

## CHAPTER II

### FROM HIGH SCHOOL TO COLLEGE

During the period 1910-1936, Princess Anne Academy embarked on an ambitious educational program that would transform the institution from a high school to a full-fledged four year college. This was accomplished under the direction of Thomas W. Kiah, the fifth principal. Kiah succeeded Frank Trigg, who left Princess Anne to be principal of the Virginia Collegiate and Industrial Institute in Lynchburg, Morgan's other branch campus. Kiah remained at Princess Anne as principal for twenty six years until his death in 1936, the longest tenure held by a head of the institution. Under Kiah's leadership the Eastern Branch responded to the demands of World War I, the innovations of the 1920's, and the changing mood of the 1930's. The impact of divergent educational philosophies, the racial climate, the depression, and state and national political events affected the activities of Princess Anne Academy. How the school responded and adapted to these developments sheds light on the higher education of the Negro on the Eastern Shore at this time.

The question of emphasizing an academic curriculum over an industrial one was the first issue resolved by Kiah. According to The Morgan College Bulletin, published irregularly by the Industrial Press on the Academy campus, "at Princess Anne Academy, the problem of correlating the academic and industrial courses is receiving most careful attention."<sup>1</sup> The students had a varied curriculum ranging from agriculture to zoology. The emphasis of the academic program was the "acquisition and use of the English language." Subjects in mathematics, science, and art were related to English courses and those in the industries. (The industrial arts courses stressed teacher training.) Yet all of the students were required to take one or more industrial subjects. In fact, no student could graduate in the academic course without graduating in one or more courses of practical industry.<sup>2</sup>

By 1913 all students were required to work on the Academy farm at least once a week. The Academy instituted a military style dress code. The uniforms, including a cap, cost each male \$10. The dress for the female students cost \$5. When working on the farm or in the shops, the students had to wear overalls and a blouse. Exercises in military drill were daily activities for the men while the women had calisthenics since "drill contributes both to good health and good order." The Princess Anne Academy Band was

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<sup>1</sup>The Morgan College Bulletin, II, No. 6 (Industrial Press, Princess Anne Academy, 1909), p. 84.

<sup>2</sup>Bulletin, op. cit., II, Nos. 7 & 8, 1910-1911, pp. 43-45.

organized, furnishing musical entertainment and instruction at 25¢ per pupil for upkeep of the instruments.<sup>3</sup> At graduation, the students held their first Industrial Exhibit. All of the trade departments had exhibits, reports, and products. Various demonstrations showed how to separate milk, churn butter, hatch chickens, sew, cook, set type, etc. Highlighting the program was the Academy's welding class who sang the "Tinker's Song" while demonstrating their abilities.<sup>4</sup> The Academy also offered a six week summer school emphasizing English, arithmetic, agriculture, domestic science, psychology, and a history of education in Maryland, with additional lectures and excursions. Eight faculty members plus Principal Kiah taught eight students for the summer of 1913.<sup>5</sup>

On April 25, 1913, a teacher's institute was conducted at the Academy with speakers from the U. S. Bureau of Education and the Maryland Agricultural College. Dr. F. B. Jenks from the Bureau spoke on "The Farm and the Teacher," lecturing his audience that "the farm should be carried into the normal school especially." Professor William Simon from the College continued the theme when he spoke on farm and factory labor in Maryland. He reiterated that "the school needs to come into closer communication with the farm!" The final speaker was John O. Spencer, President of Morgan, who

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<sup>3</sup>Bulletin, op. cit., IV, Nos. 7 & 8, 1913-1914, pp. 50-53.

<sup>4</sup>Bulletin, op. cit., June 1913, p. 86.

<sup>5</sup>Bulletin, op. cit., IV, Nos. 7 & 8, p. 54.

reassured his colored audience that "the teachers of Somerset County have great things in store if they but only work for them."<sup>6</sup>

The Academy's industrial department came to the aid of the town of Princess Anne at the end of 1913. A fire on December 28th on Main Street completely destroyed the home, equipment, and files of the printer of the Marylander and Herald, the town's newspaper. As a result, the presswork of the paper was then done on the Academy press.<sup>7</sup>

Various issues of The Morgan College Bulletin contained articles favoring industrial education. One issue reprinted excerpts from "The Report on the Society for the Promotion of Industrial Education," which called for "improving the educational status of the skilled workmen, to increase their number and efficiency, to co-operate with teachers and educators in securing proper instructors and directors for the trade schools."<sup>8</sup> Another issue quoted Dr. John J. Tigert, the Commissioner of Education, who stated that "if we had long ago made provision for the technical education of our Negro population, the increase in the value of our products, both agricultural and manufactured, would have been incalculably great."<sup>9</sup>

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<sup>6</sup>Bulletin, op. cit., V, No. 5, May 1913, p. 65.

