelled, eventually, to assume the financial responsibility of the farms.

Some notion of the financial condition of the institution in the last years of President Jones' administration may be gleaned from the annual report. In 1906 the secretary of the university reported indebtedness of \$35,322.10. There was also at that time, endowment funds

25

Minutes of the Seventieth Session of the Ohio Annual Conference of the A. M. E. Church, 1900, p. 57.

of \$28,354.32, and total assets of \$225,759.13.²⁶ In 1907 the financial conditions are practically unchanged, except that the indebtedness had²⁷ been decreased about two thousand dollars. In 1908 the endowment fund had increased to \$34,759.13, the Randolph Fund of \$6,404.81 having been added to that fund. In that year the total assets were placed²⁸ at \$232,925.89, with liabilities of \$33,761.82. It can be said for President Jones that he left the institution as well provided for, financially, as when he found it.

The financial report at the end of the first year of President Scarborough's administration showed little change. The endowment fund was still \$34,759.13, and the indebtedness, \$34,803.07. The assets were given as \$200,200.14.

In 1910 an investment committee was appointed by the Board of Trustees, consisting of Bishop Wesley J. Gaines, John Hurst, John R. Hawkins, and W. A. Anderson. This committee was comprised of men, with the exception of Anderson, whose interests lay too far away from

26

Horace Talbert, Forty-Third Annual Report of President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 32. Wilberforce, Ohio, 1906.

27

Horace Talbert, Forty-Fourth Annual Report of President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 32. Wilberforce, Ohio, 1907.

28

Horace Talbert, Forty-Fifth Annual Report of President, Secretary and Treasurer to the Trustees of Wilberforce University, pp. 35-36. Wilberforce, Ohio, 1908.

the institution to help the financial situation very much.

Although President Scarborough mentioned in his report that "this committee had given attention to the sale of some of the property and the early disposal of others when advisable", and commented further, by saying that, "It had been a very useful committee, relieving the office of much troublesome work," the committee did not function in any real and effective way. In 1912 the president in his report showed that he was actually doing the work of the committee. He mentions the investment of \$2000.00 made with the Payne executors, and complains that the money has not been refunded. The executive board had authorized suit to collect the same, but no action had been taken. In this connection, President Scarborough says:

I have made two trips to Morristown, Pa., spending some time looking into the condition of the property there. I found it in very bad condition. In addition to that, I found it was mortgaged, so that we concluded to get rid of it as soon as possible. When the transaction is completed, we shall net possibly \$2400.00. The matter is not yet adjusted, but when it is, I shall make a full report to Mr. W. A. Anderson as a member of the investment committee with figures and vouchers and all the papers that come into my hands, so that the committee may have full account of the transaction. 29

Beginning with 1909 there is noted an increased interest on the part of the African Methodist Episcopal Conference in supporting the institution. In 1909 the conference gave \$924.40, and in 1910, \$4,080.43.

29

W. S. Scarborough, Annual Report of the President, Secretary and Treasurer of Wilberforce University, p. 7. Wilberforce, Ohio, 1912.

In his report in June, 1911, President Scarborough said of the financial situation, "We are pleased to say that this year has been a very successful one financially. Many of the old claims have been cut down, and others have not pressed us as in previous years." ³⁰ It may be noted here that, at this time, the institution was raising money for the erection of Emery Hall, a girl's dormitory. President Scarborough had been in the field much of the time and had raised \$17,500.00 to match the \$17,500.00 offered by Andrew Carnegie for the purpose. In this same year, Miss Hallie Q. Brown had raised \$13,000 in England for the same purpose. As a matter of fact, Dr. Scarborough's administration was successful financially. His educational connections made it possible for him to build up a patrons list, that is, a list of persons who gave small sums from \$100.00 to \$2500.00 annually to the institution. Thus he was enabled to raise sufficient funds to care for the pressing accounts and the teachers' salaries.

In 1915 the income from the African Methodist Episcopal Church totalled \$8,288.90, including \$1100.00 from the educational department of the church and \$400.00 from the financial department. Amounts given subsequently were: in 1916, \$6,702.70; in 1917, \$7,757.95; and in

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W. S. Scarborough, Forty-Eighth Annual Report, President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 16. Wilberforce, Ohio, 1911.

31
1918, \$9,782.09.

At the end of President Scarborough's administration in 1920, the total receipts in the college department were \$90,649.28, while disbursements totalled \$69,493.63. Endowment assets were listed at \$38,573.91, and the net value of the University Department at \$202,000. At the same time the net value of the C. N. & I. Department was listed at \$810,904.17.³²

THE VICTORY RALLY

Bishop J. H. Jones, who had once been president of the institution, was assigned to the 3rd Episcopal District upon the death of Bishop C. T. Shaffer in 1920. He saw at once the need for an effort to pay off the indebtedness of the institution, and sponsored a rally in the supporting territory. The time seemed propitious for such a drive. The times were good as a result of the war prosperity that had spread over the country. The enrollment of the institution was unprecedented. Everything indicated that it would be easy to raise funds for the institution at the time. That the time was ripe for such an effort is

31

W. S. Scarborough, Reports of the President, Secretary and Treasurer of Wilberforce University, 1915, p. 21; 1916, p. 13; 1917, p. 37; 1918, p. 18. Wilberforce, Ohio.

32

W. S. Scarborough, Report of the President, Secretary and Treasurer of Wilberforce University to the 26th General Conference of the A. M. E. Church, pp. 12-16. Wilberforce, Ohio, 1920.

shown by the fact that he was able to raise, in a single effort, the sum of \$44,000.00, in addition to the regular collection for the institution. The total raised from the church in 1920 was \$57,209.97. ³³

It is needless to say that there was much jubilation at the financial condition of the institution at that time. For the first time in its history, the institution was completely out of debt. Celebrations were held in the college chapel and long speeches were made, as Wilberforce seemed to have come into its own at last.

The secretary, in his report for the year ending May 31, 1920, had this to say about the financial condition:

I have the significant honor and pleasure to present the financial report of Wilberforce University ended May 31, 1920. We have much for which to be thankful, for Wilberforce is entirely free of debt. On the 13th day of April, the executive board of Wilberforce University met and appropriated over \$28,000 to meet the debts of the University, and \$2,725.00 to meet the claims of the Payne Theological Seminary. In addition, \$11,000 was voted to be put aside to the credit of the University and \$2,225.00 to the credit of the building fund of the Seminary. This was all made possible by the splendid drive for funds launched by Bishop Jones, ably assisted by Bishop Coppin, Bishop Smith, and Bishop Tyree, as a direct result of which more than \$44,000 in cash was raised and turned over to the treasury of the University. ³⁴

President Scarborough gave a review of the financial situation dur-

33

W. S. Scarborough, Fifty-Seventh Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 20. Wilberforce, Ohio, 1920.

34

W. S. Scarborough, Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 7. Wilberforce, Ohio, 1920.

ing his administration and rejoiced that what had seemed impossible had been accomplished. In his report of June, 1920, he says:

April 13, 1920 was an historical day - an epoch-making day when the executive board of the University met and wiped out the entire debt, leaving several thousand dollars remaining for future emergencies. It also gave \$2300 to Payne Theological Seminary, wiping out its debt. So the quadrenium and the twelve years of the present incumbent's administration close together for Wilberforce University with the dream of the fathers and the prayers of the Church made a reality. 35

The period of financial prosperity was destined to be very short, however. President Scarborough was not re-elected to the presidency in 1920, and before President Gregg managed to get the situation well in hand disaster befell the institution through the destruction of Shorter Hall by fire on December 7th, 1921.

THE LOSS OF SHORTER HALL

The burning of Shorter Hall was a financial loss, not so much because of the intrinsic value of the building which was badly in need of repair, but because its burning interrupted the school processes, reduced the revenue from dormitory rentals, and made it necessary to begin a building program. Moreover, this program had to begin on the heels of a great financial drive that had cleared the institution of debt and had left the churches financially exhausted.

35

W. S. Scarborough, Report of the President, Secretary and Treasurer of Wilberforce University to the Twenty-Sixth General Conference of the A. M. E. Church, pp. 5-6. Wilberforce, Ohio, 1920.

Bishop Jones and his associates on the executive board, however, decided to rebuild Shorter Hall immediately, with the result that on May 9th the contract for rebuilding was let. The new building was to cost \$271,671.00, and was designed to contain twenty-six classrooms, dormitory space for four hundred and forty-four girls, administrative offices, an auditorium to seat two thousand persons, and a dining room that would seat eight hundred. Thus, the new building was not to be a rebuilding of Shorter Hall. It was to be a great enlargement,³⁶ and was to take care of many new needs under one roof.

A new campaign was launched throughout the supporting conferences for funds to complete the new structure. Bishop Jones attracted to his aid wonderful support, but the undertaking was too large. It was possible to complete and to equip the structure only by the aid of a one hundred and twenty-five thousand dollar loan, secured by a mortgage on the institution. There is every reason to believe that the necessary amount would have been raised to pay off the mortgage within the next three or four years, but Bishop Jones' health began to fail from overwork brought on by the necessities of the situation. To add to the bad financial situation, a frame structure built to house

36

John A. Gregg, Fifty-Ninth Annual Report of the President,
Secretary and Treasurer to the Trustees of Wilberforce University,
p. 4. Wilberforce, Ohio, 1922.

students while Shorter Hall was in the process of rebuilding was destroyed by fire.

The financial losses that came about because of these fires left the institution once more heavily in debt, in fact almost hopelessly in debt. The balance sheet of 1924 showed current liabilities of \$145,110.10, endowment liabilities of \$12,373.91, and liabilities for funds given for designated purposes, \$229.00, while the balance sheet of 1925 showed even a worse situation, with total current liabilities of \$165,560.64, and endowment liabilities of \$12,602.91.

It was with deep significance that President G. H. Jones wrote in his 1929 report, "I might add in fairness to all that the financial load of the university is very heavy. It takes, at times, the energies of all of us to keep the university afloat and running."

Matters continued critical for the institution from this time on. In 1929 the current liabilities of the institution were listed at \$123,881.88, and the fixed liability, which represented first mortgages

37

John A. Gregg, The Sixty-First Annual Report of the President, Secretary and Treasurer to the Board of Trustees of Wilberforce University, p. 26. Wilberforce, Ohio, 1924.

38

John A. Gregg, The Sixty-Second Annual Report of the President, Secretary and Treasurer to the Board of Trustees of Wilberforce University, p. 51. Wilberforce, Ohio, 1925.

39

Gilbert H. Jones, The Sixty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 36. Wilberforce, Ohio, 1929.

on real estate, was \$137,000.00. All the while, heroic efforts were being put forth by Bishop W. H. Heard of the Third District, Bishop J. H. Jones of the First District, and Bishop A. J. Carey of the Fourth District to reduce this great financial burden of the institution. Each of these prelates pledged to raise in his district the sum of \$30,000.00 to help the institution. While the drive was not altogether successful, the sum of \$60,599.93 was raised in these districts. Of this amount, Bishop Jones, the father of the president of the university, raised \$30,161.40, while Bishop Heard raised \$24,070.50, and Bishop Carey \$6,368.03. This financial effort enabled the institution to continue in operation and to satisfy the debtors

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that efforts were being made to meet their demands.

During the conference year of 1929-1930, the three districts raised \$40,000.00, considerably less than the amount raised by them the year before. But even this amount served to reduce the debts of the institution, so that the balance sheet showed \$109,001.50 current

41

liabilities as against \$123,881.88 the year before.

40

G. H. Jones, Sixty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 43. Wilberforce, Ohio, 1929.

41

Sixty-Seventh Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 53. Wilberforce, Ohio, 1930.

The falling off in the collection among the churches may be charged largely to the great financial depression that had gripped the civilized world in 1929. Had the situation remained normal, there is but little doubt that the awakened sense of responsibility of the church for the institution would have enabled the administrators to pay off the debt.

In this great extremity, the officers of the institution were in urgent search for a solution to the financial problem. The poverty stricken church could do no more than it was doing to help the situation. The state had increased its remuneration for teaching service to \$10,000 and felt that this amount was sufficient, considering the services rendered.

The financial stringency was so great at this time, however, that the Combined Normal and Industrial Department came forward with a proposition to give further aid, if the instruction in secondary education would be turned over to that department. Under the circumstances, it was relatively easy to convince a distraught president that, by passing over the work in secondary education to the state, a sufficient increase could be made in the state appropriation to enable the old foundation to operate with safety and to release funds coming in from the conferences to pay off the debt of the institution.

After the arrangement was effected, however, the remuneration from this concession did not come up to expectations. The grant by the State

Department for teaching service was only \$34,980.50 in 1931, which was little, if any, more money than the university would have received from student fees from the students whom it released to the state the year before, for the College of Education.⁴² By and large, the new arrangement with the state did not materially improve the financial situation of the old church foundation. The annual appropriations, although supposed to be on a regular contractual basis, were still subject to the whims of changing political administrations at the state capitol. Every month the university made up an elaborate report of the number of clock-hours taught for the Combined Normal and Industrial Department, which was filed with the State Auditor, but the amount of money received by the university depended upon the amount of a lump sum appropriated for that purpose. Thus the income received by the institution under the arrangement is subject to variation from year to year without regard to the amount of teaching service. Nevertheless, because of this agreement, the financial situation in the church department was greatly improved from 1932-1936. This improvement was also partly due to the business sagacity of President R. R. Wright, Jr. and to a better spirit of co-operation between the College of Liberal Arts and the Combined Normal and Industrial Department.

42

G. H. Jones, The 68th Annual Report of the President, Secretary and Treasurer of Wilberforce University, p. 56. Wilberforce, Ohio, 1931.

PRESENT INCOME OF THE INSTITUTION

The amount and distribution of the income received in the last four years by the church branch of the school is shown in Table I.

TABLE I

INCOME OF WILBERFORCE UNIVERSITY, 1935-36 TO 1938-39

Source of Income	1935-36	1936-37	1937-38	1938-39	%
Students	18,687.19	19,758.13	24,911.11	25,499.73	11.88
State	61,000.00	56,000.00	65,399.23	57,500.00	32.37
Church	17,003.74	22,562.31	26,512.65	27,658.51	12.49
* Auxiliary Enterprises	46,140.95	54,201.91	66,403.90	64,289.78	30.83
Miscellaneous	18,484.22	22,332.80	20,461.01	19,536.37	11.69
Endowments	1,120.50	1,152.50	2,542.82	1,030.00	0.74
Total Income	162,436.60	176,007.65	206,230.72	195,614.39	100.00

* Gross Receipts

In the meantime, the C. N. & I. Department is being well supported by the State of Ohio. The appropriations, which represent the greatest part of the income of that department, have been as follows for the last four years: 1936, \$225,878.00; 1937, \$287,375.00; 1938, \$252,875.00; 1939, \$280,428.99.

SUMMARY

(1) The financial history of the Wilberforce University may be divided into four periods. The first period embraced the administration of the institution under the Methodist Episcopal Church from 1856-1863. The second period covered the administration of President Payne from 1863 to 1876; the third comprehended the financial struggle during the administration of Presidents Lee and Mitchell; and the fourth period embraced the financial development since 1900.

(2) The first period was characterized by unsuccessful efforts on the part of the administration to secure endowment for the school. Such gifts as were made to the institution were small and the institution ran heavily into debt before it was closed in 1863.

(3) During Payne's administration, the institution continued to suffer from lack of adequate financial support. The A. M. E. Church was unable to adequately support the institution and it was with difficulty that agents of the school were able to raise from other sources sufficient funds to keep the school in operation. An additional financial burden was imposed upon the school by the burning of the main building in 1865. At the end of Payne's administration, however, the building had been rebuilt and paid for, but there was a considerable sum of money owing to the teachers.

(4) During the third period the financial situation was not improved. It became necessary for the institution to appeal to the

State of Ohio for financial aid. The State of Ohio aided the institution by establishing and maintaining the Combined Normal and Industrial Department. At the end of the century, however, both the value of the university property and the invested funds had increased.

(5) After the turn of the century the financial situation of the institution remained precarious. During the administration of Joshua H. Jones financial conditions remained essentially the same as during the last years of President Mitchell's administration. There was some improvement during President Scarborough's administration in the financial condition of the school. This improvement was brought about by an increased number of patrons to the institution. In 1920 Bishop J. H. Jones launched the victory rally by means of which the debts of the institution were paid. In 1922 the main building was destroyed by fire and the efforts to build a new Shorter Hall left the institution again heavily in debt.

(6) In 1930 the College of Liberal Arts released the work in secondary education to the C. N. & I. Department in order that a College of Education might be organized by that department. For this concession the College of Liberal Arts is paid for all instruction in the liberal arts subjects needed in the College of Education on a student clock-hour basis. This plan has assured the College of Liberal Arts a stable source of income.

