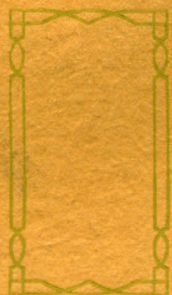




THE INSTITUTE
MONTHLY



For : May : 1914

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Institute

Summer School

AT THE WEST VA. COLORED INSTITUTE

Begins June 15, 1914
and Lasts Six
Weeks

TWO MAIN COURSES:
Teachers' Review and Professional.
EXPENSES LOW

FOR FURTHER
INFORMATION,
WRITE
HON. M. P. SHAWKEY, Charleston, W. Va.
or
PROF. BYRD PRILLERMAN,
Institute, W. Va.

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N. B. Communications for publication should be given or sent to the Editor,
or Managing Editor. All news will reach these columns through the Editors

EDITOR	BYRD PRILLERMAN
MANAGING EDITOR	S. H. GUSS
BUSINESS MANAGER	C. E. MITCHELL

EDITORIALS

The MONTHLY rejoices to learn that an effort was made, at a recent meeting of the heads of two Negro State Schools, at the Bluefield Colored Institute, to standardize the work of the Negro State Schools. We only hope that this preliminary meeting, will be the forerunner of other meetings at which such plans shall be completed.

There were also present at this meeting principals from four of the leading public schools of the Southern end of the State.

The MONTHLY takes much comfort from such a conference; because we realize that the best results will accrue to the purpose for which the convention was called.

Such a plan was suggested in these columns two years or more ago, and we stand now, as we did then, that the conference of the heads of the state schools, partial state schools, and principals of the leading schools of the state would do more to harmonize educational differences, eradicate misunderstandings, standardize the work of the schools, and raise the quality

of the work than most any other force that could be considered

The Monthly wishes the work God speed.

The West Virginia Colored Institute maintains no special department for the promotion of community uplift. Provisions have not been made for the placing of any field agents to carry on school extension ideas, and yet, if the assertions of school board members school trustees, superintendents preachers and business men are to be creditde, the school is acquiring a greater name from the activity its graduates and ex-students are showing along the above lines.

This knowledge has been very encouraging to the management of the school. The patrons have begun to feel in no uncertain degree that the school is fulfilling the purpose of its founders. It is answering the requirements of practical citizenship in a manner that no other system of education in West Virginia is doing. Insiduously almost, its doctrines of clean living, economy, character,

thrift and industry are affecting the masses among whom its graduates toil.

We earnestly hope for the day to come, that its influence will be the most powerful influence in the State or Nation, outside of the church, for social uplift, for practical citizenship, for racial harmony.

Morrill Day Celebration and Banquet

April 14, By The Morrill Agricultural Club.

The special program presented by the Morrill Agricultural Club of the West Virginia Colored Institute, the second in the history of the club, by far exceeded in quality its initial effort. The choice of subjects for each participant on the program show sensible adaptation.

Mr George E. Hubbs, supervisor of examinations in the State Superintendent's office was the feature orator of the occasion. He spoke in an encouragiug manner.

The speeches of the student agriculturists were well chosen.

The club was host to a number of teachers at its second annual banquet in the evening. The menu and service was in the full charge of the Domestic Science

Department of the School, and this part of the function, from beginning to end, compared favorably with that of caterers of experience.

Mr. A. W. Curtis, director of Agriculture, and prime mover in this worthy club, is to be commended for the energy displayed in keeping alive an interest in agriculture in this manner.

Following are the program and menu for the day's functions. The different toasts were responded to fittingly. Toast master Cunningham, kept things cheerful by his humorous introductions of the different ones.

President Prillerman presided over the exercises of the day.