<sup>7</sup>Bulletin, op. cit., VI, No. I, January 1914, p. 1.

<sup>8</sup>Bulletin, op. cit., VII, No. I, January 1915, p. 149.

<sup>9</sup>Bulletin, op. cit., VIII, No. 10, December 1916, p. 129.

Naturally a speech by a student at the Academy on "The Growth of Industrial Education" won first prize in the Academy's oratory contest. The student declaimed the need for more "industrial schools, farms and shops like Hampton and Tuskegee Institute and our own school, Princess Anne Academy. The time is no more in which man is judged only by 3 R's..., but he is being measured as well by 3 H's--head, heart and hand; trained to some definite object in the industrial callings."<sup>10</sup>

Although the federal government supported black land grant education with the passage of the second Morrill Act of 1890, it was not until 1916 that the U. S. Office of Education concerned itself with a formal evaluation of the quality of education at these schools. In 1911 the Bureau of Education called upon Thomas Jesse Jones to make a report for the Phelps-Stokes Fund on the status and statistics of Negro education. Jones, a native of Wales, and former chaplain at Hampton Institute, worked as an educational statistician for the Census Bureau before he undertook the survey of the Negro schools.<sup>11</sup>

(The Phelps-Stokes survey team visited Princess Anne in October, 1915, and described the Academy as "a small well-managed school of secondary grade with a few pupils in elementary classes.) Effort is made to adapt the work to the

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<sup>10</sup>Bulletin, op. cit., XIV, No. 5, May 1922, p. 45.

<sup>11</sup>Charles William Dabney, Universal Education in the South, (Chapel Hill, 1936), pp. 457-458.

needs of rural teachers. Manual training and agriculture, though well-taught, are subordinated to literary studies."<sup>12</sup> Although the reported enrollment for the year was 159, the survey found only 123 students in attendance at the institution-- fifty one males and seventy two females. Eighty students boarded on the Academy grounds. Thirty eight pupils were in the elementary program; sixty three pupils were in the normal department; and twenty two were enrolled in the college preparatory department. The faculty, "all colored," totaled twelve.<sup>13</sup> The chief difference between the school's college preparatory program and the "Industrial" program in the curriculum, Jones found, lay in the inclusion of Latin as a requirement for the college bound. All pupils in the secondary department at Princess Anne were required to take twenty periods per week in industries. This probably reflected the view that while a literary education was intellectually desirable, industrial training would help students survive hard times. The school now had regularly scheduled summer sessions "arranged for the improvement of rural teachers." For 1915, attendance numbered thirty five.<sup>14</sup>

The physical plant consisted of eleven buildings-- the main building, two dormitories, students' dining room,

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<sup>12</sup>Thomas Jesse Jones, et. al., Negro Education: A Study of the Private and Higher Schools for Colored People in the United States, Bureau of Education, Bulletin No. 39, (Washington, 1916), p. 325.

<sup>13</sup>Ibid., p. 326.

<sup>14</sup>Ibid.

mechanics building, and number of cottages and barns. The buildings were in good condition, "but fire protection is inadequate."<sup>15</sup> The Academy had \$2000 in library books, \$1500 in livestock, and \$4950 in scientific apparatus and machinery. The land, consisting of 118 acres, was worth about \$6000.<sup>16</sup> The Academy operated on a budget of \$10,000 from federal appropriations; \$5328 including tuition and fees, scholarships, and other sources; and \$7676 from the boarding department and the farm.<sup>17</sup>

Another survey conducted by the General Education Board reported on education in Maryland. This commission concurred with the Phelps-Stokes Report and noted that Princess Anne with its "good-sized farm, rather ample quarters and equipment, attempts to prepare elementary colored teacher." The Board also stated that federal appropriations "has made agriculture and agricultural pursuits prominent and (has) given the school an industrial atmosphere."<sup>18</sup>

Following the publication of the Phelps-Stokes Survey of Negro education, Americans focused greater attention on the black colleges. Under the light of public scrutiny, southern legislatures gave better financial support to the

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<sup>15</sup> Ibid., p. 327.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Abraham Flexner and Frank P. Bachman, Public Education in Maryland: A Report to the Maryland Education Survey Commission, (New York, 1916), p. 78.