CHAPTER XI

THE FACULTY

INTRODUCTION

In the short life of Union Seminary only three persons served on the teaching staff; two of these were well prepared ministers of the A. M. E. Church, and the other was a woman whose fitness was excellent for the type of service she was called upon to render. With the founding of Wilberforce University by the Methodist Episcopal Church a carefully selected staff was assembled for the purpose of developing a college for Negroes at a time that there was divided opinion on the question of higher education for the race. All of the teachers of the first faculty were members of the white race with a single exception, and most of them were graduates of Oberlin College and other Northern schools with favorable attitudes on the Negro question.

The same policy of selecting well qualified white teachers was continued of necessity during the thirteen years of President Payne's administration. The men and women of this regime determined to a large extent, the direction of the institution's development.

Since the time of Payne, however, the regular staff of the university has been composed almost exclusively of persons of the colored race. A large part of the burden of instruction during the last quarter of the nineteenth century was carried by four distinguished teachers,--

William Sanders Scarborough, a graduate of Oberlin College, Joseph Proctor Shorter and Thomas H. Jackson, early graduates of Wilberforce University, and Mrs. S. C. Bierce, a graduate of Oswego Normal School. A few others were added near the end of the century because of the expansion of the industrial work and the setting apart of the work in theology.

Since 1900 the number of members on the teaching staff has increased as a result of a general expansion of the curriculums in the three main departments of the institution. In the meantime efforts have been made to increase the efficiency of the staff by requiring the members to pursue graduate study and by recruiting new members with superior training. At the present time the faculty of Wilberforce University may be characterized as a highly trained organization of teachers.

THE FACULTY OF UNION SEMINARY

Little need be said of the faculty of Union Seminary, since during its brief existence only three persons served as teachers. The first principal, the Rev. John M. Brown, opened the school in 1847. He had been educated in Wilmington, Delaware, the Wesleyan Academy at Wilbraham, Massachusetts, and Oberlin College. He was brought to Columbus by the Ohio Conference of the A. M. E. Church to open the school. He

served the school for four years, after which he went back into the active pastorate until he became a bishop in the church in 1868. It was during his regime that Frances Ellen Watkins came to Union Seminary to teach the ladies' industries. She had secured her education in her uncle's school at Baltimore, Maryland. After leaving the Union Seminary she devoted herself to literature and became well-known as a poet.

After John M. Brown resigned the principalship of Union Seminary in 1857, Rev. Edward D. Davis became principal and remained in charge until it closed in 1863, after Bishop Payne had purchased the plant at Wilberforce.

THE FACULTY OF THE UNIVERSITY FROM 1856-1863

The first president of Wilberforce University was Professor Frederick Merrick. He was elected to the position in 1856, at the time when the school was organized. He was well qualified, but did not actually take charge of the work. In the meantime, the Rev. M. P. Gaddis and his wife opened the school and taught the students for about six months, when they resigned to take up other work. The next staff of the new university consisted of James K. Parker and his wife; Maggie Baker, who taught music; and Mary J. Allen, who taught English. The real genius of the first period, however, was President Richard H. Rust. He was a product of Wesleyan University and was called to the

institution from the New Hampshire Conference of the Methodist Episcopal Church in 1859. He was an untiring worker, and in four years had broadened the curricular offerings to cover the first years of college work in response to a widening clientele. Within two years the enrollment increased from less than fifty students to more than two hundred. More than that, he gathered around him within that short period a well qualified group of teachers before the school closed on account of the Civil War.

The first faculty under President Rust's administration consisted of George M. Wendell, a master of arts from Ohio Wesleyan University, who came to the institution to teach classical languages and natural science; Mary J. Allen, a graduate of Wesleyan Academy, who was elected to teach French and mathematics; Sarah Jane Woodson,¹ a graduate of Oberlin College, who taught English; and Adelaide Warren of Oberlin, who taught music. Later on Professor Wendell was succeeded by Pliny S. Boyd, a graduate of Oberlin College, and Isabella Oakley replaced Mary J. Allen in the department of French and mathematics. A Miss Biffington² replaced Adelaide Warren as teacher of music.

¹
Sarah Jane Woodson was the only colored teacher during the first regime.

²
B. W. Arnett, The Budget, pp. 246-247. Philadelphia: A. M. E. Book Concern, 1886.

THE FACULTY OF PAYNE'S ADMINISTRATION

When the school was started again, under the A. M. E. Church, it was several years before there was a faculty comparable to the faculty assembled by President Rust. In the beginning, John G. Mitchell was the only teacher. As the enrollment increased, Fannie A. Mitchell, his wife, helped with the work of instruction and a little later Esther B. Maltby, a graduate of Oberlin College, was employed. It was the latter who had charge of the school during much of the time, because Professor Mitchell was often away helping President Payne to raise funds.³

Aside from teaching, Professor Maltby conducted the Monday evening prayer meetings and the daily prayer service which took place from eight to nine o'clock in the morning.⁴

From 1866 to 1868 a number of well-qualified persons were added to the staff. William Kent, M.D., became professor of natural science, Theodore Sulist, A.M., was engaged to teach Latin, French and mathematics, and Sarah J. Woodson was re-employed to teach English and to serve as lady principal. In 1868 the work in theology was strengthened and the law department established. These additions made it necessary to add others to the staff. Henry Fry, A.M., Oberlin College, was

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Daniel A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 6. Cincinnati: Allen Temple Church, 1873.

4

Ibid., p. 2.

employed to head the work in theology; John Smith, also an Oberlin graduate, came to take over the work formerly done by John G. Mitchell; and Thomas H. Jackson, a recent Wilberforce graduate, became professor of ecclesiastical history, homiletics, and pastoral theology. Likewise, Charles Wilson became a teacher of Hebrew, and R. G. Mortimer was elected to teach Latin, Greek, and mathematics. At the same time Attorneys Roswell Howard and John Little of Xenia, Ohio, were employed to instruct those students who wanted to study law. During this time Sarah J. Woodson was succeeded by Josephine Jackson, and she in turn was succeeded by Miss Messinger in 1869. At this time also the Adams family became connected with the institution through the employment of Alice Adams, a graduate of Holyoke College, as lady principal and teacher of English. Soon William B. Adams, a graduate of Amherst, was employed to teach Latin and Greek. Professor Adams' wife was also engaged to teach in the sub-academic department. Later, Myron T. Adams, the son of Alice Adams, was graduated from the institution and became the president of Atlanta University, Atlanta, Georgia, where he devoted a long life of service to the education of Negroes.

During the remainder of President Payne's administration, which terminated in 1876, there were no changes in the faculty except the following: Professor Jackson was succeeded by B. F. Lee; Benjamin K. Sampson, master of arts of Oberlin, succeeded Professor Mortimer; and Professor Sampson was succeeded by Joseph P. Shorter, the first graduate

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of the classical department of the university.

It is well to note, in connection with the faculty assembled by President Payne, that many of them were of the white race and of many denominations. ⁶ Professor Kent was an English Methodist, Professor Suliot was a French Quaker, Josephine Jackson belonged to the Baptist Church, and Professors Fry, Adams, Messinger, and Maltby were Congregationalists. ⁷ The maximum number of teachers under President Payne was twelve, including two law professors who lived in Xenia, and four scientific and literary lecturers from Antioch College. The service of these members extended into five departments: classical, scientific, law, theological, and normal.

THE FACULTY UNDER LEE AND MITCHELL

During the administration of President Lee there was a drastic reduction in the number of teachers. In 1876-1877 only six persons are listed as belonging to the teaching staff, including President Lee and Bishop Payne, the latter of whom served as lecturer on philosophy and history. J. P. Shorter held the chair of mathematics; W. B. Adams

⁵ S. T. Mitchell and B. W. Arnett, The Alumna, p. 32. Xenia, Ohio: The Gazette Office, 1887.

⁶ Of the teachers mentioned above, Maltby, Kent, Suliot, Fry, A. Adams, W. B. Adams, Congdon, Green, McBride, Parker, Smith, Wilson, Howard, Little, and Messinger were white; and Josephine Jackson, T. H. Jackson, Lee, Shorter, Woodson, Sampson, and Mortimer were colored.

⁷ D. A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 7. Cincinnati, 1873.

taught Latin and Greek; Lenore Congdon was principal of the normal department; and Alice Adams was the lady principal.

The next year, however, William Sanders Scarborough, a graduate of Oberlin College, began his long career of service at the institution as professor of Latin and Greek, and Mrs. S. C. Bierce, a graduate of Oswego Normal School, was made principal of the normal department. These two persons, the one colored and the other white, were destined to have a large share in the future development of the university.

In 1877 and 1878, Roswell Howard and John Little again are listed as professors of law, and Gussie E. Clark as teacher of music. By 1881, Ella J. Green had replaced Alice Adams as lady principal, and a year later she in turn was replaced by E. R. George. Otherwise, the
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faculty remained the same as it had in 1876-1877.

After President Mitchell took office few changes were made in the faculty for several years. In 1885 Mary R. Church was employed as instructor in the modern languages, and Anna H. Jones became a teacher of English and history. In 1887-1888, Frederica F. Jones replaced Mary E. Church as teacher of modern languages, and Mattie F. Roberts became instructor in music. This same year there were a number of student

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B. W. Arnett, The Budget. Philadelphia: A. M. E. Book Concern, 1886.

assistants. In 1889 G. W. Prioleau became professor of theology and homiletics. In that year the normal and industrial department began to take shape as a separate department, and there are listed as instructors in that department: S. C. B. Scarborough, principal of the normal course; Lucy A. Roberson, instructor in sewing; Andrew C. Spivey, instructor in carpentry; and Mattie F. Roberts, who taught music in the college department, as teacher of music. In 1889-1890 the faculty was the same in both departments, except that Lucy A. Roberson had been replaced by Mildred Alexander as instructor in sewing.

From 1890 to the end of the century, there were a number of additions to the faculty because of the setting up of Payne Theological Seminary and the C. N. & I. Department as separate units of instruction. In Payne Theological Seminary, John G. Mitchell became the dean, W. S. Scarborough taught new testament Greek, and G. W. Prioleau taught historical and pastoral theology. Prioleau, however, resigned the position in 1894 to become a chaplain in the Ninth Cavalry of the United States Army. His position was filled by George F. Woodson. In 1897 Professor Scarborough was transferred to the college and O. E. Jones took his place.

After J. P. Shorter became the superintendent of the C. N. & I. Department, the industrial work was rapidly expanded and the staff was

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Annual Catalogues of Wilberforce University, 1890-1897.

increased of necessity. In 1894 Frank T. Weaver came to open the department of commerce and was followed by Henry Jenkins in 1897. John G. Jones began the instruction in Printing in 1894, and was replaced by James Lantz in 1897. In 1896 L. W. Baker followed W. H. Hervey, and Edna Smith and Lizetta N. Pinn followed Kathryn Hervey as teachers of cooking. Elizabeth Keckly taught sewing from 1892 to 1896, when she was succeeded by A. Irene Bond. Beatrice Joyce taught drawing from 1896 to the end of the century. For one year Sophia Jones offered instruction in professional and domestic nurse training.

There were also some changes in the college department. Timothy D. Scott of the class of 1886 was elected to the chair of modern languages and served from 1892-1895; W. E. B. DuBois, who had received a master of arts degree at Harvard University, taught Latin and Greek from 1894 to 1896. Elizabeth Jackson taught English from 1894 to 1897, and Lillie M. Forrester followed her in the English department. In 1896 Faustin S. Delaney became professor of mathematics, and Edward A. Clark was elected to the chair of Latin and Greek, following the resignation of Professor DuBois. Later on in the decade William H. Damond replaced Faustin S. Delaney, Mary J. Allen followed Emily Knowlton, and in turn was replaced by William A. Calhoun as instructor of instrumental music. In the law department, Campbell Maxwell and W. F. Trader served the institution instead of Roswell Howard and John

Little. Lieutenant Charles Young was professor of military science¹⁰ and tactics from 1893 till the end of the century.

In any discussion of the faculty of the period from 1876 to the end of the century, special attention should be given to a few individuals who were connected with the institution for most of the period and who were exceptionally influential in the development of the institution. William Sanders Scarborough, Joseph Proctor Shorter, S. C. B. Scarborough, and Thomas H. Jackson are such individuals.

WILLIAM SANDERS SCARBOROUGH

The first of these eminent professors to be discussed is William Sanders Scarborough. Professor Scarborough, who had received his A. B. and A. M. degrees at Oberlin College in 1875 and 1879, respectively, attained his prominence because of the character of his educational and literary work. As early as 1881, he published a "First Lessons in Greek," a text-book that was rather widely used for the next few years. Later, he published a treatise entitled, "Birds of Aristophanes--A Theory of Interpretation," and numerous other tracts and pamphlets, covering a variety of subjects--classical, educational, archaeological, sociological, and racial.

Professor Scarborough was a member of many learned societies, among

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which were: American Philological Association, American Dialect Association, American Spelling Reform Association, Archaeological Institute of America, American Social Science Association, American Modern Language Association, National Geographic Society, American Political and Social Science Association, and American Negro Academy. Many of his writings were the result of his connection with these various organizations, especially the American Philological Association. As a classical scholar he read several papers before the Philological Association on the "Thematic Vowel in the Greek Verb in Homer and Virgil." Moreover, he made many contributions to the subject of education through his writings and speeches. All things considered, W. S. Scarborough was the greatest scholar to be connected with the institution for nearly half a century.

All of these contributions and memberships over the long period of his connection with the institution also added to his fame as a scholar and helped to give the college at Wilberforce a high standing. He became president of the institution in 1908 after thirty years experience at the institution, and served with distinction in that capacity for a period of twelve years.

MRS. SARAH C. BIERCE SCARBOROUGH

Mrs. Sarah C. Bierce Scarborough served the institution in as vital

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William J. Simmons, Men of Mark, pp. 410-418. Cleveland: W. W. Williams, 1887.

a way as her distinguished husband. Coming to the institution with a ripe education and experience, she served first as professor of natural sciences at the institution from 1877 to 1884; as professor of French, from 1884 to 1887; and as principal of the normal department from 1887 to 1914, when the infirmities of age made her position too difficult for one of her years. During her many years as principal of the normal department, hundreds of young men and women were impressed with her quiet dignity and thorough scholarship. Her work in this capacity commanded the utmost respect of officials of the State Department of Education, by whom she was often praised.

After 1914 Mrs. Scarborough served one year as instructor of English and left the work she loved so well, and had developed so thoroughly, to lead a life of helpfulness to her husband who had become the most distinguished president that the institution ever had. During his tenure of office, she wielded a silent power and a far-reaching influence in the affairs of the institution. She was the last member of the white race to serve on the regular academic faculty of the institution.

THOMAS H. JACKSON

One of the most picturesque figures of this period was the Rev. Thomas H. Jackson, or "One-eyed Jack," as he was affectionately known

to the students, because he was blind in one eye. He had come to Wilberforce from Arkansas in 1865, and spent five years in study in the college. After he was graduated in the first college class in 1870, he was elected to the chair of Hebrew and theology in the theological department. In this position he served for a period of three years, when he accepted a call to go into the active pastorate in Columbia, South Carolina. In 1879 the institution honored him by conferring upon him the degree of D. D. Upon the resignation of President Lee in 1884, Jackson was nominated by the General Conference for the presidency of the school. The Board of Trustees, however, failed to carry out the recommendation of the conference as it had done in the case of Lee in 1876. The failure to be elected to this office was, no doubt, one of the great disappointments of his eventful life.

After a pastorate of eleven years, Jackson was again elected to the professorship of Hebrew and theology and served from 1884 until 1892, when he left Wilberforce to become president of Shorter College in North Little Rock, Arkansas.

Doctor Jackson was a member of the Board of Trustees for more than thirty years, and in that capacity did much to direct the growth and development of the institution. In his capacity as a board member he sponsored a movement in 1879 that secured a United States Post Office for the institution. He consistently fought for the establishment and

maintenance of an endowment fund, and fostered a motion every year that the board be constituted a committee of the whole to consider the financial condition of the university. In this way he forced before the attention of the board the financial condition of the institution every year and succeeded in doing much good. In his desperation to have the board look into the matter of finance, he frequently resorted to adroit methods. For example, in 1880 he recommended the abolition of the law department, and in 1883 suggested to the board that they¹² abolish the classical and scientific departments. These maneuvers succeeded in getting action of some sort on financial matters. In 1883 the result of the resolution was the authorization to the executive board to borrow from \$5,000.00 to \$10,000.00 to help solve the immediate financial difficulty. In 1912 Doctor Jackson became professor of practical theology in Payne Theological Seminary and served in that capacity until his death.