PROGRAM

Toastmaster.....	Mr. A. B. Cunningham
Welcome.....	Mr. B. T. Clark
Response.....	Miss Amanda Gamble
To the Ladies.....	P. L. Kinkaid
Response.....	Mrs. D. B. Curtis
Song.....	M. A. Club
Toast—Farmer's Creed.....	J. C. Taylor
Morrill Agricultural Club.....	Mr. S. H. Guss
Toast—Country Boy's Creed.....	
.....	Mr. N. A. Murray
Domestic Science.....	Miss Mary Eubank
Agricultural Dept.....	Mr. A. W. Curtis
Remarks.....	President Prillerman

MENU

Fruit Juice Punch	
Grape Fruit With Maraschino	
Cream Potatoes	Soup and Crackers

Butter Fish	Parsley	Asparagus	Sweet Pickle
Mashed Potatoes Garnished With	Asparagus	Salad With French Dressing	
Lamb Chops With Peas	Sherbert	Cakes	
Rolls and Butter		Salted Almonds	
Olives	Celery	Demi Tasse	

 THE PROGRAM

Singing		"America"
	Prayer	
Essay	J. M. Ballard.	"Soy Beans Grown on Institute Farm"
Oration	F. H. Marshal	Dairying in West Virginia"
"The Millers Wooing"		Chorus
Essay	O. C. Young	"Agricultural Resources and Possibilities in W. Va."
Oration	B. T. Clark	"Why Educate a Farmer"
Declamation	E. G. Cunningham	"Mans Relation to Animals"
"Lord of the Harvest"		School
Oration	J. S. Letman	"Back to the Farm"
Oration	Jas. Lipscomb	"The Importance of Agriculture"
Oration	A. B. Cunningham	"Justin H. Morrill"
"Hymn of the West Virginians"	Address By Mr. George E. Hubbs Supervisor of Examinations, Charleston, W. Va.	<i>Wm. Seymour Edwards</i>
School Song		<i>J. McHenry Jones</i>

A LETTER FROM HON. WILLIAM SEYMOUR EDWARDS

Johns Hopkins Hospital.
Baltimore, Md.,
April 30, 1914.

To the Editor of the
INSTITUTE MONTHLY.

Dear Sir:

I ordered through Messrs S. S. Moore & Co., Charleston, a picture re-producing the famous bas-relief which adorns Boston Common in Massachusetts, known as the "Shaw Memorial", depicting Colonel Shaw riding at the head of his famous Negro regiment which he led so valiantly to battle and in which battle the prowess of the Negro in defending the flag was revealed to an astonished world. It is a great piece of sculpture by St. Gaudens, I believe, and this reproduction of it is a very fine thing, and I think you should have it at Institute to inspire the young men under your teaching with the heroism of their forefathers.

I would like you to present it to the Institute at the Commencement in May, and while I am not well enough to be with you at that time, you will be able to say to the young men and women whom you are instructing that I always take a deep interest in the progress and success of your institution.

Always faithfully yours
William Seymour Edwards.

MDME. ANITA PATTI BROWN

Heard In Song Recital, April 17

The faculty, student body of the school and citizens of the vicinity and of Charleston, listened to Mdme Anita Patti Brown of Chicago in a Song recital Friday night, of the 17th inst.

Mdme Brown had come heralded as one of the most accomplished singers of the race. Her recital left no doubt in the minds of her audience, that she was a very tuneful and expressive musician.

A glance at the appended program will show that the character of songs selected were such as to show to her audience, the varied styles of the vocalists technique.

Her shading and phrasing of

difficult movements were executed with a dash, finish a tunefulness that rendered them generally pleasing.

Mdme Brown was ably assisted by Mrs Elizabeth Murray Mitchel, our teacher of music, as accompanist, and Mr. Don W. Jones, our printing instructor and band master, with several violin selections.

The singer was heartily encored and responded with fervor at different times.

Mr. Jones was the receiver of much merited applause.