1890 schools and many improvements were initiated. Princess Anne Academy was given more attention and, most important, a bit more money to carry out the school's programs. Although the Maryland Legislature regularized and increased state appropriations to the Academy, it paid no attention to the recommendation of the Phelps-Stokes survey that "the provision of the land-grant act for agricultural and mechanical training be more fully recognized in the general management of the school."<sup>19</sup> The mandate was clear. If Princess Anne Academy were to fulfill its educational mission as prescribed by the 1890 law, it had to develop and be funded in ways similar to that of the 1862 college in the state.)

Unfortunately the Academy was denied access to land grant revenues. The Smith-Lever Act of 1914 provided federal and matching state funds for farm and home demonstration agents. Yet the Smith-Lever Act was structured to give maximum benefits to the 1862 schools. Princess Anne Academy, therefore, was squeezed out of the vital field of agricultural extension work. The State declined to establish an agricultural experiment station at the Academy, thus denying thousands of black farmers in Maryland the benefits of agricultural research directed towards solving their problems with crops and livestock. Maryland was not unique. "Not one of the states which supports a separate land-grant college for Negroes has established in connection with the institution for Negroes an experiment station," according to John W. Davis,

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<sup>19</sup>Jones, op. cit., p. 327.



the noted scholar on black land grant education.<sup>20</sup> Extension work, providing "instruction and practical demonstrations in agriculture and home economics to persons not attending the land-grant college" could have done much to bolster the Academy and the community. Princess Anne was entitled to receive \$59,174 from the federal government, based on the percentage of Negroes (18.7) in the state, for extension work. Instead, the Academy received only \$10,000 to cover its extension service, endowment, and instruction.<sup>21</sup> This lack of adequate cooperative extension support for Negroes in rural areas "robs land-grant colleges for Negroes of a type of support which is essential to their proper expansion and development."<sup>22</sup>

The Academy finally had three female extension agents and one male county agent (all colored), attached to Princess Anne by 1917. The agents more than proved their worth and provided needed services to their neglected rural Negro constituents. With the appointment of Louis Martin as "colored Farm Demonstrator," up-to-date farm practices now reached the Negro farmers on the shore. According to the Biennial Report of the Maryland Agricultural College, "the production of orchard fruits, small fruits and vegetables has very greatly increased with the extended development of

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<sup>20</sup>John W. Davis, "The Negro Land-Grant College," The Journal of Negro Education, II, (July, 1933), p. 319.

<sup>21</sup>Ibid., p. 320.

<sup>22</sup>Ibid., p. 321.

the State College work, especially in the control of insect pests and plant diseases."<sup>23</sup>

Princess Anne Academy gradually expanded the course work of its Industrial and Mechanic Arts Departments. The main emphasis was in agricultural work to "develop in the young men a hearty appreciation of agriculture as a vocation."<sup>24</sup> The students were instructed in crop raising, dairying, poultry and hog raising, and trucking and market gardening. The school participated in a farm drainage project under the aegis of the Department of Agriculture. Due to the high water table and flatness of the Eastern Shore, proper drainage was necessary for successful cultivation. The Academy farm was set up as a farm drainage demonstration and achieved a reduction of insect pests and lengthier tillage without injuring the soil.<sup>25</sup> The Academy also kept a small herd of Guernseys and a thoroughbred bull that was used by the farmers in the area to improve their stock. Plans now included instruction for the female students not only in domestic science and art but also in poultry raising and home gardening.

The mechanical arts courses in blacksmithing, carpentry, printing, woodworking, wheelwrighting, sewing, dressmaking, housekeeping, cooking, and laundering were increasing their enrollments. Students now spent half their

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<sup>23</sup>Biennial Report of the Maryland Agricultural College, (Baltimore, December 1917), p. 88.