JOSEPH P. SHORTER

A fourth outstanding character on the faculty of the middle period was Joseph P. Shorter, who for twenty-three years was professor of mathematics in the college. He was the only graduate in the class of

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Minutes of the 20th Annual Session of the Board of Trustees of Wilberforce University, June 19, 1883, p. 86.

1871, the second college class to be graduated, which he often used to say in a joking manner was "the best class the institution ever graduated."

Professor Shorter, who was honored by his Alma Mater with the master of arts degree in 1883, was a profound mathematician, and was frequently consulted by the teachers of other nearby colleges for his skill in that field. It was the wonder of all how Wilberforce could produce such a scholar in that line. The explanation for his skill, however, could be found in the fact that he had been taught by Professor Sulliot, a profound mathematical scholar, who belonged to the early faculty.

Professor Shorter was useful to the institution in many ways other than as a teacher of mathematics. For years he was treasurer of the institution, and was vice-president from 1884 to 1892. He served as a member of the board of trustees for more than twenty years. It was Shorter who proposed to the faculty that an effort be made to secure appropriations from the State of Ohio which led to the establishment of the Combined Normal and Industrial Department. As a fitting climax to his efforts in that direction, he was elected to the superintendency of that department in 1892, and served in that capacity until his death, fourteen years later.

Superintendent Shorter believed in the faithful performance of

every duty and in the scrupulous carrying out of every obligation; consequently the rapid development of the Combined Normal and Industrial Department under his administration was to be expected. He was, however, often between the cross currents of sentiment in the board of trustees. During his incumbency, the question of the relationship of the Combined Normal and Industrial Department to the old foundation was ever in the foreground. In his fealty to the institution, he frequently ran counter to the ideas of Dr. W. A. Galloway, the president of the Combined Normal and Industrial Department Board of Trustees, who assumed a paternal attitude toward the department, and who ever had in mind the fact that his obligation was first of all to the State of Ohio.

Personally, Professor Shorter as a teacher was brusque, sarcastic, and indeed somewhat erratic. The student who proposed an incorrect explanation, or who proceeded upon a false assumption, was promptly met with a sharp rebuff. "Nonsense, nonsense," were his usual words of reproof to the slightest mistake of work or procedure. On the other hand, however, if he were consulted outside of the classroom about a question or problem, he would through a system of questioning adroitly lead the student to the proper solution. There was no personal demonstration on his part. He would not show how it was done by doing the problem himself.

In faculty meetings his strong convictions and ability in debate

made him often seem a refractory member, even to the point where his conduct seemed reprehensible. Frequently the meetings were the occasion for verbal clashes between him and other members of the faculty. There were clashes between Professor Shorter and Professor Scarborough at almost every faculty meeting. Sometimes these clashes became very serious. On one occasion, it was necessary for President Mitchell to adjourn the faculty in order to put an end to a fruitless discussion of the curriculum of the classical course, because Shorter and Scarborough refused to be amenable to the direction of the chair.

Three days later, at a special meeting of that body, a resolution was passed, protesting against such procedure as unbecoming the station of professors, as discourteous to the president and faculty, as ungentlemanly and unchristian, and as extremely hurtful in its immediate and remote consequences.¹³ This resolution was signed by S. T. Mitchell, president of the university, T. H. Jackson, Anna H. Jones, F. F. Jones, and Mattie L. Roberts, the remaining members of the faculty at that time.

PRESIDENT S. T. MITCHELL

Up to this time, no special mention has been made of President

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Minutes of the General Faculty of Wilberforce University,
February 5, 1889.

Mitchell, the second president of the formative period. This delay should not be taken to mean that he was not an important factor in the faculty of that period. On the contrary, the sixteen years of Mitchell's incumbency represented great progress in the development of the institution, for no mean part of which he was responsible.

President Mitchell was an alumnus of the institution of the class of 1873, and served as principal of the colored schools of Wilmington, Ohio, prior to his election to the presidency of the institution. He came to the presidency by an unusual turn of events which have been discussed elsewhere.

President Mitchell is characterized as a scholarly man, a strict disciplinarian, and a clever administrator. Moreover, he was a striking and impressive personality. Professor Scarborough wrote of him, near the close of the administration, in the Ohio State Journal of February 5, 1894: "President Mitchell's incumbency has been fraught with nothing but good for the college. He is to be congratulated on the marvelous success that has attended his efforts of up-building and enlarging the usefulness as well as the domains of the institution."

During President Mitchell's administration, the Military Department was established, and the theological work was separated from the college and made into a separate unit under the caption of Payne Theological Seminary. To all of these movements President Mitchell gave his whole-hearted support.

THE TEACHING STAFF UNDER PRESIDENT JONES

After Joshua H. Jones came to the presidency in 1900 the expansion of the institution brought about an enlarged faculty. The faculty of the institution under his regime, however, was still dominated by three of the powerful figures discussed in former pages: Professor Scarborough, S. C. B. Scarborough, and Superintendent J. P. Shorter, together with others of almost equal force, notably Dean George F. Woodson, Professor E. A. Clarke, and Professor T. G. Steward. Moreover, other members of the faculty were being elected from year to year who challenged the authority of the older members of the staff. Earl E. Finch became professor of mathematics; Bruce H. Green became professor of science and instructor in German and French; A. W. Thomas became professor of Hebrew; and an enlarged faculty in the Combined Normal and Industrial Department made the institution take on a rather formidable aspect, so far as the instructional staff was concerned, as compared with the staff under President Mitchell. In the College of Liberal Arts the faculty increased from nine in 1900 to eleven full time professors in 1908, and the Combined Normal and Industrial Department faculty increased from nine to seventeen.

In the College of Liberal Arts are found William Sanders Scarborough as professor of ancient languages; Edward Alexander Clarke, professor of science; C. L. Maxwell, dean of the law department; W. F.

Trader, professor of law; Lizzie C. Anderson, lady principal and instructor in English, literature, and history; William Arthur Calhoun, teacher of music; Susan Maria Steward, resident physician; and Louise R. Armstrong, matron.

Affiliated with the Theological Seminary at this time were Benjamin T. Tanner, the dean and lecturer on ecclesiastical history and dogmatic theology; Benjamin W. Arnett, lecturer on ethics and psychology; B. F. Lee, lecturer on church polity and ecclesiastical law; George F. Woodson, professor of systematic theology and new testament Greek; O. E. Jones, professor of pastoral theology and Hebrew; Thomas H. Jackson, lecturer on homiletics; and John Coleman, lecturer on hermeneutics and archaeology.

Aside from Superintendent Joseph P. Shorter, the other members of the staff of the Combined Normal and Industrial Department were: Sarah C. Bierce Scarborough, professor of pedagogics and literature; George T. Simpson, instructor in voice culture; Charles H. Johnson, instructor in drawing; Henry N. Jenkins, instructor in the commercial course; A. Irene Bond, instructor in sewing; W. E. Marshall, instructor in printing; Lowell W. Baker, instructor in carpentry and cabinet work; Lizetta M. Pinn, instructor in cooking; M. M. Simpson, instructor in shoemaking; and Martha E. Carter, matron.

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Annual Catalogues of Wilberforce University, 1900-1908.

As time went on there were several changes in the Combined Normal and Industrial Department. By 1904 C. S. Smith and W. B. Bush had taken over the work of the commercial department, replacing H. N. Jenkins; R. C. Bundy had come to develop the work in the machine shop and mechanical drawing; and William Hunnicut had replaced M. M. Simpson, who had retired as instructor of shoemaking. During this same period Woodson P. Welsh took over the work of L. W. Baker, instructor in carpentry; and William Marshall replaced Charles Alexander, the instructor in printing. Likewise, William Mays became the instructor in blacksmithing, and Miss Minnie Battles had been elected to instruct the girls in millinery. In 1908 F. A. McGinnis replaced William Marshall as instructor in printing; Murray J. Marvin was elected to teach plumbing; Julia C. Gee was elected to teach sewing; Bessie Morris was made the teacher of cooking; St. Clair LaRuth Grant was elected to teach tailoring; and Cornelius Johnson had charge of the work in blacksmithing. At the end of the administration of President Joshua H. Jones, the faculty consisted of twenty-six full-time teachers and of a number of others designated as lecturers.

THE FACULTY IN PRESIDENT SCARBOROUGH'S REGIME

In the early years of President Scarborough's regime, there was much expansion in connection with the work of the C. N. & I. Department. W. A. Joiner, who came to the institution as superintendent of that

department, greatly strengthened the work in teacher training. By 15
 1920 there were several noteworthy additions to the staff in education.
 Lenora Carrington Lane, William Berry, and Sadie Overton joined the
 staff in 1914; Lucinda Cook and Anna O. H. Williamson, in 1915; and
 Althea H. Washington, in 1919. Ada Roundtree came in 1914 to teach
 nurse training, and Mary S. Booth came in 1917 to instruct in the same
 subject. Changes were made also in other positions during these years.
 Jane Hunley became the teacher of domestic science in 1916; Charles P.
 Blackburn and Horace Preston taught physical education in 1917.
 William W. Cooke became director of vocational training in 1918. Among
 the others who joined the C. N. & I. Department Staff were Jesse Ormes,
 instructor in commercial branches in 1909; and George R. Thompkins,
 instructor in machine-shop practice in 1911.

In the College, George W. Henderson became professor of Latin in
 1909; Amos J. White, professor of Greek in 1912; Dudley W. Woodard,
 professor of mathematics in 1912; Gilbert H. Jones, dean of the college
 in 1914; Bernice Sanders, professor of physics in 1916; George F.
 David, professor of sociology in 1917; Charles E. Burch, professor of
 English in 1918; Albert S. Beckham, professor of psychology in 1918; and
 Lutrelle F. Palmer, instructor in library economy in 1917.

In the Payne Theological Seminary, P. S. Hill became professor of historical theology in 1911, and Thomas H. Jackson, professor of practical theology in 1912.

In the high school in 1920, Geraldine Jackson was teaching English; Elizabeth Gross, mathematics; Irene Patterson, English and history; and F. A. McGinnis, vocational English and mathematics; with J. D. M.
16
Russell, the principal.

At the close of President Scarborough's administration, forty-eight members, most of whom were distinguished in their fields, were on
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the faculty. The number of persons on the faculty has increased from forty-eight in 1920 to over eighty in 1940, under the impulse of the expanding institution. To continue to indicate the changes that have taken place since 1920 would serve no useful purpose since the information can be readily obtained through a study of comparatively recent literature.

THE ADMINISTRATION OF THE FACULTY

From the beginning until near the end of the 19th century, the faculty of the university was a single unit and was administered as such.

16

General Reference: The Catalogues of Wilberforce University, 1910-1920.

17

Catalogues of Wilberforce University, 1919-1920, pp. 7-16.
Wilberforce, Ohio, 1920.

After the setting apart of the theological work in a unit known as Payne Theological Seminary, and of the normal and industrial work as the Combined Normal and Industrial Department, three separate faculty groups appeared. In time these groups became known as the College Faculty, the Combined Normal and Industrial Faculty, and the Payne Theological Seminary Faculty. These groups met independently to consider certain matters pertaining especially to their departments. There was maintained, however, an organization of all these groups into what was known as the General Faculty of Wilberforce University.

President Scarborough says in his annual report of 1916:

Our University is made up of three faculties: the College, Theological Seminary, and the Normal and Industrial. The president of the University is president of the individual faculties, as well as president of the whole and presides whenever present. Each faculty has charge of its own respective work and is held responsible for the same. The General Faculty, composed of the three departmental faculties, holds monthly meetings, and in this way our work is unified. 18

By 1922, however, the high school teachers were organized into a faculty, and President Gregg points out that the faculty numbered sixty-two and was divided into four departments--College, Theological, C. N. & I., and Academic. In recent years, there has been still another

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W. S. Scarborough, Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 10. Wilberforce, Ohio, 1916.

19

John A. Gregg, Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 13. Wilberforce, Ohio, 1922.

group, consisting of the vocational teachers, which calls itself the faculty of the vocational department, bringing the number of separate faculties to five.

SUMMARY

(1) The faculty of Union Seminary consisted of only two persons, a principal and one extra teacher. During the first regime at Wilberforce University, the teaching staff consisted of four teachers besides President Rust. These teachers taught courses in classical languages, modern languages, sciences, mathematics, English and music.

(2) The teaching staff under President Payne grew from two teachers at the beginning of his regime to a maximum of twelve at the end. During the period the faculty was largely made up of well prepared white men and women.

(3) During the administration of President Lee the number of members of the faculty was reduced and several changes were made. The addition of W. S. Scarborough and Sarah C. Bierce to the faculty during his administration proved noteworthy. After President Mitchell took office there were not many changes made in the faculty except such additions as were brought about by the establishment of the Combined Normal and Industrial Department. From 1887 to 1900 teachers were added for several industrial branches. The development of the

institution chiefly centered around four outstanding individuals: William Sanders Scarborough, Sarah C. Bierce Scarborough, Thomas H. Jackson, and Joseph Proctor Shorter.

(4) From 1900 to the present time the number of members of the faculty have greatly increased because of the expansion of the academic program. During the administration of President Joshua H. Jones, from 1900 to 1908, the faculty increased from eighteen to twenty-six members. By the end of President Scarborough's administration the faculty had increased to forty members. In the last twenty years the number of faculty members has doubled, making a total of eighty working in five major administrative units; the College of Liberal Arts, the College of Education, the Payne Theological Seminary, the Vocational department and the University high school.

CHAPTER XII

THE WILBERFORCE STUDENTS

INTRODUCTION

The student body of Wilberforce University has been greatly affected, from time to time, by social conditions and by the development of educational opportunities for Negroes. During the first regime the students of Wilberforce hailed chiefly from the slavery states of the South. Immediately after the Civil War they came mainly from Ohio and other Northern States. In the eighties the institution was enrolling students from almost every state in the Union and from several foreign countries as well. In recent years the bulk of the students have come from Ohio and the Northern States.

The student life at Wilberforce, from period to period, has likewise represented trends in the administration of students in Negro institutions. During the first regime student activities were carefully planned by the faculty in such a manner that maximum effort was devoted to those things which made for Christian culture. The same ideals prevailed immediately after the Civil War. As time went on, however, more freedom was permitted students in the organization of student life, and for a period the policy of the administration was to cooperate with students in sponsoring any healthy activity that contributed to religious or educational ends.

Since the turn of the century, student life at Wilberforce has followed the general trends of student life in the ordinary small American college. As in other colleges fraternity life is sine qua non among the students of Wilberforce.

STUDENTS OF THE FIRST REGIME

The majority of the students during the first years of Wilberforce University were the children of Southern slaveholders who could not be educated in the states from which they came because of the laws prohibiting the education of Negroes. The few others were sons and daughters of free Negroes who had settled in Ohio and other Northern states.¹ These students were mostly mulattos, because of blood relationships with their masters and somewhat older than their school classification would indicate.

In 1859 the 207 students enrolled were drawn from twenty states. About one-half of this number came from twelve Southern states, with

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Bishop Payne said in his Report of the First Decade of Wilberforce University that, "Under the skillful management of the doctor (President Rust) the institution flourished until 1862, when the Civil War drew its chief patrons into the ranks of the rebel army. These were Southern planters who had sent their natural children to be educated at Wilberforce. There were, at that time, about one hundred students in attendance, among whom were about one dozen from several of the best families of the North." See: Daniel A. Payne, Annual Report and Retrospection of the First Decade of Wilberforce University, p. 4. Cincinnati, 1873.

twenty-two from Mississippi, sixteen from Louisiana, twelve from Tennessee, eleven from Kentucky, and nine each from Alabama and Missouri.² The others came from Ohio and the other Northern and Western states.

Likewise, these early students represented a wide variety of attainments at the time of their admission to the institution. In the beginning there were classes ranging from the primary grades to early years in college. In 1859-60 courses in the classics, higher mathematics, French, and theological studies were being offered to students, along with more elementary school work.³

The chief activities of the students outside of the classroom and study hall centered around the religious program of the institution. Revivals were held every year and many of the students were "made the happy subjects of a work of grace, which was deemed all important to their usefulness in life."⁴

In addition to the religious program, there was a well conducted literary society called the "Giddings Lyceum" which furnished facilities for debate and general literary culture. The women wrote compositions

2

Catalogue of Wilberforce University, 1859-60, p. 16. Cincinnati: Methodist Book Concern, 1860.

3

B. W. Arnett and S. T. Mitchell, The Alumna, p. 18. Xenia: The Gazette Office, 1887.

4

Ibid., p. 17.

once in two weeks, and the men wrote and declaimed on alternate weeks.⁵

As the Civil War progressed, many of the students from the Southern States were stranded at the institution before the school closed in 1862, and it was necessary for the institution to assume the responsibility for their clothing, boarding, and schooling.