Following is the program:

- | | |
|---|------------------|
| 1. Scherzo (Violin and Piano) | Mendelssohn |
| | MR. DON W. JONES |
| 2. (a) Chanson Provencale | Del Acqua |
| (b) Swanée River | |
| (c) Daddy's Sweetheart | Bond |
| | MADAME BROWN |
| 3. (a) Canzona | Bohm |
| (b) Sarabande | Bohm |
| | MR. DON W. JONES |
| 4. Mad Scene, Lucia Di Lammermoor | Donizetti |
| | MADAME BROWN |
| 5. (a) Theme and Variations No. V. (Violin) | Dancla |

- | | |
|----------------------------------|----------------------------------|
| (b) Autumn | E. Nevin |
| (c) In the Gloaming | |
| | MR. DON W. JONES |
| 6. (a) Villanelle | Del Acqua |
| (b) Hush a Bye | Bond |
| (c) Supposing | Bischoff |
| | MADAME BROWN |
| 7. African Dance No. IV (Violin) | |
| (b) African Dance No. II | S. Coleridge-Taylor |
| | MR. DON W. JONES |
| 8. (a) Romanza (Aida) | Verdi |
| (b) Po Lil Lamb | Bond |
| (c) Synnove Song | Kjerulf |
| (d) Coming Through the Rye | |
| | MADAME BROWN |
| | Accompanist, MRS. E. M. MITCHELL |

A LETTER FROM MR. J. F. MARSH

To the Editor of the
INSTITUTE MONTHLY.

Dear Sir:

I wish to congratulate you upon the appearance and contents of your summer school announcement. The printing department deserves much credit for this piece of work.

Very truly yours,

J. F. Marsh,

Sec'y. State Board of Regents Charleston, W. Va.

PRACTICAL FARMERS THE PIONEERS IN ESTABLISHING THE AGRICULTURAL COLLEGES

There had been much agitation for agricultural colleges prior to 1858, especially in New York, Massachusetts, and Connecticut, and the constitution of the State of Michigan, adopted in 1850, made provision for an agricultural school or college, which opened in 1857. The Farmers' High School of Pennsylvania (now Pennsylvania State College) was incorporated in 1854 and opened for students in 1859. In 1856 the legislature of Maryland incorporated the Maryland Agricultural College, and in that year Mr. Marshall P. Wilder, of Massachusetts, obtained from the legislature of his State a charter of "the trustees of the Massachusetts School of Agriculture."

THE MORRILL BILL—1858.

It has not been possible, however, to determine just what particular influence was most operative in inducing Senator Morrill, then a member of the House of Representatives, in 1858 to introduce and press his measure for education in agriculture and the mechanic arts, but he was guided and supported in this by a considerable number of practical men who were actively identified with agriculture.

In a historical address on the Influence of the Morrill Act Upon American Higher Education (delivered at the semicentennial exercises in 1912), President W. O. Thompson, of Ohio, developed the fact, as a result of his historical studies, that "in the great agricultural States this movement was born and cherished among the progressive and prosperous farmers in the several communities." He showed this by numerous references to the reports of agricultural societies and meetings the country over. There was a widespread movement for a practical type of education which should relate more directly to the every day

the common people. As Dr. Thompson said: "This new educational reform sprang, not from the educational philosophers or the professional teachers, but from the rank and file of the people themselves."

Mr. Morrill's bill was first passed in the House of Representatives by a vote of 105 to 100 on April 22, 1858, the first session of the Thirty-fifth Congress. During the second session of this Congress, on February 7, 1859, the bill passed in Senate by a vote of 25 to 22. Nine days later the House agreed to the Senate amendments to the bill. On February 24, 1859, President Buchanan sent his veto to the House of Representatives. This veto was based on the belief that the time was inopportune, the possible effect on the relations between the Federal and State Governments, the effect on existing institutions, doubt as to whether it would actually promote the advancement of agriculture, and the contention that Congress could not appropriate money for education in the States, hence its aid by means of land grant was of doubtful constitutionality.

THE MORRILL ACT OF 1862.

In December, 1861, Mr. Morrill introduced in the House of Representatives his amended bill which granted 30,000 acres of land for each Member of Congress for the establishment of colleges in each of the States, and May 2, 1862, Senator Benjamin Wade, of Ohio, introduced a similar bill in the Senate. Mr. Morrill's bill was reported adversely in the House by the Committee on Public Lands, but was passed by the Senate June 10, and nine days later by the House. President Lincoln made the bill a law by affixing his signature July 2, 1862. The Morrill Act granted no moneys, but lands from the Federal domain, as mentioned above, the amount being apportioned in accordance with the representation.