<sup>24</sup>Ibid.

<sup>25</sup>Ibid., pp. 88-89.

time in agricultural or industrial courses. It was hoped that those students taking the courses would "be able to improve conditions in the neighborhoods to which they go or to pursue advanced courses of mechanical instruction."<sup>26</sup> The students kept the buildings, furniture, and machinery in repair and constructed a wing to the iron-working building. Those in the printing department print the the stationery for the school and do outside jobs when available.

For 1917, the faculty consisted of nine male and six female instructors. They taught a total of 143 students, including twenty eight enrolled in the summer school.<sup>27</sup>

Principal Kiah asked for a new dormitory for men, "so that a larger number may be drawn into agriculture, trades and industries." The Academy also needed a better equipped iron-working building and a building for domestic science and arts as well as sheds for farm machinery. Kiah proposed that a night school be started for those who work during the day. He also asked that a tractor be purchased to reduce the number of draft animals since "corn is \$2 or more per bushel." And Kiah also requested that further provision be made through Morgan College for students to go on to advanced agricultural course work.<sup>28</sup>

The State Board of Agriculture commented that the Princess Anne Academy "is doing fine work for the colored people and these is great need of enlargement." The Board

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<sup>26</sup>Ibid., p. 89.

<sup>27</sup>Ibid., p. 91.

<sup>28</sup>Ibid., p. 90.

recommended that if money were available an adjoining farm costing \$10,000 be purchased. The Legislature gave its approval, authorizing the State to buy the Farm, thereby adding seventy nine acres plus a house and barn to the Academy. Rejected was the recommendation that an agricultural building costing \$15,000 be approved for construction.<sup>29</sup>

Disaster struck the Academy in 1918. The main administration building with all of the school's meager records burned. Fortunately Morgan College appropriated \$30,000 to rebuild the facility. A barn also went up in smoke, but the school received \$9,700 from its insurance. For the 1918-1919 academic year, enrollments included forty three men and ninety seven women. Eleven students graduated. General science and music were added to the curriculum.<sup>30</sup>

Once again Kiah asked for a suitable building for instruction and classroom use. Also cited on his list was the construction of a silo and a greenhouse "for the study of seed and plant propagation in the winter time," and the completion and stocking of a dairy barn on the recently purchased farm. Kiah called for greater support by the State of the Academy to provide increased facilities for college education in agriculture and mechanic arts. He predicted that "a great influx of students is certain to take place because of the increasing interest in education--technical,

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<sup>29</sup>Ibid., pp. 142-144. Biennial Report, XVI (October, 1919), p. 121.

<sup>30</sup>Biennial Report, XVI (October 1919), pp. 120-121.

industrial, and scientific--for colored people."<sup>31</sup> Evidently the powers at College Park agreed with Kiah's appraisal that "the needs for better industrial education of the colored race are evident." The Board recommended that \$56,000 be budgeted for an agricultural building, increased farm drainage, and the completion of the barn.<sup>32</sup>

The outbreak of World War I tended to reinforce prevailing tendencies at Princess Anne Academy. Dependence of the federal government on southern farmers for food production made the United States especially conscious of the efforts of the Negro in food conservation and food production. Ernest Atwell, a graduate of Tuskegee, directed the activities of Negroes on the domestic farm front from his office at the Food Administration in Washington. Atwell used the 1890 schools in the south as centers for the dissemination of information and expertise on food production for the war effort. Thus, industrial and agricultural education at 1890 institutions such as Princess Anne Academy seemed to compliment not only current racial thinking but American patriotism during the international conflict.<sup>33</sup>

The return to "normalcy" saw Princess Anne Academy undergoing a few changes while keeping its basic philosophy intact. The Academy now had an athletic director who also taught horticulture and chemistry. The students were busy

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<sup>31</sup>Ibid., p. 121.

<sup>32</sup>Ibid., pp. 155-157.