AFTER THE CIVIL WAR

Upon the reopening of the institution under the auspices of the African Methodist Episcopal Church, the students were gathered mostly from the immediate neighborhood and surrounding counties of Ohio. Within a year or two, however, the sons and daughters of freedmen living in other Northern States began to be enrolled in the institution, and soon after the close of the Civil War students were again coming from the Southern States. At the end of the first ten year period under the new regime, more than one hundred and fifty students were enrolled from
⁶
 seventeen states.

In this early period much of the student's time was taken up with routine matters. Each person shared the responsibility of keeping his room and in providing the ordinary comforts during the long winter

5

Minutes of the Board of Trustees, April 16, 1862, p. 49.

6

Daniel A. Payne, Annual Report and Retrospection of the First Decade, p. 8. Cincinnati, 1873.

months. Making up beds, carrying in coal and water, and other activities incident to hygienic living without modern conveniences offered a real challenge to the energies of both the young men and the young women. There was little of the frivolous permitted during these days. All were expected to lead well-ordered and serious lives. Every moment of the student's life was under the direct control of the faculty and there was little free activity. There was neither hazing nor a tendency to ape the college capers of larger schools. The most that ever befell a new student was the acceptance of a harmless joke or the purchase of an inexpensive lunch for some of his schoolmates.⁷ The reasons for this absence of horseplay are obvious. In the first place, the opportunity to learn from books was precious. In the second place, the students were far behind their ages in their studies. Moreover, the president and faculty consciously created an atmosphere of serious work upon the campus, and showed only a minor interest in the romantic side of social life. In the administration of the school there was provided a minimum of social entertainment for the young people. The chief social events were the monthly social hours where the young people could meet, exchange pleasantries, and indulge in innocent games. At times young men and women were permitted to march

7

Reverdy C. Ransom, School Days at Wilberforce, p. 15. Springfield, Ohio: New Era Company, 1894.

arm in arm to the tunes of martial music in the corridor of the hall.

DIRECTED ACTIVITIES

Most of the other directed extra-curricular activities centered around the school's program to inculcate religion, morals, or literary excellence. Once each month the school became a temperance society with instruction in the principles of temperance in living, and once each month the school became a missionary society wherein was considered the missionary objective of the institution to bring enlightenment to a benighted Africa.⁸ During each year two or three weeks were set aside for religious revivals in order that religion might have due emphasis as a saving force in the lives of the students. Sometimes, during the period of these protracted meetings, the religious feeling would run so high that some students would fall down in the classrooms and plead with the Lord to pardon their sins, while others would arise⁹ and profess faith in Christ. Frequently, for a whole day, recitations would be suspended.

Students, during the early period, also engaged in theatricals and elocutionary contests. A regular time was set aside for rhetorical,

8

Hallie Q. Brown, Pen Pictures of Wilberforce, p. 12. Xenia: Aldine Publishing Company, 1937.

9

Reverdy C. Ransom, op. cit., p. 39.

which all were required to attend. These gatherings were held for the express purpose of encouraging literary activities on the part of the students.

GOVERNMENT OF STUDENTS IN THE EARLY PERIOD

The government of the students during the early period was inflexibly strict in excluding all practices tending to immorality, and in exacting a uniform regard for good order, studious habits, and attention to the prescribed routine of duty. Every student was under the individual watchfulness of the members of the faculty, and was compelled to attend church services, Sunday school, and prayer meetings, as well as other school exercises. Every student was expected to attend chapel services twice daily, at 7:45 a.m. and at 4 p.m. Intoxicants, tobaccos, firearms, games of chance, profanity, obscenity, and immoral books or papers were forbidden, and students were punished for visiting each other's rooms during study hours or for absence from
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the premises without permission.

THE STUDENTS OF LEE'S AND MITCHELL'S ADMINISTRATION

The students of the last quarter of the 19th century were a rough

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B. W. Arnett and S. T. Mitchell, op. cit., pp. 48-49.

lot who required rigorous handling by the faculty. There was no end of rough pranks which they performed among themselves. There were other pranks that involved the members of the faculty and even the president himself. Frequently, in playful moods, these would-be college men would resort to the type of free play that resulted in the destruction of property. There were pillow fights, room-stacking activities, "hot-footing", and wrestling matches in the dormitory rooms. There were numerous cases of bathing under the pump, many raids upon the community poultry pens, and frequent drinking scrapes.

The minutes of the faculty meeting of this period often are concerned with the misdemeanors of the students. Sometimes special meetings were called on account of these student pranks. One of the most interesting of these exploits occurred on the evening of March 9, 1887, when several students conspired to throw water from one of the windows of University Hall on President Mitchell. This action so enraged the president that a special meeting of the faculty was called to ferret out the culprits. The faculty resolved itself into a court and called before it twenty or more young men who established more or less satisfactory alibis. After much questioning, however, the faculty was satisfied that it had found the culprits. For this prank, several students were indefinitely suspended and the rulers of the institution

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were vindicated.

11

Minutes of the General Faculty of Wilberforce University, March 9, 1887, p. 124.

Hallowe'en was a favorite time for the boys to carry on this deviltry. Almost every year several students were suspended for removing gates and steps or for putting horses, cows, or pigs in the college chapel. On one occasion shortly after the military department was established, several students loaded one of the school cannons and¹² exploded it exactly at 12 o'clock on Hallowe'en night.

DISCIPLINE

The administration of discipline was inflexible. The strictest oversight was exercised to see that there was no clandestine associations between the young men and women. The men students were required to use one walk in going and coming from their dormitories to recitation halls and the young women were required to use another. If, perchance, it was necessary for a young woman and a man to be on the same walk, the rule was that there should be no communication between them. A friendly greeting was often the occasion for two black marks which meant that the student was on probation, for, upon the receipt of a third, the student was frequently disciplined by reprimand or suspension.

Despite the rigidity of the rules, the original sin would frequently manifest itself among the students, but woe to the students so found

12

Minutes of the General Faculty of Wilberforce University, November 1, 1889, p. 226.

guilty. Invariably examples were made of them. They usually were called up in the chapel services and made to stand before the students of the assembly in "shame", while the chief executive poured "coals of fire" upon their heads by charging that they were lost souls and doomed to eternal damnation. After such a peroration, during which the students wept in sorrow, the chief executive usually announced in stentorian tones that Mr. B or Miss C was forever expelled from Wilberforce University.

SOCIALS

There were "socials" once per month, at which time planned activities were participated in by all. "Marching," in which all participated, was the most intimate form. Usually a long corridor was selected for the marching, and the young man might take the arm of the lady and march, keeping step, frequently, to the strains of martial music. After marching, there might be a period of free conversation. For this type of activity, however, there was usually provided a program of rotation, so that one young man could talk to the same young lady only about five minutes at a time. In the course of the evening, it was hoped that every young man would talk to every young woman. Great care was taken to see that every young lady had some one to talk to her, no matter how "hard favored" she might be by way of personality.

Many subterfuges and schemes were resorted to by sweethearts in order to get extra periods with those they loved. In the line of march, sometimes the men would exchange partners out of turn, sometimes one would spend each alternate period back with the "flame", if the proctor happened not to be on his guard or was somewhat sympathetic. By and large, the ways of love were hard in those days. But lovers there were, however, "tried and true", even under this regimen.

STUDY HOURS

The student's time was carefully budgeted by the faculty. Students were expected to rise at the ringing of the first bell at 5:30 a.m., and be ready for breakfast one hour later. Chapel services came at 8:00. After chapel every vacant period was termed "study hour" until 4:30 p.m. An hour before supper and an hour after supper were designated the recreation period. At six-thirty or seven o'clock, study hours began again and lasted until bed time at 10:00 o'clock. During study hours no student was permitted to be on the campus, and visiting of persons in other rooms in the dormitory was by permission only. One black mark was the penalty for being found out of one's room during study hours. Two offenses were considered sufficient to require the student's appearance before the committee on discipline and the

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 president.

In the absence of the proctor, however, wrestling matches and rough and tumble slugging bouts frequently occurred wherein the furniture was over-turned and damaged, window lights were broken out, or doors split from top to bottom. But there was always a time for reckoning. Every student was responsible for damage done to the furniture or appurtenances of his room, and students were required to pay in full
 14
 for all damages. In general, however, study hours were well observed, and sincere efforts were made to conform to the requirements.

Card playing was regarded as the work of the devil, and was strictly banned in the dormitory rooms. In fact, any kind of game, played with any kind of cards, was considered conducive to the playing of card games with playing cards. It was not until November, 1886, that the faculty, after long debate, modified its rules so that the
 15
 students might play "Authors" at socials.

RELIGIOUS ACTIVITIES

The religious activities of the students constituted one of the

13
Annual Catalogue of Wilberforce University, 1898-99, p. 15.

14
 Reverdy C. Ransom, op. cit., p. 29.

15
Minutes of the Meeting of the General Faculty, January 19, 1888, pp.101-102.

main outlets for juvenile imaginations and social planning. The long revivals gave opportunity for social contacts that the students could get in no other way. A student could always, in such a meeting, plead with another student to "accept the Lord." Sometimes, however, the weakness of the flesh overcame the saint and sinner, and they could be found fondly holding hands or whispering words of love in willing ears.¹⁶ The psychology of the religious motives was frequently used by the clever students to gain extra privileges.

These "revivals" were so much valued by the faculty that school was often closed to give the "spirit" free reign in the hearts of sinners. A resolution passed on January 19, 1888, by the faculty was to the effect that "All class work of the institution be suspended on the following day in view of the religious interest manifested and that the day be set apart as one of fasting and prayer."¹⁷

COMPOSITION OF THE STUDENT BODY IN THE 90's

The composition of the student body of Wilberforce has always been interesting, to say the least. In the beginning, as has been said before, the students were largely the sons and daughters of the slave-

¹⁶
Minutes of the Meeting of the General Faculty, January 19, 1888,
p. 178.

¹⁷
Reverdy C. Ransom, op. cit., p. 38.

holders of the Southern States. After the acquisition of the institution by the African Methodist Episcopal Church, the students came from every section of the country, and could well have been called the children of the reconstruction. Catalogues of the 70's and 80's disclosed rolls of students coming from practically every state in the Union and Haiti, where the influence of Wilberforce was great in the early years. In the nineties the enrollment was drawn from every part of our own country, from Mexico, the British West Indies, Bermuda,¹⁸ Canada, South America, and almost every part of South Africa.

It is interesting to note that of the 83 students enrolled in the English Preparatory, College Preparatory, and College Departments in 1898, nine, or more than ten per cent, came from various parts of South Africa and represented five different tribes. There were two others from Africa in the Theological Seminary. At this time it seemed that Wilberforce University was surely destined to carry out the will of the first founders to spread enlightenment to all parts of the world where the darker races dwelt.

STUDENTS AND THE BOARD OF TRUSTEES

Despite the many restrictions, however, the students of the middle

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Catalogues of Wilberforce University, 1880-1900.

period were exceedingly virile. They frequently went over the heads of the faculty and petitioned the board of trustees for what they wanted. Some of the boldest of the group would sit in the board sessions and would only absent themselves when directed to do so by that body itself.

In 1882 students petitioned the board of trustees to change the time for the closing of the school year from June to May, in order to make it possible for the students to have a longer time to accumulate
19
means to return.

In 1894 the students of the classical department came before the board and made a complaint of incompetency against one of the professors. This action caused the creation of a committee which investigated the case. The complaint of the students was so insistent that in 1895
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the professor in question was not re-elected.

PLANNED ACTIVITIES

During these years, there were many carefully planned extra-curricular activities which engaged the students' attention and had far-

19

Minutes of the Annual Meeting of the Board of Trustees of Wilberforce University, 1879-1896, p. 56.

20

Ibid., p. 305.

reaching influence upon the student life; for example, there was the Sodalian Society, a literary organization composed of young men. It was organized in 1871, by B. F. Lee, J. P. Shorter, S. T. Mitchell, and H. A. Knight, who were then students of the university. It is interesting to note that two of the four members of this early society eventually became presidents of the university and that a third became the first superintendent of the Combined Normal and Industrial Department and was a prominent member of the faculty for thirty-seven years. The motto adopted by this society was "Scholae non Discimus sed Vitae"²¹ (we study not for school but for life).

The Sodalian Society became a central agency around which the literary activity of the institution among the men was organized. The meetings were held every Thursday evening, from six-thirty to eight-thirty p.m., and a public meeting was held the third Thursday of each school month. At these public meetings the regular program of the society was supplanted by lectures by members of the faculty. The exercises consisted usually of: (1) report of the critic, (2) readings from librarian and budget master, (3) declamation or oration, (4) essay, and (5) discussion.

N. A. Banks of the class of 1885, himself a distinguished alumnus,

21

S. T. Mitchell and B. W. Arnett, op. cit., p. 41.

writing in the Alumnae says, "So marked has been the influence of the society upon its members, that graduates of the university that have²² been members of the Sodalian, can readily be distinguished."

For many years the Sodalian Society was an important influence in the student life. In later years the society included among its activities the publication of "The Sodalian", a monthly journal, which continued to be issued until 1914. What the Sodalian was to the young men, the Philomathean Society was to the young women of the period. This Society was organized on February 11, 1881, under the name of the "Tawawa Literary Society," in remembrance and romantic admiration of the Indian name first borne by the neighborhood now known as Wilberforce. The object of the society, as stated in the records, was to "procure a proficiency in composition, elocution, and the correct conduction of an organized body." The second year the society changed its name to "The Philomathean Society", a name significant of the aspirations of those "Lovers of Learning" composing its roll, and under which it was introduced to the public. The society was composed of young women classified above the sub-academic department and over²³ sixteen years of age.

Regular sessions of this society were held each Thursday afternoon

22

S. T. Mitchell and B. W. Arnett, op. cit., p. 42.

23

Ibid., p. 42.

at four o'clock. The meetings opened with devotional exercises, after which the roll was called and the members responded to their names by giving a quotation and by naming the author. This feature "was designed to strengthen the memory and make fertile the mind with good sentiments of others."²⁴ Orations, essays, recitations, contributions to the "budget", "papers" upon opposite sides of a question, and readings by the librarian were presented and commented upon at the following meeting by the critic. This society also held public meetings in the audience room, and distinguished lecturers were presented to the society and guests. The last public meeting of each school year was held on Friday evening preceeding Commencement Day. The program was printed in the "Graduate", a yearly publication sponsored by the students.

Other organizations of value during the middle period were the Payne and Dodds Literary societies for those students who were too young or of too low classification to belong to the Sodalian and the Philomathean. The Payne was fostered for the boys and the Dodds for the girls.²⁵

Another organization of this period was the "Wilberforce Harmonic

²⁴

B. W. Arnett and S. T. Mitchell, op. cit., p. 22.

²⁵

Ibid., p. 42.

Association." The purpose of this group was "to cultivate higher music culture." The organization met twice a week for training and practice. The library of this society contained the production of the best composers, and the various groups within the association furnished music for many occasions. President Mitchell took a personal interest in this society and T. D. Scott took an active part with the group. ²⁶

Another very interesting organization of the time was the "Tawawa Sunday School Assembly and Theological, Scientific and Literary Circle" which was chartered in July, 1883. The first session of this society was held during the same month, which proved so interesting and profitable that the society became a great influence for good among the students. This society also published "The Tawawa Journal." This organization sought to promote habits of reading and study in nature, art, science, and in secular and sacred literature, in connection with the routine of daily life. Other objectives of the organization were to see that its members used every spare moment for the improvement of the mind. ²⁷

One of the most interesting and colorful organizations of the latter part of the middle period was the African Choir and Glee Club. This organization was composed of the ten or more African students on

26

B. W. Arnett and S. T. Mitchell, op. cit., p. 44.

27

Ibid., p. 45.

the campus, who presented native African songs and playlets which were characteristic of the several African civilizations from which the various individuals came. The war songs, as well as the various ceremonial songs and dances of the Kaffirs, the Basutas, the Hottentots, and other powerful native races of African people, were portrayed.

The university band offered another outlet for those of musical ability to work off some of their surplus energy. The band was well patronized and many young man learned to "toot horns" by belonging to it. The early catalogues are often illustrated by pictures of the members of the band with their instruments.

In the 90's athletics were beginning to have a definite place in the student life. The Athletic Association carried on the usual college athletics. Baseball was the major scholastic sport. Football was tried, but with little success. Townball is also mentioned among the games of the period.