Second Morrill Act.—As the organization of the land-grant colleges proceeded and the system of technical education in agriculture and other industries was elaborated, it became evident to Mr. Morrill and other friends of industrial education that the income derived from the land-grant funds, even when supplemented by liberal contributions from the States and other sources, was inadequate to the demands for modern collegiate instruction in such lines. The need of supplemental appropriation by the Federal Government was strongly presented by the

agricultural colleges, and especially by their representatives in the Association of American Agricultural Colleges and Experiment Stations.

Mr. Morrill (then Senator) accordingly introduced a bill appropriating to each State and Territory (out of funds arising from the sale of public lands) for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, established under the act of 1862, the sum of \$15,000 for the year ending June 30, 1890, and an annual increase of the amount of such appropriation for 10 years thereafter by an additional sum of \$1,000 over the preceding year the appropriation at the end of the 10 years to continue at \$25,000 annually.

This bill was passed and received the approval of President Harrison August 30, 1890. Under this act the Secretary of the Interior is charged with the administration of the law.

NELSON AMENDMENT FOR 1908.

Under the impetus of the second Morrill Act agricultural education in the colleges developed rapidly and with it came demands for institutions of school grade. The demands on the agricultural colleges for leadership in a variety of lines of work, and especially in matters relating to the development of all forms of agricultural teaching, emphasized the need of further appropriation, attention to which was called by the president and administration officers of the agricultural colleges, special emphasis being laid on the necessity for preparation of teachers in agriculture.

Accordingly, Senator Knute Nelson introduced an amendment to the agricultural appropriation bill of the Department of Agriculture for the fiscal year ending June 30, 1908, providing an additional appropriation out of any money in the treasury not otherwise appropriated of \$5,000 for the fiscal year 1908, and an annual increase of the amount by \$5,000 over the preceding year for four years the amount thereafter to be \$25,000 in addition to that carried by the second Morrill Act. The amendment contained the provision "that said colleges may use a portion of this money for providing courses for the special preparation of instructors for teaching the elements of agriculture and mechanic arts."

HATCH ACT OF 1887.

The work of the agricultural colleges early developed the need for

agricultural experimentation and investigation, to furnish the basis for the teaching of agriculture in science and practice. The experience of Europe in establishing experiment stations for that purpose was eagerly followed and the investigations of individuals like Liebig in Germany and Boussingault in France and Lawes and Gilbert at Rothamsted, England, were widely quoted in the classroom, at agricultural meetings, and in the public press. Experimental work was inaugurated at several of the agricultural colleges and an experiment station was provided in Connecticut in 1875, with an annual State appropriation. Other States followed, the rapid introduction of commercial fertilizers and the need for inspection lending impetus for the movement. It soon became evident, however, that the results of experiment station work were not restricted to State boundaries but that many of them were of nation-wide application, and that agricultural investigation needed fostering to an extent which could not be provided for by State funds.

A convention delegates from the agricultural colleges met at Washington in 1883 and discussed and indorsed the project for the establishment of experiment stations in connection with the colleges, in accordance with the terms of a bill already introduced in the House of Representatives by Hon. C. C. Carpenter of Iowa. The measure, however, failed of sufficient support and it was not put upon its passage. In 1885 a convention of agricultural colleges and experiment stations met at Washington, urged the necessity for national aid for investigation and experimentation, and indorsed the Cullen bill introduced in the previous Congress bill was similar in its general provisions to the bill afterwards passed by Congress, now popularly known as the Hatch Act.

At the next session of Congress Hon. William H. Hatch, of Missouri, introduced a bill for providing an annual appropriation of \$15,000 to each State and Territory out of funds proceeding from the sale of public lands for the establishment and maintenance of an agricultural experiment station, as a department of the land-grant colleges established under the act of 1862. The Committee on Agriculture made a favorable report on this bill in March, 1886, and nearly a year later it was passed by Congress and was approved by President Cleveland March 2, 1887.

ADAMS ACT OF 1906.