<sup>33</sup>John Hope Franklin, From Slavery to Freedom: A History of Negro Americans, (3rd ed., New York, 1967), p. 471.

getting an athletic field in shape for baseball and tennis. Many clubs proliferated on the campus. The Success Club put on a literary and musical concert. The "Correct English Club" was formed to "promote the use of good English both within and without the Club." Carl Diton, the "leading pianist of the race," performed in recital on the new piano in the Chapel.<sup>34</sup>

The Academy continued to host various farmers' and teachers' conferences. At the annual meeting of the Maryland State Colored Teachers Association held on campus, county supervisors held conferences with elementary, high school and manual training teachers. Judge Robert F. Duer of the Circuit Court of Somerset County was the keynote speaker. In his speech recounting the progress made by the Negro race, he "assured the teachers that the time was not far distance when they would receive salaries more nearly commensurate with their work."<sup>35</sup>

(It was not until 1921 that the Maryland Agricultural College formally decided to take a more active interest in its Eastern Shore Branch.) Through the years 1899-1920 a total \$25,000 was given to the Academy from state funds. The budget for 1921 alone, however, equaled \$12,420. The college decided "to build there an institution along the same line

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<sup>34</sup>Bulletin, op. cit., X, No. 3, (March 1918), p. 46. XI, No. 9, (November 1919), p. 82. XII, No. 7, (December 1920), pp. 57-59.

<sup>35</sup>Ibid., XIII, No. 8, (January 1921), p. 65.

and high standard as Tuskegee and Hampton."<sup>36</sup> Yet the repeated requests by Principal Kiah for classrooms, laboratories, and shop buildings were ignored. The school did receive a small appropriation for a portable building.

On the state level, the legislature was ~~at best~~ ambivalent towards Princess Anne Academy. Many in Annapolis felt that both the school and the region in which it was located were hopelessly backward. In 1921 the Flexner survey reported to the governor and the legislators on the prospects for higher education on the Eastern Shore. The economic and rural conditions of the region were such that the task force concluded that the area could give "no promise of the support of a first class college." While the Flexner report was thinking of a "white" college on the Eastern Shore, the implications for a black college were obvious.<sup>37</sup> Despite the negative attitude towards the Eastern Shore and higher education for Negroes, Princess Anne Academy was in the process of changing its educational aims. Kiah, in conjunction with Morgan College and the Maryland Agricultural College, was working out a curriculum "with a view to making Princess Anne Academy a junior college."<sup>38</sup>

By the 1920's a pattern of institutional development was clearly discernable at Princess Anne Academy. In its

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<sup>36</sup>Biennial Report, op. cit., XIX; No. 1, (October 1, 1921), p. 12, p. 29.

<sup>37</sup>Flexner and Bachman, op. cit., p. 10.

<sup>38</sup>Jay S. Stowell, Methodist Adventures in Negro Education, (New York, 1922), p. 91.

external relations with the federal government the Academy had to deal with agencies that urged the school to fulfill its land grant mission and at the same time denied the school the necessary financial resources for this mission. While the government declined to play an effective and positive role in the implementation and direction of the school's educational program, it severely criticized the Academy for "ineffectig administration."<sup>39</sup>

Another problem for the institution was the matter of having to operate "under the bifurcated administration of the State of Maryland and a private self-perpetuating board of...trustees, which includes twelve white and twelve Negro men." This board of trustees was the same one that governed Morgan College. The president of Morgan College was also the president of Princess Anne.<sup>40</sup> Thomas Kiah, the principal of the Academy, was a graduate of Morgan and ran the school to the advantage of the overseers at his alma mater. As most of the Academy's students were enrolled in the secondary department, Morgan administered the institution more as its prep school than as an 1890 land grant institution in its own right. As Morgan College emphasized its collegiate syllabus, Princess Anne's curriculum turned more and more to industrial education and teacher training as it gradually raised its standards and horizons by introducing college level course work.

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<sup>39</sup>Jones, op. cit., p. 123.

<sup>40</sup>Arthur J. Klein, Survey of Negro Colleges and Universities, Bureau of Education, Bulletin No. 7, (Washington, 1928), p. 170.