PASTIMES FROM 1900 to 1910

The pastimes of the students from 1900 to 1910 in the dormitories were the ordinary activities of students of the period. Clandestine card playing was the prevailing "indoor sport", although it was not infrequent that a quiet game of "dice" was projected in a designated place. Occasionally, too, some of the bolder men found it possible to

smuggle into the dormitory some intoxicants and a convivial time was had by all, in the wee hours of the morning, long after the proctor had retired.

In 1908 the discipline committee reported to the faculty the case of thirteen young men found guilty of drinking intoxicants in one of the dormitory rooms in a post holiday party in which "egg nog" filled one of the institution's dish pans. These young men were deprived of
28
their social privileges for the remainder of the school year.

The reports of the faculty meetings during this period are punctuated with actions disciplining students for card playing. The following is a typical entry: "Professor Shorter moved that all persons engaged in card playing have their privileges cut off until the first of the
29
Spring Term and that they be publicly reprimanded."

Another popular pastime of the students of the period was dancing. Dancing parties in the music room in Shorter Hall, the assembly room of Arnett Hall, or elsewhere about the campus where pianos could be found, were frequent when the faculty was off guard, or when the matrons were out of their dormitories.

28

Minutes of the General Faculty, January 13, 1908, p. 82.

29

Ibid., January 25, 1905, p. 14.

DISORDER

In general, the students of the first decade after the turn of the century were disorderly, but responsive to discipline. There was a constant round of petty misdemeanors among the students, ranging from discharging a "friction primer" in the key hole of a dormitory door to the pulling of the main electric switch. The placing of a wire across the stairs to trip the proctor or dean took up the time of one faculty meeting in 1906 and resulted in the suspension of three students for a period of three months.

On the last night of the year, it was usual to keep up such a "rough house" that the proctors were required to call for help from the outside. The throwing of old bottles and shoes in the halls and the pouring of water upon persons going down or coming up the stairs, or passing near the buildings, kept up a kind of pandemonium. Sometimes during these raids or "jamborees", windows were broken out, doors were smashed in, and other forms of property damage resulted.

During the period, the order in public services was considered "bad" and many administrative devices were resorted to keep the students sufficiently quiet that the various programs might go forward uninterrupted. One of these expedients was to separate the sexes at general

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Minutes of the General Faculty, March 20, 1906, p. 37.

school assemblies, and at public entertainments. Where the young men were permitted to accompany the young ladies to these affairs, the couples were required to sit near the front, while those not in company remained in the sections for men and women respectively. In 1907 the students were so disorderly in Monday evening prayer meetings that the chairman of the committee which had these meetings in charge introduced a resolution in the faculty meeting either to properly discipline the students for their disorder or to abandon the meetings. As years went by the disorder actually resulted in the abandonment of the service.

PRIVILEGES

The privileges permitted the students during the early years of the century were very few, although there was constantly an effort on their part to have their privileges extended. For several years the young men and young women were not permitted to be at the community store at the same time. The young women were restricted from visiting the store or the post office except from 3 to 5 p.m., at which time no young man must visit these places.

The chief contact between the sexes outside of the time of the monthly socials was on Monday afternoons when the young men were permitted to call formally upon the young ladies for one hour. On some occasions the parlors were taxed to take care of the large number of

callers. Sometimes four or five girls were kept busy taking the cards of the gentlemen and paging the ladies who would eventually present themselves in their finest raiment. There was all the stiffness that can possibly go with such a system, and many students called in order to "keep up a front" rather than get real pleasure out of the contact.

The seniors were granted additional privileges in the last three months of their stay in the institution, but even these privileges were not very elastic. In 1908 it was agreed by the faculty:

That seniors could visit families in the neighborhood, that they could not go a greater distance than a quarter of a mile, that they can go as far as the residence of Chaplain Stewart which is on the Columbus pike, as far as Chaplain Anderson's residence, must not go on Clifton road, north of the two story building located on the cross roads of Old Town and Clifton pike. The seniors must register before leaving the halls, also register the hour of return. All senior girls must observe study hours the same as the other students. Seniors must socialize only during the recreation hours. 31

There were attempts as early as 1912 to inaugurate a system of student government. On October 1st of that year appears the following entry in the minutes of the faculty:

"The committee on discipline recommends that it be given the power to draw up some scheme that the student body might take part in the government of the school." It seems, however, that in view of the

31

Minutes of the General Faculty, April 6, 1910, p. 154-155.

32

Minutes of the General Faculty of Wilberforce University, October 1, 1912.

fact the report was made the special order of the next faculty meeting, no action was taken. The College League, an organization that had been formed sometime before, assumed the responsibility of bringing before the faculty the sentiments of the students, and often petitioned for changes, but this organization was never recognized fully by the faculty as a factor in student government.

NEW TENDENCIES

After the turn of the century, and during the administration of President J. H. Jones, there developed new tendencies in the student group. These new tendencies were not so much occasioned by that administration, however, as by the change in college life among college students everywhere in America. Of course, the students of white institutions of the same kind were a few paces ahead of the students in Negro colleges. This statement refers especially to the tendency on the part of the students to organize club life of the secret kind.

The earliest of this type of organization was the well-known "Owl Club". This organization had for its purpose the association of persons of like tastes for purely pleasurable purposes. A lounging room was fitted up in the basement of O'Neill Hall by subscriptions of the group, and its members engaged in games of cards and checkers, or read

the latest magazines, which were usually kept on the reading table. This club room also became a favorite place to discuss public and school questions. The group opinion of the campus among the male students was modified considerably by the discussion conducted in the Owl Club. As time went on a few selected members of the faculty and employees of the institution became affiliated with the organization, and helped materially in lending a proper tone to the activities of the group. The constitution of the organization set forth the objectives as, "to engage in such activities as are elevating and enlightening and to help mould student sentiment in questions touching student life." It was not long before the usefulness of the organization was felt, and other groups with similar objectives were organized, as well as some with quite different objectives.

A rival organization to the Owl Club was the "Black Cats", a club which had for its purpose the fostering of good times among its members. The members of the club met at various times and places, usually in an attic room of a private residence of some member in the community. The chief activities of this club were the playing of cards, the serving of Dutch lunches, and the "swapping of lies." The meetings were "spicy," to say the least.

In time, insignia were developed for both these organizations. The Owl and Black Cats soon appeared upon the lapels of the coats of the

members, whistles or signals were devised, and even grips were invented. To all intents and purposes these two organizations were fraternities, even though neither was ever incorporated.

Two other organizations claiming to have the characteristics of fraternities developed in 1907--the so-called Beta Kappa Sigma Fraternity and the Gamma Phi Fraternity, although neither of these sought recognition by the faculty at that time.

These organizations--the "Owl Club", the "Black Cat Club", the so-called Beta Kappa Sigma Fraternity, and the Gamma Phi Fraternity--were the forerunners of the incorporated fraternities and sororities which soon established chapters at the institution. In the period from 1912 to 1927, four leading fraternities secured chapters at Wilberforce: the Alpha Phi Alpha in 1912, the Kappa Alpha Psi in 1914, the Omega Psi Phi³³ in 1923, and the Phi Beta Sigma in 1927.

After the appearance of the fraternities among the young men, sororities appeared and began to apply for local chapters. The sororities appeared in the following order: the Delta Sigma Theta in 1915, the Alpha Kappa Alpha in 1916, the Sigma Gamma Rho, a junior sorority,³⁴ in 1922, and the Zeta Phi Beta in 1927.

33

Minutes of the College Faculty, 1900-1930.

34

Ibid., 1900-1930.

Aside from these organizations, there are, of course, pledge clubs which affiliate with each of the fraternities and sororities, and other organizations which serve the same purpose for non-fraternity groups as do fraternities, sororities, and pledge clubs.

With the growth of school population these organizations became more numerous, and it seemed for a time that administrative steps would be necessary to limit the number of groups of the type indicated above, lest the institution should be considered little more than a haven for secret student groups. In 1926 among the organizations not listed above were: Sword and Shield, Inter-Fraternal Council, Gamma Phi, Gamma Kappa Phi, The Royal Crescent Club, The Spinx Club, the Scroller's Club, the Lampados Club, the Ivy Leaf Club, the Amarse Girls' Club, Builder's Club, the Cadets of Equity, and the Pyramid Club. Besides these secret clubs there were also many clubs that had to do with the stimulation of study; the Commercial, Le Cercle Francais, El Circulo Literario Espanol, etc. Time, however, has seen the disappearance of many of these groups, although the most important and outstanding ones, backed by strong national organizations, have persisted until the present day.

Since the turn of the century the institution has given more attention to the fostering of athletics. Football, baseball, basketball for men and women, tennis, track, and other sports have been given all

35

the attention they have deserved. Perhaps, in the later years, athletics have been somewhat over-emphasized at Wilberforce, as has been the case in many institutions. The development of a department of health and physical education has been a prominent factor in this over-emphasis, as well as the desire on the part of administrative interests to develop championship teams. As early as 1910, there were bitter wrangles in the faculty concerning this over-emphasis, and it has been only within the last decade that there have been attempts to bring athletics under satisfactory control.

36

The religious organizations seem gradually to have lost their influence since the turn of the century. The Y. M. C. A., the Y. W. C. A., the Y. P. S. C. E., the Sunday School, and even the church have lost much in influence with the student body. The student prayer meeting has disappeared.

In like manner, the literary societies of the middle period have died natural deaths. The Sodalians, the Payne, and the Earl E. Finch literary societies, which engaged the interest of the young men, and the Philomathean and the Dodds society for the young women have become

35

Report of Committees on Athletics in Minutes of the Meetings of the General Faculty, 1900-1930.

36

Minutes of the General Faculty of Wilberforce University, March 7, 1910.

nothing more than a memory in the minds of older alumni. What is more, there have been no new organizations fostered to emphasize the purposes formerly served in the lives of the students. In recent years a debating society has enlisted the interests of a small clientele of young women, and a debating committee and a dramatic committee have attracted the interest of small groups of students.

In one area, however, for a time there was distinct improvement. In the years from 1905 to 1920 the musical societies of the institution flourished and served a worthy purpose. From 1905 to 1915 the S. Coleridge Musical Union fostered musical events of various kinds. Choruses and Glee Clubs flourished, and special musical enterprises were sponsored from time to time. Cantatas and oratorios, after the fashion of Belschazzer and Don Munio, were rendered with great success. There can be no doubt that the success of the music of the university at this period can be attributed to the musical zeal of those young faculty members who comprised this organization, more than to the efforts of the university administration. This union was an incorporated organization. The original incorporators were: George T. Simpson, A. W. Thomas, Earl Finch, Bruce H. Green, Richard Bundy, Clyde Winslow, William Marshall, Woodson P. Welsh, and Charles E. Stewart.

The purpose of the organization was the mutual improvement of its members through the study and preservation of standard musical compo-

sitions, and in general the fostering and promotion of musical interests.

Since 1920 there has been a decline of musical interests among the students of the institution. In the first place, the S. Coleridge Taylor Association ceased to function. In the second place, the institution has suffered from a dearth of really inspiring musical leadership.

STUDENTS AND FACULTY IN LATE YEARS

The students of the later years have shown themselves responsive to both internal and external conditions. They have at times exerted considerable pressure upon the various administrations to carry forward their designs. In the early years of the century, there was a continuous struggle between the students and faculty for a modification of the old rules of the institution. The first tradition to crumble was that women and men should not go to and from buildings by the same walks.

Likewise, there was consistent resistance to the rule against men and women talking and walking together when they met at various places on the campus, provided they were going the same direction. In 1912 the faculty, after many bitter wrangles, granted the privilege to students to walk to and from class together, if going in the same

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direction. During the first years after this rule was modified, the privilege was greatly abused. So much so, in fact, that the board of trustees demanded that the old rule be invoked again. It was an interesting spectacle to see young men standing in clusters before a girl's dormitory waiting to escort the young women across the campus to the classrooms, or a large group waiting outside a recitation building to escort the young women back to their dormitories or to another recitation building. In the spring and fall, there were other objectionable practices; the men and women took to the long walks about the grounds, and during the recreation periods long lines of couples would be seen meandering up and down the walks, totally oblivious of the fact that there were other ways of using their spare time besides social intermingling.

These practices brought a sharp rebuke from the public and from the board of trustees to President Scarborough during the last years of his administration. In fact, the board of trustees demanded that he invoke the old rules as to the association of the sexes. This demand came at the time when the institution had its largest enrollment, just after the war--when there was the general spirit of freedom of action in the air. Also at this time there was considerable administrative

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Minutes of the General Faculty, February 6, 1912.

discord between the Combined Normal and Industrial Department and the College. When the announcement was made that the old rules of association between the sexes would be invoked at the request of the board, the students organized and carried on an effective strike. One morning in May, all the entrances to classroom buildings were barricaded by barbed wire entanglements, and pickets lined the walks. Students were forbidden to leave their dormitories and violence was resorted to in several instances where attempts were made to attend classes. The law enforcement officials of Xenia were called upon for aid, but fully 600 male students could not be arrested and incarcerated. Late in the day, President Scarborough announced that for the present the old rule would not be carried out, and the strikers went quietly back to school. President Scarborough was forced to discuss the incident in his report of 1920:

Under the circumstances, discipline has not been an easy matter, nor has it been assisted by the situation arising from the many regrettable incidents growing out of the strained relations with the Combined Normal and Industrial (State) Department, referred to last year, and in the general conference report. The efforts for separation, the talk, the recriminations, the suspicion, the indifference - all have had an undesirable effect upon the student body, which, partaking of the restless, revolutionary spirit that has infected most schools of late, has not always acted discretely. However, in each situation, we have acted for the best good all round, and have sought to bring order out of disorder as quickly as possible, and in a way best calculated to prevent a repetition. Considering in the entirety and without prejudice, the crowded and confused condition of affairs, with no place of assembly available for social gatherings, as heretofore, the wonder of it is that the student body has behaved so well as it has. But in every case, I must say to its credit, that it has been amenable to my requests. It is

true that vigilance under the circumstances has been necessary to prevent undesirable occurrences, but with the strictest vigilance exercised, determined offenders will transgress, and in all such cases they have been punished as the discipline committee has made its findings and recommendations. 38

IN LATE YEARS

In the last two decades, the students' interests have been centered chiefly in such activities as are associated with fraternities and sororities, athletics, and music. The administrative officers have proceeded of late on the basis of the theory that young people will conduct themselves in an orderly way where they are granted a measure of freedom in their associations with one another. The young men and women are given the freedom of the campus during the day, and an effort has been made to hold them individually responsible for current conduct. There is a conspicuous absence of rules by means of which the students are disciplined.

This absence of disciplinary rules, however, has not always proved an unmingled blessing to those in charge. For example a smoldering dissatisfaction on the part of the students with the seeming dictatorial methods of President Walker in handling student affairs flared into action on April 26, 1938, when a serious student riot occurred. With

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W. S. Scarborough, Report of President, Secretary and Treasurer of Wilberforce University to the Trustees of Wilberforce University, 1920.

sticks and stones all the campus lights on the church side of the campus were broken out, and a shower of stones were hurled through the windows of the president's office in an apparent attempt to do him bodily harm since he was known to be in his office at the time. It was only after the sheriff and his deputies were called to the campus that order was restored. The R. O. T. C. unit was pressed into service to patrol the campus throughout the night in order to prevent further rioting.

On this occasion the administrative council continued in session throughout the night, and in the end expelled several students from the institution. Because of this action the feeling in the student body ran high for the remainder of the school year, and in the fall of 1939 the enrollment was seriously affected.

Early in the fall of 1939 a plan for the formation of a student council was adopted, and the students may be said to have had a measure of self-government since that time.

SUMMARY

(1) The students of the Methodist Episcopal regime were mostly the children of Southern slaveholders and represented a wide range of attainments. They pursued courses of instruction mostly of elementary or high

school grade although there were some courses of college grade near the end of that regime. There were few planned extra-curricular activities.

(2) Students of the second period were drawn mainly from the Northern States and were principally the sons and daughters of free Negroes of the North. The government of the students during this period was strict. Students pursued classical, scientific, or theological curriculums. Extra-curricular activities centered around religion, music, and forensics.

(3) Students of the formative period were drawn from all parts of the United States and from Canada, Mexico, Bermuda, British West Indies, South America and many parts of Africa. These students underwent a strict regimen with required study hours, social restrictions and religious requirements. The extra-curricular activities chiefly centered around religion, forensics, and monthly socials. Disorders were frequent.

(4) After the beginning of the twentieth century the students were drawn mainly from the Northern States, a few of the Southern States, Bermuda, West Indies, South America, and Africa. During the first two decades the student government was characterized by many social restrictions. Extra-curricular activities centered around fraternities, sororities, athletics and literary societies during this time.