Once the confidence of the agricultural people in the ability of the

experiment station to aid them was secured, the demands upon the stations became enormous. Information of immediate practical application was particularly desired, with the result that the funds and the time of the station employees became quite largely absorbed in studying somewhat local questions and working out by the simpler forms of experiments questions relating to the culture and fertilizing of crops, the comparative value of feeds for live stock, the control of injurious insects and plant diseases, etc. The inadequacy of the appropriation under the Hatch Act, although quite liberally supported by State appropriations, became widely apparent. The necessity of more thoroughgoing investigations which should reveal the principles underlying agriculture and solve in a more definite and final way the many problems growing out of it was emphasized by experiment-station men generally and by the Association of American Agricultural Colleges and Experiment Stations.

Hon. Henry Cullen Adams, of Wisconsin, who had followed closely the work of the experiment stations, notably that of the station in his own State, became so much impressed with this need that he introduced a bill to provide an increased annual appropriation of \$15,000 a year, beginning with \$5,000 in the fiscal year 1906 and increasing by \$2,000 annually until the amount reached \$15,000, the amount thereafter to be paid under the Hatch Act and the Adams Act to be \$30,000 annually to be each State and Territory.

This bill limited the expenditures to the necessary expenses of conducting original researches or experiments' and placed the administration under Secretary of Agriculture. This bill passed Congress and was approved March 16, 1906.

—*Weekly News Letter to Crop Correspondents.*



Around the Institute

Miss Mable Reynolds of Pennsylvania and Mr. William Ferguson of West Virginia have been selected to represent the West Virginia Colored Institute in the declamatory interschool contest to be held at the Garnett High School in Charleston, April 10th.

Delbert M. Prillerman, Class of 1909, has creditably passed his second term's work in the freshman class of the Michigan Agricultural College, Lansing, Mich.

A play, "In the Line of Duty", was given under the auspices of the Young Men's Christian Association Friday evening, April 3rd. It was highly entertaining from beginning to end. The Association is trying to send a delegate to the Conference to be held in Atlanta, Ga., in May.

Members of the Institute staff are in great demand as speakers at school closings this spring. Prof. S. H. Guss spoke at the closing exercises of Miss Eva Parker's school at Wake Forrest, Mr. Alonzo C. Ellis at the closing of Mr. John Branch's school at Marshes, Raleigh County, where Prof. A. W. Curtis conducted a Farmers' Institute; and President Prillerman spoke at the closing exercises of

Mr. DeWitt Meadow's school at Nuttallburg. President has accepted invitations to speak at the closing exercises of the high school at Keystone, April 24th, and at the closing exercises of the school at Boomer, May 6th.

Prospects are bright for good attendance at the Summer School. Several teachers have signified their intention to be present. State Superintendent of Free Schools has approved a definite arrangement whereby teachers may receive diplomas for a certain amount of work done in the Summer School. All teachers interested in this matter should write President Byrd Prillerman for further information.

On March 25, the Alpha Bible Class finished the series of examinations offered by the Department of Teacher Training for the W. Va. Sunday School Association, and the following from the Class have been notified of their success: Misses M. E. Eubank, and C. Ruth Campbell, head of the Domestic Science and teacher of Cooking respectively, Minnie Wilson, Catherine Gamble, Mozetta Page, Willa Townsend, Esther Grandison, and Mr. Turner Dixie.

Mr. H. D. Clark Supt. of the association will present diplomas to each at a Commencement exer-

cise to be held in the near future. the first and second honor eligibles
Miss Eubank and Mr. Dixie are respectively.

Hiawatha

The juvenile department of the School, under the management of Miss Garnett Harris, a member of the Senior Normal Class of 1914, presented a dramatization of Longfellow's Hiawatha Friday night the 2nd inst, in Chapel.

Visitors from Charleston and the vicinity were present and all declared the play very enjoyable.

The children read their lines

well, gave the indian dances and scenes bordering upon the realistic, and were costumed in a manner befitting the parts,

Mr. Walter Clarkson as Hiawatha was highly commended for the manner in which he rendered his lines.

Quite a tidy sum was realized from the admission fee charged.

Miss Harris was cordially thanked for the evenings pleasure.