(5) In the last few years the interest in fraternities and sororities persists, although enthusiasm for literary activities has waned. Moreover, the students of this period enjoy a measure of self-government.

CHAPTER XIII

THE ALUMNI

INTRODUCTION

The high standing of Wilberforce University in the early days, in spite of the difficulties under which the institution labored, is evidenced by the fact that many of its graduates occupied prominent places in the later years of their lives. By far the most important part of the output of the school during that period, however, were teachers and preachers, who often became leaders in the communities which they served. Near the end of the nineteenth century, however, we begin to find a sprinkling of doctors and lawyers of equal standing.

After the turn of the century, the broadened curriculum pointed the way to other vocations and the occupational distribution of the graduates became more diversified. Aside from teachers and preachers, we find Wilberforce graduates succeeding well in many professions and occupations.

FROM 1856-1863

The first regime under the Methodist Episcopal Church was so short that it was not possible to train any considerable number of men and women in the higher branches. Nevertheless, during the short space of seven years the institution turned out several persons who became

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teachers in the West and South.

ALUMNI OF THE FORMATIVE PERIOD

Of the 167 who were graduates from the college between 1870 and 1900, about 30 per cent of them became teachers, about 25 per cent became ministers, and 15 per cent entered the professions of law, medicine, and engineering. The other 30 per cent entered business pursuits, government service, and housekeeping.

After 1893, when the theological department was set apart, till the end of the century, all of the thirty-four graduates of Payne Theological Seminary entered the active ministry upon leaving school. In later years, however, we found among them three teachers and one person who was engaged in the pursuit of agriculture.

Of the 91 graduates of the C. N. & I. Department who finished their courses prior to 1900, 90 per cent became teachers, and the remaining 10 per cent entered the business pursuits or professions other than teaching.

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A report of the results of the first regime says in speaking of the students: These came from the plantations with nothing mentally but ignorance, superstition, and vices which slavery engenders; but departed with so much intellectual and moral culture as to be qualified to be teachers in several of the Western states, and, immediately after the overthrow of slavery, entered their native regions as teachers of the freedmen. See: B. W. Arnett and S. T. Mitchell, The Alummal, p. 18. Xenia, Ohio: The Gazette Office, 1885.

EMINENT ALUMNI

The number of eminent alumni whom the institution turned out prior to the beginning of the century seems great considering the relatively small number of graduates. Among the number were 19 principals of prominent high schools, 3 presidents of Wilberforce University, 1 president of Paul Quinn College, 14 college professors, 2 superintendents of the C. N. & I. Department at Wilberforce University, 1 world famous elocutionist, 4 bishops in the A. M. E. Church, 1 bishop in the Protestant Episcopal Church, 5 lady principals, 2 well-known lawyers, and 2 distinguished physicians. Also among the graduates were 30 persons who distinguished themselves as teachers in the public schools, and many others who distinguished themselves as ministers.

OCCUPATIONAL DISTRIBUTION OF ALUMNI

Since the turn of the twentieth century, the graduates of Wilberforce University have been more numerous and the occupations which they have entered have been more diversified. While there are still being graduated more persons who enter the teaching profession than any other, larger numbers are entering other fields. There are not so many persons graduating with theological training in proportion to the total number of graduates as formerly.

In 1910 President Scarborough gave the following information about

the alumni of the institution at that date:

Over 9,000 students have received training at Wilberforce University. Six hundred and ninety-eight have graduated from the literary courses. Of the 612 living literary graduates, 300 are now teaching and 500 have taught at some time since their graduation. Over 100 of our graduates are ministers; over 100 have finished the business course; 52 are principals of town and city high schools; 7 are teaching and preaching in Africa; 1 is teaching in Bermuda; 1 is a juvenile court probation officer in Pittsburgh; 3 are dramatic readers; 1 is financial secretary of the A. M. E. Church; 1 is a bishop in the A. M. E. Church; 14 are private secretaries; 2 are bank cashiers; 21 are physicians; 7 are lawyers; 3 are pharmacists; 2 are dentists, 300 are engaged in industrial teaching in the South; 17 are connected with the faculty of Wilberforce University; and 2 are chaplains in the United States Army.

Wilberforce graduates have fought and taught in the Philippines, are teaching in Howard University and the city schools of Washington, D. C. Moreover, Wilberforce graduates are teaching sewing, dairying, mathematics, and English at Tuskegee Institute; sewing, English, and cooking at Howaliya, Alabama; English, sewing, cooking, and doing matron work at Mt. Meigs, Alabama; and sewing at Claflin University. There are still others who have won distinction. Several have been college presidents, several are presiding elders in the A. M. E. Church, 3 are Episcopalian priests, 4 are distinguished Baptist ministers, 1 is secretary of the Allen Christian Endeavor League, 1 is superintendent of the state school for the blind in Louisville, Kentucky, and 1, superintendent of the C. N. & I. Department at Wilberforce. Moreover, there are others who are in special businesses for themselves as pharmacists, coal dealers, contractors, grocers, etc.

Wilberforce graduates are normal training teachers at Morris Brown College, Atlanta, Georgia; Shorter University, Argenta, Arkansas; Western University, Quindaro, Kansas; New Orleans University, Louisiana; Kittrell College, Kittrell, North Carolina. There are over twenty working in the state of Texas alone. Principals of schools in Galveston, Waco, San Antonio, Houston, Palestine, and Tyler are Wilberforceans.

This is by no means a complete list of places where Wilberforce graduates are at work. They are found working all over the United States and Canada, Porto Rico, Phillipines, Bermuda, South America, Haiti, San Domingo, and Africa. You cannot go amiss of Wilberforce

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graduates and undergraduates doing excellent service.

SINCE 1900

During the thirty-nine years of the present century, the institution has graduated 3051 persons. Of this number, a total of 542 have taken general and special courses in the liberal arts college and 281 persons have been graduated from the theological seminary.

In the college of education, 596 have been prepared to teach regular subjects of the high school grades; 670 have been prepared to teach in the elementary grades; 586 have fitted themselves for teaching commercial subjects and for participation in commercial activities; 177 have been prepared for teaching home economics; 89 have taken the course in physical education; and 23 have qualified to teach public school music. Moreover, diplomas and degrees have been awarded to 86 for completion of the various vocational subjects not included above.³

This statement concerning the courses of study pursued by students at Wilberforce University does not tell the whole story of the graduates of the last four decades. There has been at Wilberforce as at other

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W. S. Scarborough, Wilberforce University, A School for Colored Youth, pp. 21-22. Xenia, Ohio: Smith Advertising Company, 1910.

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The information given above was obtained from the office of the Secretary of the Alumni Association in 1940.

institutions a noticeable alteration in the motives for going to college. Whereas the former students were chiefly motivated by genuine longing for leadership those who have come to college during the last few decades have been concerned more and more with vocational and utilitarian motives.

A survey of the graduates of Wilberforce since 1900 discloses the fact that they have attained success in many lines. There are now more than one hundred college and university teachers, thirty-five physicians, twenty-two attorneys-at-law, twenty-five business executives, thirty-eight principals of high schools, and eighteen dentists, in addition to hundreds of teachers and scores of ministers. Among the other occupations represented are Y. M. C. A. executives, Urban League executives, insurance company executives, musicians, radio artists, state representatives, city councilman, special government assistants, government employees, chiropodists, chiropractors, pharmacists, photographers, engineers, university presidents, college deans, and university registrars. There are also dozens of stenographers, bookkeepers, and industrial workers who received their training at Wilberforce.

ORGANIZATION OF THE ALUMNI

The graduates of Wilberforce University have never had an effective alumni organization. In the early years there was the nucleus of a

central organization with headquarters at the school. In the nineties the group had regular meetings and for a period of years published The Alumnal, a monthly journal. After the turn of the century, however, the organization became ineffective and the journal was discontinued.

In 1909 President Scarborough made a serious attempt to organize the alumni for the support of the institution. In his report of that year he said:

To establish closer relations between the older students, undergraduates and alumni, I have sent out, from time to time, notices to the end that I wished the names and addresses of all who have been in any way connected with the college as students. The purpose is to have alumni associations including undergraduates formed all over the country, thereby increasing a friendly interest on the part of former students of the college. No college can succeed unless its alumni are in sympathy and harmony with its movements. Alumni are supposed to be the most enthusiastic helpers a school can possess. 4

Again in 1911 he said in his annual report:

It is very desirable that we should come in closer touch with the alumni of the institution. This can be done best through alumni associations in the various centers of our country. Wherever there are graduates or undergraduates of the University, an organization formed by them would enable them as a body to keep in touch with the Alma Mater so that its needs and its work would inspire them to contribute to her success. In every state in the country, where there are a half dozen or more students of this University, there should be a Wilberforce Association led by some alumnus. 5

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W. S. Scarborough, Forty-Sixth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 6. Wilberforce, Ohio, 1909.

5

W. S. Scarborough, Forty-Eighth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 12. Wilberforce, Ohio, 1911.

President Scarborough continued to stress from year to year the importance of an effective alumni association, but during the years of his presidency the alumni association was never effective.

President Gregg, when he succeeded President Scarborough, wrestled with the same problem. He said:

I have been endeavoring very hard to organize a strong alumni association here at Wilberforce, noting the worthwhile men and women who have gone out from Wilberforce University, and the pride with which they regard their Alma Mater, it is very strange to me that the school has never had a wide awake association. The greatest asset to any institution is the interest shown it by the alumni. We have a few strong Wilberforce clubs, notably in St. Louis, Louisville, New York, Chicago, Detroit, and Indianapolis. But we should have more, for wherever I go, I find Wilberforceans and always they are among the foremost people of their communities. 6

In 1930 President G. H. Jones was concerned with the problem of alumni representation on the board of trustees. He said:

The modern movement in education seems to be to bring the alumni more directly into contact in the management of the institution. To accomplish this, most institutions are allowing alumni, through machinery instituted by alumni associations, to elect trustees to the trustee board. The members are not necessarily to come out from the membership of the organization, but from the general alumni all over the country. The election is to be carried out according to the rules laid down by the trustee board and under the direction of the secretary of the board, or the president of the school, or by a committee from the board. While most of the members of the board are alumni, we have no official representative elected by them. 7

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J. A. Gregg, Sixtieth Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 21. Wilberforce, Ohio, 1923.

7

Gilbert H. Jones, Sixty-Seventh Annual Report of the President, Secretary and Treasurer to the Trustees of Wilberforce University, p. 17. Wilberforce, Ohio, 1930.

THE ALUMNI SECRETARY

In 1937 the board of trustees of the C. N. & I. Department, seeing the need for a specific type of service, employed a placement secretary and invested him with some of the duties and functions of an alumni secretary. In 1938 the Alumni Association cooperated with the board of trustees by electing the placement secretary to the position of National Alumni Secretary of Wilberforce University. It is hoped that this arrangement may lead to an effective alumni organization.

SUMMARY

(1) Although the first regime of Wilberforce University was only seven years in duration several persons were trained as teachers and ministers who rendered good service after the Civil War in the Southern States.

(2) The 167 graduates of the institution from 1870 to 1900 have been distributed as follows: fifty-five per cent became teachers and ministers, about fifteen per cent entered other learned professions. The remaining thirty per cent became housewives or entered business pursuits or government service.

(3) Since 1900 a larger proportion of Wilberforce graduates have gone into vocations other than teaching and the ministry. The learned

professions of law, medicine, engineering, and dentistry, have attracted a representative number of the graduates during the last two or three decades. The semi-professional occupations have also been well represented among Wilberforce graduates. By and large, Wilberforce students have entered an exceptionally wide variety of occupations within recent years.

(4) During the years the Wilberforce University alumni have not developed an effective alumni organization and have not had any considerable voice in shaping the policies of the institution.

CHAPTER XIV

SUMMARY

THE PROBLEM

As stated in the beginning of the study, its purpose has been (1) to trace the development of Wilberforce University as a pioneer institution for the higher education of the Negro race; (2) to explain the influence of the institution on racial development; (3) to disclose the effect of the Wilberforce University program of education upon the lives of the students; and (4) to show the contributions of the institution to the cause of Negro education.

SOURCES OF DATA

In making the study free use has been made of such facts as could be gleaned from the minutes of the boards of trustees, the minutes of the faculties, minutes of the annual conferences of the A. M. E. Church, proceedings of the general conferences of the A. M. E. Church, reports of the presidents and other officers of the university, reports of experts upon various aspects of the university's work, reports of committees of accrediting agencies, surveys of Negro education, studies of faculty committees, records of the Wilberforce University Alumni Association, and statutes of Ohio.

Moreover, due attention has been given to a study of historical

accounts of the institution's development and the university publications such as catalogues, bulletins, programs of special occasions, and so forth. Important information also has been gained of the inner workings of the institution from interviews with faculty members, alumni, and former students. The author's own acquaintance of thirty years with the institution's activities has been drawn upon in making decisions as to the importance of the materials used.

PROCEDURE

(1) The first concern has been to survey the social forces at work at the time the institution was founded, and to review briefly the general movement for the higher education of Negroes.

(2) A chronological study has been made of the important steps in the institution's development throughout the years of its existence.

(3) Certain special topics have been singled out for treatment; notably, the relations between the church and state, the struggle for financial adequacy, the development of the faculty, the Wilberforce students, and the Wilberforce alumni.

(4) Other chapters have been given over to summary and evaluation.

(5) A bibliography and an appendix have been included.

FINDINGS

In the light of the foregoing statement of purpose the following

are submitted as some of the more significant findings and conclusions resulting from the study:

INTRODUCTORY

(1) First of all it was disclosed that Wilberforce University was largely the outgrowth of pre-Civil War conditions which involved many cross-currents of thought as to the best way to bring about the emancipation of the Negro slaves. The underground railroad, the abolitionists, the activities of the church in its efforts of evangelization all helped to prepare the way for the establishment of Wilberforce University before the Civil War.

(2) After the Civil War the development of Wilberforce University was materially aided by the general movement for the education of Negroes throughout the country. The establishment of colleges and other types of educational institutions in the Southern States emphasized the need for collegiate training such as Wilberforce University sought to give and called attention to the educational program of the institution.

CHRONOLOGICAL PERIODS

(1) The chronological history of Wilberforce University falls into five well-defined periods. The first period includes the years that the institution was administered by the Methodist Episcopal Church.

During the short period of seven years noteworthy progress was made in the establishment of a school for the higher education of Negro youth before conditions brought about by the Civil War caused the institution to suspend operations.

(2) The second period begins at the time that the institution was purchased by the agents of the A. M. E. Church and extends through the administration of Daniel A. Payne, its first Negro president. During this period the foundations of institutional policy were laid, the curriculum was expanded, the finances strengthened by contributions outside of the A. M. E. Church, and the institution took on the status of a college.

(3) The third period which was presided over by Presidents Lee and Mitchell was characterized by financial difficulties which finally led to the establishment of the Combined Normal and Industrial Department as a measure of financial aid to Wilberforce University, and to the organization of the theological work into an administrative unit known as Payne Theological Seminary. During this period also the department of military science and tactics was established at the institution. Thus at the end of the period the institution can be said to have taken on its present administrative form. Moreover, during this period graduates of Wilberforce University assumed places of leader-

ship in the schoolroom and pulpit.

(4) The fourth period was characterized by general expansion. The number of substantial buildings increased from three to eighteen, the curriculum was expanded and organized more specifically for vocational ends in the college of liberal arts, the college of education developed, and new financial arrangements were made between the college of liberal arts and the college of education which assured an adequate source of income for the former.

(5) The fifth or present period has been one of transition and uncertainty. The coming to the institution of new and inexperienced chief administrators, the rapid turn-over in the faculty personnel, the political activity on the part of members of the board and the presidents, all have contributed to the present institutional disconcertion. During the present period, however, improvement has been made in the organization of the curriculum and the institution has won its twenty-five year fight for accreditation.

SPECIAL TOPICS

(1) The relationships between the A. M. E. Church and the State of Ohio in the conduct of Wilberforce University have been fraught with difficulties from the time of the establishment of the Combined Normal and Industrial Department to the present time. Evidence of administra-

tive discord is implied in the various amendments to the original law establishing the department and the complaints of the administrative officers and the members of the board of control during the years. The efforts of the original foundation to exercise administrative control over the academic program, the financial budget, and departmental administrative policies of the Combined Normal and Industrial Department have been the chief cause of the difficulties.

(2) The struggle for financial adequacy has been persistent in the church-supported branch of the institution from the beginning until now. All through the years, teachers salaries have been inadequate for satisfactory service and during much of the time the salaries were in part unpaid. Moreover, the academic program, the type of instruction, and the physical equipment of the institution have been adversely affected by the financial weakness of the institution.

(3) The faculty of Wilberforce University through the years has been made up, for the most part, of men and women well prepared for the tasks in hand. The numerical growth of the faculty has followed in the wake of an expanding academic program and has increased from two members to eighty members during the life of the institution. Moreover, there has been constant concern for faculty improvement during the years. Most of the presidents of the institution, on the other hand, have been ministers with no college administrative experience, who were

hampered in their efforts to serve the institution by an inordinate desire to serve on the bench of bishops of the A. M. E. Church.

(4) The students of Wilberforce University during the first period were largely the children of slaveholders and were mostly from the Southern States. During the second period the student enrollment was more diversified, many of the students being from the Northern States. In the third period students were drawn from all parts of the United States, and from Africa, South America, and the West Indies. In the fourth and fifth periods most of the students have come from the Northern States.

In the first period the maximum enrollment was 270; in the second period, 170; in the third period, 250; in the fourth period, 1800; and in the present period slightly over 1000.

(5) From the beginning the graduates of Wilberforce University have chiefly entered the learned professions. The profession of teaching has engaged by far the largest number of graduates and that of the ministry the next largest number. In late years an increasingly large number of graduates have entered the commercial pursuits, and the professions of medicine, law, and politics. In the first twenty years of the present century many students were prepared for industrial pursuits. The alumni of the institution have not developed a closely knit alumni organization and have not had an important part in the management of the institution.

CHAPTER XV

EVALUATION

INTRODUCTION

The history of the past is the only basis available for predicting the future. A survey of the past activities of Wilberforce University reveals certain trends which point in the direction of future development. Whatever we may think, future Wilberforce will be built on the foundations of the Wilberforce whose history has just been traced.

In the first attempt to establish Wilberforce University the organizers sailed an uncharted sea. In the matter of objectives and policies for the education of the Negro there was no experience to guide them. The need was immediate and pressing, however, and there was neither time nor technique to analyze the complex social and economic needs of the Negro in providing for his education. In the emergency the experience of the denominational colleges in formulating aims and in outlining a program of studies was drawn upon with the full belief that Christian education of the prevailing classical type would serve the needs of free Negroes as well as it served the needs of other citizens. Under the prevailing conditions it was probably impossible that any other type of educational program could be projected which

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promised such speedy results. Of course, Wilberforce University was far from being a university in the beginning, but the name expressed a distinct hope that the institution might become that broad in scope at some time in the future. There is little doubt but that the ideal would have been attained in some measure by this time but for the fact that its chief patrons, the slaveholders, were drawn into the civil conflict in 1861. With the patronage gone, the school was closed, only to be opened later under other auspices much less capable of developing a thorough-going educational program.

The new African Methodist Episcopal foundation was essentially a replica of the original. The articles of association of the new school were almost identical, and to all intents and purposes the same aims and objectives were set up as a background for the new institution.

ADMINISTRATIVE CONTROL

In the new organization, however, the idea prevailed that the institution should be of, for, and by the A. M. E. Church in a very real sense. No doubt there was a feeling that the foundation offered the A. M. E. Church an opportunity to do something distinctive and

¹
W. O. Holmes, The Evolution of the Negro College, p. 12. New York: Teachers College, Columbia University, 1934.

constructive. Since the need for education was church-wide, the representation in the governing board was made equally extensive. Each annual conference in the entire church was represented by five members, on the board, making in all one hundred and fifteen members, since there were twenty-three conferences. In addition to these conference trustees, there were a number of ex-officio trustees, namely, the bishops and general officers of the church, as well as certain eminent men, both black and white, who had means and experience. This unwieldy governing body, however, became the source of much concern throughout the years and it was gradually modified, first by dropping the honorary members, and later by formulating from within the larger group a legal board of trustees consisting of twenty-one members elected by co-option. This latter group became responsible for the actual operation of the institution.

This type of board organization has been the cause for a consistent over-loading of the board with ministers of the A. M. E. Church. Recently, six-sevenths of the legal board members have been ministers and bishops; hence the occupational distribution of the board members does not serve in any way to bring together points of view that reflect the sentiments of the institution's constituency.

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Governing boards with one-third or more of its members from a single occupation are rated zero on the score card for general administration and control by the North Central Association. See: John Dale Russell and Floyd W. Reeves, The Evaluation of Higher Institutions, p. 31. Chicago: The University of Chicago Press, 1936.

This anachronism presents a serious flaw in the fundamental organization of the university and one that has most far-reaching implications in the matter of objectives, selection of teachers and administrative officers, organization and administration of the curriculum, student personnel administration, relations with the state of Ohio, financial control, sectarianism, and the general direction of progress in the institution's development. As a matter of fact, there is not a single phase of the institution's work that is unaffected by the unusual composition of the board of trustees.

SELECTION OF PRESIDENTS

One way in which the composition of the board of trustees seriously affects the growth and development of the university is in connection with the responsibility of that body in the selection of presidents for the school. As might be expected, a board of trustees with such ultra-denominational composition is prone to base the selection of a president largely upon strong ministerial qualifications and active church associations, without taking into consideration the best known criteria

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First of all, the college president should be an educator, one who has had long experience in the field of higher education as teacher, student, and administrator. Secondly, he should have the attributes of a first-class man--honesty, courage, intellectual integrity, industry, fairness, sympathy, intelligence, and a sense of honor; and thirdly, he should be chosen from within the academic ranks. See: Herman G. James, "First Aid for Trustees," Bulletin of the Association of American Colleges, XXIV, (November, 1938), 304-313.

governing the making of such selections. Consequently, Wilberforce University has suffered much throughout the years because of the selection of presidents who were wholly unprepared for the task at
 4
 hand. Presidents elected under this system have rarely, if ever, been good public relations officers, as is evidenced by the fact that the school has little or no endowment. Likewise, they have been poor academic leaders, as is indicated by the fact of the tripartite type of control and the long lack of accreditation. Moreover, these men have been inefficient in directing the business affairs of the institution, as may be shown by the fact that the school has remained in debt
 5
 for plant facilities and teachers' salaries.

Just as the election of the presidents has been affected by the exaggerated denominational influence on the board, so also is the composition of the faculty affected in the same way. Under the plan in vogue the appointment of members of the staff does not ordinarily pro-

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The two presidents elected to the presidency of Wilberforce who were not ministers were men with strong church support. President Scarborough had the support of the Southern contingent of the church and President Gilbert H. Jones was the son of the most powerful bishop of the church who had done more to raise funds for the institution than any other single individual.

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The examining committee of the North Central Association called attention to poor handling of financial affairs at the institution in reports to the board of review of that association in 1939. See: Report to the Board of Review of the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, 1939.

ceed along accepted lines. Participation of the heads of departments and the deans in the selection of teachers is rare. Examples of nepotism are unusually frequent.

SECTARIANISM

Another far-reaching result of the type of control grows out of the unpreventable sectarianism which is everywhere in evidence. However much the institution may decry this influence, an impartial observer will see it on every hand and feel it at every turn. The innumerable ways in which this influence affects the university life cannot be discussed here, but a few examples may serve as illustrations. First of all, the religious leadership of the institution is seriously affected by the fact that the pastor of the college church is often appointed from among the ministers of the conference who are willing to serve a financially weak student and community congregation. In the second place, the bishop of the district, who is designated chancellor of the school, has offices in the main classroom building, thereby centralizing the church activities of the episcopal district at the university. Presiding elder's meetings and other church gatherings are held frequently during the school term in the classrooms of the institution. In the third place, undue prominence is given at school

functions to the leaders of the church. Inadvertently, this deference to the episcopacy and ministry of the church is the cause of failure to bring prominent persons from other walks of life before the students.

On important school occasions the preponderance of the A. M. E. ministry is always to be noted. At commencement the great of the church are granted honorary degrees in great numbers. Sometimes both the College of Liberal Arts and the Payne Theological Seminary grant doctor of divinity degrees, and the church politics of the president and chancellor are flagrantly displayed before the audience.

RACIAL SEGREGATION

Another concomitant of the peculiar organization of the board which is quite as harmful as the sectarianism is the concept of complete racial segregation. Chief administrators are wont to boast of the fact that Wilberforce University is completely controlled by the Negro race. A survey of Negro colleges shows that those which have had most success have been in touch with or under the guidance of those better prepared to help, or at least to point the way to institutional excellence. In early days there were on the boards, in the faculties, or on patron's lists, persons of non-Negro lineage with wide contacts and experience in academic affairs who could aid the institution by their means and advice. The present all-Negro attitude leaves the school, at least the

church branch of it, completely under Negro domination, and without the stabilizing influence which those with more institutional experience would be able to exercise. Were it not for the financial assistance and the control exercised by the state of Ohio, the institution would probably decline. There is not, within the church or the race, the means to support such a large enterprise. Nor are there academically trained persons in the ministry who can make an institution a success without the help that comes from those with larger means and experience. One author says: "Even if the Negro race should miraculously find resources to finance their schools, it is very unlikely that they could muster the managerial ability to promote successfully, such a large and important enterprise without long and careful tutelage at the hands of those who have had centuries of experience in learning how such things should be done."⁶

FINANCIAL WEAKNESS

The history of Wilberforce University shows that there are fundamental weaknesses in the financial administration of the school which, if not corrected, will be ultimately the cause of the institution's decline. From the beginning, the school has depended for support

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D. W. O. Holmes, op. cit., p. 203.

largely upon the direct annual collections from church conferences. These collections have fluctuated so widely from year to year that it cannot be said that the school has a stable income. Moreover, these collections sometimes vary with the attitudes, notions, or administrative policies of the supporting episcopal district from one quadrennium to another. At the present time, the annual appropriations of the state of Ohio have made it possible for the church branch of the school to claim a stable source of income. If at anytime, however, the state should discontinue its policy of paying the College of Liberal Arts for instruction, which it may do at will, the College department will find itself desperately in need of a stable source of income.

In the best denominational colleges, support is largely dependent upon the building up and maintenance of income-producing endowment funds. Such attempts as have been noted at Wilberforce have been unsuccessful, and such funds as have been designated endowment funds have not been consistently maintained. Such funds have been borrowed for current
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expenses or used up for other purposes. Sound financial practice

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Recently, examiners of the institution found it difficult to trace the size of the endowment fund or to determine with assurance just what the endowment fund really contained. See: Report to the Board of Review of the Commission of Higher Education of the North Central Association of Colleges and Secondary Schools, p. 41, 1939.

demands that endowment funds be sacred and that they be not encroached⁸ upon for any purpose whatever, the income alone being made available. Consequently, Wilberforce may be said to have failed in the first test of a sound financial program, the ability to build up and maintain a stabilizing endowment fund.

Just as the institution has failed in regard to its endowment funds, there is evidence to show that there has been much inefficiency in the handling of funds which have come into the possession of the institution through other sources. While efforts have been made from time to time to remedy some of the defects in the handling of financial matters, the accounting system in the church branch of the institution continues to show a disregard for the responsibility of carefully handling the funds⁹ of the supporting public.

MOVEMENT FOR ACCREDITATION

The movement for accreditation during the last quarter of a century at Wilberforce has exacted a heavy toll in the matter of developing a

⁸ Edward C. Elliot, M. M. Chambers, and William Ashbrook, The Government of Higher Education, p. 219. New York: American Book Company, 1935.

⁹ Report to the Board of Review of the Commission of Higher Education of the North Central Association of Colleges and Secondary Schools, 1939, p. 41.

functional institution. Efforts to meet the requirements of the accrediting agencies have taxed the energies of the chief administrators and teachers to such an extent that little time was left to consider the real life problems of the students in a caste-ridden American society. In the early years, a certain dynamic individualism was characteristic of the Wilberforce graduate. He possessed a certain combination of personality traits that made him a leader in almost every community in which he went. Eminent alumni were in all parts of America and in all professions. These outstanding men and women were the products of the eminent men and women who staffed the institution and who gave their lives to bring about the students' self-realization.

One author has said that "the important questions to be asked about Negro education have to do both with the bearing of the college upon the caste system and with the possibility of using the segregated college to build for optimum in living for all people." ¹⁰ At one time, Wilberforce could have ranked high in terms of the criteria implied in that statement, but in recent years not so high. The institution has been busy trying to attain a certain academic pattern which would pass

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Buell G. Gallagher, American Caste and the Negro College, p. 217. New York: Columbia University Press, 1938.

inspection, realizing that the development of any special techniques for fitting young Negro men and women to meet problems of caste might be off the beaten path. Now that the institution has attained accreditation, it is hoped that its energies may be turned again to the task of educating young men and women to meet the exigencies of the American scene.

THE FACULTY

A university or college is judged largely by the eminent men on its faculty. Eminence, however, in the functional college teacher means more than a doctor's degree. It means a well balanced personality, a personality which students may emulate and share. It means, also, scholarship so broad and deep that it transcends the subject matter field.

It has been difficult for Wilberforce, with its grossly inadequate salary scale, to compete with others in the market for the few teachers with qualifications as indicated above. Consequently, such eminent members as it has on its faculty, with one or two exceptions, have been developed through in-service training over a period of years at the institution. With the rapid development of competing colleges, the problem of obtaining well-trained men with attractive personalities becomes a real problem at Wilberforce, and one that cannot be solved

until the institution has attained a better financial status and a more competent administrative leadership.

THE TRIPARTITE TYPE OF CONTROL

The history of the denominational college movement in America shows that it is a fundamental mistake on the part of a denominational college to seek state aid unless it proposes to come under state control.¹¹ A recognition of this principle at the time of the establishment of the Combined Normal and Industrial Department at Wilberforce would have prevented much dissatisfaction and disagreement in the management of the institution through the years. Likewise, it would have prevented the ever present administrative difficulties that grow out of an attempt on the part of the university to maintain its control over the state supported department. Experience shows that inevitably the state must control or withdraw its support.

The establishment of the C. N. & I. Department is likewise responsible for the setting apart of the Payne Theological Seminary under its own charter, with an interlocking trustee board having about the same relationship to the university as that existing between the university and the C. N. & I. Department. Thus, there is at Wilberforce a

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Edward C. Elliot, M. M. Chambers, and William A. Ashbrook, op. cit., p. 203.

tripartite form of administration that can never hope to be satisfactory. The history of the institution will show almost constant friction among these three essentially separate units of the institution, growing out of the attempts of the university to exercise administrative control over the two other almost autonomous units of the institution.

This tripartite type of organization is the institution's greatest weakness and one that probably can never be overcome. The implications of this arrangement are so far-reaching that uniformity of administrative practice in the three departments can hardly ever be hoped for, much less attained. This arrangement inhibits progress, especially in the Payne Theological Seminary and in the Combined Normal and Industrial Department. The support and growth of both of these units are conditioned by the financial and administrative weaknesses of the university. The history of the institution shows that progress is made with great difficulty in either of these departments, because of the resistance offered by the university.

There seem to be three alternatives to this tripartite organization that might alleviate the situation: (1) a complete separation of the three individual units; (2) unification of the university and the Payne Theological Seminary, with the C. N. & I. Department remaining as a separate institution; (3) unification of the university and the C. N. & I. Department, organized under state control, with Payne Theological

Seminary remaining as a separate institution. It is conceivable that, even under one or another of these arrangements, common facilities might be used and methods of co-operation worked out for the mutual advantage of all three units.

OBJECTIVES

Higher education in the church related college in America has operated under three different philosophies. The first was the church leadership conception, the idea that the church should establish and maintain schools for the training of ministers, missionaries, and religious workers. The second philosophy was the social leadership conception. This idea is generally back of the liberal arts college program which aims to fit its students for a certain kind of general social leadership. The third philosophy, under which most church schools now operate, is that of training a few leaders for the church on the one hand, and that of giving secular instruction to the children of the church in a well-charged religious atmosphere, on the other hand.¹²

Wilberforce University, in the course of its history, has followed all three of these philosophies. In the early years the emphasis was

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Payton Jacob, "Another View of the Church College", Christian Education, XVI (June, 1933), 291-292.

definitely upon the first philosophy. In the latter part of the formative period and during the years of expansion the idea of general social leadership prevailed; and recently it has become interested in the training of leaders for the church, and in the education of the children of churchmen and of others in a highly charged religious atmosphere.

Beyond the point of a general philosophy under which the institution operates, the objectives are hazy and indefinite. The responsibilities which a completely segregated school has in pointing out desirable ways of life for its graduates in a caste-ridden American society are scarcely recognized at all at Wilberforce, whereas, the problem of shaping the curriculum so that the individual may be emancipated from the deadening and inhibiting effects of race prejudice should be its chief concern. An institution like Wilberforce has a special set of responsibilities connected with the mental health and personality development of its students and staff, not encountered
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in the ordinary white institution.

In addition to the creation of a personality which will enable the student to integrate himself into the general American society, the Negro college must give special consideration to the general improvement

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Buell G. Gallagher, op. cit., p. 153.

of the condition and status of the Negro race in general. Failing in these two objectives, there is little justification for a segregated institution after the fashion of Wilberforce on Northern soil, where all institutions of higher learning are open to the Negro.

Logically, the fact that Wilberforce is a segregated school ought to be only incidental, taking into consideration the circumstances of its founding. The fact should not be stressed. The segregated college can achieve its goals best only by preaching against the very thing that it represents. Segregation, either in education, business, or religion, subverts the best interests of the group. The survival of the Negro race in America depends upon the whole-hearted adoption of the American way of life in all its aspects and not upon any set of separate ideals based upon the race. The Negro university should first point the way to Americanism and to the American democratic ideals.

The institution's objectives within the last few years have been stated mostly in strict academic terms. A study of these aims reveals that they could be generally applicable to American institutions that are not faced with the two fundamental problems of caste mentioned above. These statements, however, may not tell the whole story. The realistic way by which to discover the aims of an educational institu-

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tion is to study its activities. The objective evidence of the aims of Wilberforce is found by a study of its many occupational offerings. The College of Liberal Arts offers majors in social administration, journalism, religious education, and music; and pre-professional courses for law, medicine, dentistry, and engineering, besides the general curriculums leading to the A. B. or B. S. degrees. The College of Education prepares teachers for the elementary, junior high school, and high school grades, as well as teachers of music, home economics, industrial arts, physical education, commercial subjects, and agriculture. There are also courses in general aspects of commerce and agriculture. The vocational departments offer two-year courses in automotive service, printing, building construction, and electric service and construction. The Payne Theological Seminary offers courses leading to the degree of bachelor of divinity.

This statement of the curriculums will give some notion of the occupational purposes of the institution which are no doubt quite legitimate. Analysis of the individual courses offered, however, reveals nothing that points to a special preparation of the students of Wilberforce University for meeting the problems that grow out of segregation. On the other hand, however, being in a Northern state, Wilber-

 14

Melvin E. Haggerty, The Evaluation of Higher Institutions, p. 5. Chicago: The University of Chicago Press, 1937.

force has the best opportunity of all the Negro colleges to plan and to project a program of functional education calculated to fit its graduates for integration into the general American life. In other words, the conclusions justified by a recent author seem especially pertinent at Wilberforce University:

(1) The important things about courses of study are not so much the primary materials to be mastered as the attitudes and habits acquired; and (2) the real question as to the type of education to be provided for Negroes does not hinge on the content of the curriculum narrowly defined, but on the broad bearing of the educational procedure upon the efforts of the Negro to realize life goals in American society and therefore also the bearings of education upon the caste system. 15

Wilberforce University should become a functional institution, one which will unfit the student for conformity to the ideals of a segregated group. It should equip its graduates with the techniques and personalities that will enable them to transcend the difficulties of adjustment growing out of segregation and the American caste system. Likewise, the creation of a new spirit and a will to transform the present caste-controlled society should be another major responsibility of the school, even at the cost of being declared inordinately inconsistent. A re-definition of objectives, to include the ideals mentioned above, and a re-direction of the educational program, are necessary at Wilberforce in order that there may be other justification for the institution's existence than the fact that it is the pride of the A. M. E. Church.

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Buell G. Gallagher, op. cit., p. 233.

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APPENDIX

I

ARTICLES OF ASSOCIATION - WILBERFORCE UNIVERSITY (Auspices of the Methodist Episcopal Church, 1856-1863)

'Know all men by these presents; that we the undersigned desirous of establishing a University at the place formerly known as Tawawa Springs, east of the city of Xenia, in the county of Greene, in the State of Ohio, for the purposes of promoting education, religion and morality amongst the Colored race, do make and establish these articles of association.

We hereby assume the corporate name of 'Wilberforce University' of the 'M. E. Church', by which designation this institution shall be known and established for all legal purposes whatever;

That said university shall be located and established at the Tawawa Springs in said county of Greene;

That the purposes of said university are and shall continue to be to furnish educational means for a thorough course of education to the Colored race and to do all other acts and things necessary and usual to be done and exercised by other universities in the United States:

And also to confer the usual honors and degrees upon those deemed worthy:

That this institution shall be and forever remain under the management, direction and control of the Methodist Episcopal Church and for that and a majority of the Board of Directors and Trustees shall always be members of said Methodist Episcopal Church:

That the business and pecuniary affairs of said institution shall be managed and controlled by a Board of Trustees or Directors of said institution and the officers and agents by them legally appointed.

It is provided that none shall be excluded from the benefits of said institution as officers, faculty or pupils on account of merely race or color.

This done and agreed upon by us the undersigned at the Tawawa Springs, Greene County, Ohio, this 30th day of August, A. D. 1856.

T. B. Johnston
C. L. Merrick
Dr. T. S. Fowler
M. French
A. Lowery
M. D. Gatch
M. Dustin

F. Merrick
Uriah Heath
John Dubois
John Plaff
Daniel A. Payne
Wm. Wood

Ref: Articles of Incorporation, pp. 36-37, Greene County Court House,
1856.

II

ARTICLES OF ASSOCIATION - WILBERFORCE UNIVERSITY

(Auspices of the African Methodist Episcopal Church, 1863-)

"Know all men by these presents; that we the undersigned, desiring to establish a university at the place formerly known as 'Tawawa Springs' east of the city of Xenia, in the county of Greene, in the State of Ohio, for the purpose of promoting education, religion and morality amongst the Colored race, do make and establish these articles of association.

We hereby assume and agree upon the corporate name of 'Wilberforce University' of the 'A. M. E. Church', by which designation this institution shall be known and established for all legal purposes whatever.

That said university shall be located and established at the Tawawa Springs aforesaid, in said county of Greene.

That the purposes of said university are and shall be to furnish the educational means of a thorough course of education to the Colored race, and to do all other acts and things necessary and usual to be done and exercised by other universities in the United States, and also to confer the usual honors and degrees upon those deemed worthy.

That the institution shall be and forever remain under the management, direction and control of the African Methodist Episcopal Church, and for that, and a majority of the Board of Directors and Trustees shall always be members of said African Methodist Episcopal Church.

That the business and pecuniary affairs of said institution shall be managed and controlled by the Board of Trustees or Directors of said institution, and the officers and agents by them legally appointed.

It is provided that none shall be excluded from the benefits of said institution; as officers, faculty, or pupils on account of merely race or color.

In Testimony Whereof, We, the applicants for the incorporation of said institution, have hereto set our hands this 10th day of July, 1863.

Daniel A. Payne
James A. Shorter
John G. Mitchell
David Blackburn
Robert Nichols

Ref: Articles of Incorporation, pp. 64-65, Greene County Court House,
1863.

III

THE ACT ESTABLISHING THE COMBINED NORMAL AND INDUSTRIAL DEPARTMENT

An Act

To aid in the establishment and maintenance of a combined normal and industrial department at Wilberforce University, Greene County, Ohio.

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That there shall be established and maintained at Wilberforce University, in Greene County, Ohio, a combined normal and industrial department.

Normal and Industrial department at Wilberforce University.

SECTION 2. To carry out the purposes of this act, there shall be and hereby is created a board of six trustees, to be known as "the board of trustees of the combined normal and industrial department at Wilberforce University." Three shall be appointed by the governor, by and with the advice and consent of the senate, and three shall be chosen by the board of trustees of said university. The trustees so to be appointed by the governor as aforesaid, shall be appointed on or before the first day of May, 1888, and they shall hold their offices, respectively, as follows: One for one year, one for two years, and one for three years, the term of each to begin to run from July 1, 1888; said terms shall be designated by the governor in his messages of appointment to the senate, and in the commission issued to such trustees. At the session of the senate next preceding the expiration of the term of any trustee, the governor shall appoint his successor for the term of three years; and every appointment of the governor under this act shall be submitted to the senate for confirmation.

Board of Trustees; appointment by governor, etc.

SECTION 3. The three trustees to be chosen as aforesaid by the board of trustees of said university, shall be chosen at the first regular meeting of said board on the first day of March, 1888, after the passage of this act; and the three so chosen at such meeting, shall hold their offices, respectively, as follows: One for one year, one for two years, and one for three years, the term of each to begin to run from May 1, 1888. In anticipation of the expiration of the term of any trustee so chosen, the said university board shall, annually thereafter at its regular meeting, choose his successor, who shall hold his office for the term of three years.

Choosing of trustees by university board.

SECTION 4. In case of a vacancy in that portion of the board so appointed by the governor or chosen by the university board that shall occur from death, resignation, or other cause, the appointment or selection to fill such vacancy shall be made in the one case by the governor, and in the other by the executive board of said university for the unexpired term.

Vacancies

SECTION 5. It shall be the duty of the secretary of said university, immediately upon choice being made by the university board of three trustees as aforesaid, to certify to the governor, under the seal of said university, the names of the persons so chosen as trustees under this act, with their terms, respectively; and also the name of the person chosen by said executive board at any time to fill a vacancy.

Names of trustees chosen by university board to be certified to governor.

SECTION 6. The board of trustees created under this act shall meet in regular sessions at said university twice a year; the first meeting shall be on the third Tuesday of May, and the second on the third Tuesday of November in each year; but other meetings may be held and at such places and times as a majority of the board may determine. The said trustees shall receive no compensation, but shall be reimbursed their traveling and other reasonable and necessary expenses out of appropriations under this act.

Meetings of trustees.

Their expenses.

SECTION 7. It shall be the duty of said board of trustees created under this act to take, keep and maintain exclusive authority, direction, supervision and control over the operations and conduct of said normal and industrial department, so as to assure for it the best attainable results with the aid hereby secured to it from the state. Said board shall determine the branches of industry to be pursued, purchase, through a suitable and disinterested agent, the necessary means and appliances, select a superintendent for the industrial branch of the department, fix his salary and prescribe his duties and authority. The expenditures of all moneys appropriated under this act for carrying out its purposes and provisions, shall be made only under such regulations and for such specific purposes not herein provided for, as the board of trustees appropriated by the state shall be used at any time for any purpose not in direct furtherance and promotion of the objects of said department.

Powers and duties of trustees.

SECTION 8. No sectarian influence, direction or interference in the management or conduct of the affairs or education of said department shall be permitted by its board; but its benefits shall be open to all applicants of good moral character and within the limitations of age determined by said board.

Non-sectarian character of department.

SECTION 9. Upon the certificate of the board of trustees of said department, that the necessary steps have been taken by the board of trustees of said university to co-operate with the department trustees in carrying out the purposes of this act, by granting the use of its buildings, grounds and educational facilities, there shall be paid to the treasurer of said university, semi-annually, one-half of such amounts as may be annually appropriated by the general assembly for the purpose herein named. The treasurer of said university shall give to the state of Ohio a bond to be approved by the attorney-general, in the sum of \$15,000, conditioned that he shall faithfully discharge his duties and account for any money coming into his hands from the state of Ohio.

Payment to university of state appropriations.

Bond of treasurer.

SECTION 10. The board of trustees shall cause to be made on or before the first day of December eighteen hundred and eighty-eight (1888) (and) each year thereafter, a report to the governor of the condition, progress and results of said department, with an estimate of what appropriation shall be required to secure the objects of this act.

Annual report and estimation of appropriations.

SECTION 11. Each senator and representative of the general assembly of the state of Ohio may designate a youth, resident in his respective district, who shall be entitled to attend and receive instruction in the normal and industrial department, free of tuition. Upon the withdrawal or graduation of any youth so designated, the vacancy may be filled by the proper senator or representative of his district.

Power of member of general assembly to designate youth for free admission to such department.

SECTION 12. For the purpose of carrying out the provisions of this act, there shall be appropriated annually for the period of two years, the sum of five thousand dollars, and thereafter, at the discretion of the general assembly, the same or such other amount as the general assembly may deem proper. All revenue arising from tuitions, sales of products, or otherwise

Appropriations.

Application of revenues.

under the aforesaid department, shall be applied by its board of trustees to defray its expenses, or to increase its efficiency, a strict account of which shall be kept by the department board, and accompanying the report to the governor.

SECTION 13. This act shall be in force from and after its passage.

JOHN C. ENTREKIN,
Speaker of the House of Representatives
S. A. CONRAD,
President of the Senate

Passed March 19, 1887.

IV

PLAN OF ORGANIZATION OF PAYNE THEOLOGICAL SEMINARY

Name and Title.

The Payne Theological Seminary of Wilberforce University.

Object.

The object shall be to educate persons for the Christian ministry and missionaries for the redemption of Africa and other foreign lands.

Government.

The government of said Seminary is hereby vested in a Board of Directors, to be composed of the Bishops of the African Methodist Episcopal Church and one other person for each Episcopal District.

Term of Office.

The persons representing Episcopal Districts shall be chosen by the Board of Trustees of Wilberforce University, and shall hold their office, three for one year, four for two years, and four for three years, and annually thereafter the Board of Trustees aforesaid shall elect such members as shall be required to have one member for each Episcopal District, who shall hold their office for three years. In case of death, resignation or otherwise, the Board of Directors shall have power to fill all vacancies, and persons thus appointed shall hold office until the next meeting of the Board of Trustees of said University, when such vacancy shall be filled by said Board.

Quorum.

After due notice or a meeting has been given nine (9) persons shall constitute a quorum.

Officers.

The officers shall consist of President, Vice-President, Secretary, Treasurer and an Executive Committee of five (5), all of whom shall be elected and hold their office for two years.

Duties of Officers.

All Officers shall perform the duties pertaining to their several offices according to established custom for such officers.

Treasurers.

The Treasurer of Wilberforce University shall be ex-officio treasurer of this board, and shall give such bond as the Board of Directors shall require from time to time. The Treasurer shall not pay out any money without an order from the Secretary signed by the chairman of the Executive Board.

Secretary.

The Secretary of Wilberforce University shall be ex-officio Secretary of this board. He shall receive all monies and pay the same to the Treasurer and take his receipt of the same. The Secretary shall be superintendent of the building and grounds and shall keep the same in good repair.

Faculty.

The Faculty shall be elected by the Board of Directors of the Theological Seminary of Wilberforce University. The term of office of the faculty shall be regulated by the Board of Directors, also the salaries of the faculty.

Dean.

The Dean of the Theological Seminary shall be the responsible and executive officer of the same, and shall preside at all Faculty meetings and see that the orders of the Board of Directors or Executive Committee are carried out.

Scholarships.

Any annual conference paying the sum of fifty dollars (\$50) annually, supplemented by the Financial Secretary with an amount sufficient to make it equivalent to the amount fixed by the discipline, shall have a scholarship in the seminary; said scholarship to continue until graduation. When any annual conference shall desire the establishment of one or more scholarships in the name of said conference; after said conference shall have voted for a scholarship or scholarships the Bishop of said conference shall send a notification, counter-

signed by the Secretary of the conference, to the Financial Secretary who, if the condition of the treasury will permit, shall notify the Board of Directors of his concurrence in the same.

Other Scholarships.

The Financial Board may have such scholarships in the seminary from time to time as provided by discipline or may hereafter be provided. Conferences or individuals may establish scholarships for training persons for the Christian ministry, for Missionary or evangelical work. The amount of such scholarships shall be regulated by the Board of Directors from time to time.

Conference Choice of Beneficiaries.

The Bishop and annual conference shall select the person or persons to receive the benefit of the scholarship for each annual conference.

Other Scholars.

Persons other than those having scholarships may be admitted to the Seminary by complying with the rules and regulations hereafter arranged by the Board of Directors.

Government of Scholarship Funds.

The Board of Directors shall make such rules and regulations governing the scholarships that the beneficiaries shall return the amounts used in their education to the treasurer of the Board of Directors in such times and amounts as shall be agreed upon. Such moneys shall constitute a loan fund for the benefit of indigent students. Individuals may establish scholarships on the same condition and regulations.

Contributions.

Persons desiring to assist in the work may designate the chair, individual or object they may wish to aid, which shall be carried out by the Board of Directors.

Endowment Fund

The Board of Directors shall invest all endowment funds; keeping

them separate and distinct, calling them by the name of the donor or by such name as the donor or donors shall designate. The principal not to be used under any circumstances.

The Board of Trustees of said University reserves the power to alter, modify, amend and repeal any and all of the provisions herein contained.

The Joint Committee on Plan and
Organization.

(Benj. W. Arnett, Chairman
(J. P. Shorter, Secretary
(Jas. A. Handy
(Thomas H. Jackson
(John M. Brown
(H. M. Turner
(W. J. Gaines
(Benj. F. Lee
(A. Grant