By 1921 Kiah's faculty, consisted of nine men and six women, teaching a student body of seventy three men and 107 women. The thirteen graduates, two men and eleven women, received certificates in industry and a scholastic diploma. In the school year all students were required to spend equal time divided between scholastic subjects and industrial courses. The hope of the administration was to "develop especially in agriculture, horticulture, truck gardening and kindred subjects a thorough, up-to-date school." The course of study would now be redirected "not...to abandon cultural courses of instruction, but to illustrate and develop a cultural course by practical experimentation." The aim of the Academy was to furnish the Negroes "with the required training for successful farm life." By pouring more money into Princess Anne to develop its agricultural and industrial departments, the school hoped to "turn the minds of many to industrial and agricultural pursuits who would otherwise wish to choose professional subjects." The administration requested more money to be spent for buildings, laboratories, equipment, dormitory space, and increased faculty and thus grant "equal honors and equal training to those who choose the more practical lines of life."<sup>41</sup> On the staff now was a graduate of Hampton, whose specialty was truck gardening and horticulture. The Academy also had an orchard. The Farmer's Conference held by the school again met with widespread success. At

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<sup>41</sup>Ibid., pp. 145-147.

long last county demonstration work was increasing in "interest and effectiveness." Not to be neglected was the teacher training department of the school. With the expansion of black public education throughout the state, there was a growing need for teachers in the colored schools. The Academy's role in preparing teachers was becoming more active.

The mixed blessing of being partially run by College Park and Morgan sometimes worked to the Academy's advantage. The Academy's administration and classroom building that was destroyed by fire was rebuilt at a cost of approximately \$35,000. These funds came from the Morgan College Corporation. The State also provided \$3500 for a portable building and equipment to be used for classroom instruction. One barn was struck by lightning and destroyed. This, too, was replaced with funds from the state and insurance payments. In addition, faculty from College Park were giving valuable assistance to the experimental farm work done on the Academy farm. Even though Princess Anne Academy was partially owned by Morgan College (117 acres of land) and the State (seventy three acres of land), in certain respects the school benefited monetarily from this peculiar arrangement.<sup>42</sup>

The closer ties developing between College Park and its Eastern Branch on a scholastic and racial level were

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<sup>42</sup>Biennial Report, op. cit., pp. 145-146.

very much evident, as was the financial cooperation between the Board of Trustees of College Park and the Officers of Morgan College with their aid for Princess Anne. This no doubt contributed much to the school's growing success.

"The co-operation of white men and colored men in a common task of great importance augurs well for the future of this school," claimed Principal Kiah.<sup>43</sup>

The early 1920's were times of steady progress and expansion for Princess Anne Academy in terms of staff, enrollments, and curriculum. At the behest of the Federal government, courses of study on the junior college level were being developed for implementation in the near future with the hope that teachers with more advanced training and better equipment would be forthcoming. The school, therefore, needed additional teachers with higher salaries to attract those talented and able to "adapt the work in agriculture, horticulture, animal husbandry and the like to the best educational ideals." The idea of "making the farm, garden and orchard a real laboratory of scientific training" was the main thrust of the Academy's educational philosophy.

At this time, 1922-1923, the Academy was divided by class into two parts. In the morning one division worked on the farm and the shops while the other pursued the scholastic courses. This was reversed for the afternoon. "In this way the entire school receives training alike in scholastic

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<sup>43</sup>Ibid., XX, (1924), p. 89, pp. 138-140.

subjects and in agriculture and industry." The students still kept up the maintenance of the physical plant of the Academy. They ran the farm machinery and repaired it when necessary; they built chicken houses and a tool shed. Work continued on the farm and orchards. Louis Martin, the demonstration agent, visited 2,216 colored farmers and gave 582 demonstrations on crops and livestock. It was noted, however, that the annual farmer's conference should be more responsive "to practical farm problems and less to general picnic affairs."<sup>44</sup>

Kiah was principal over 133 students, seventy seven men and 111 women, and a faculty of sixteen. As usual he requested additional classrooms, laboratories, dormitories, and other buildings for his growing school. Kiah hoped that the state would be more receptive to the school's financial needs as it worked to improve the lot of the Negro. "The State's investment in education, like its investment in good roads and sanitation, yields constantly increasing returns in satisfaction and contentment of its citizens, the development and conservation of its resources and the building of a better civilization for its children."<sup>45</sup>

The next three years, 1923-1926, saw some minor changes in the Academy. After witnessing steadily increased enrollments, the school had only 120 students for the 1925-1926 school year. This was due to a number of reasons.

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<sup>44</sup>Ibid., p. 141.

<sup>45</sup>Ibid., p. 23.

First, another fire, in February of 1924, destroyed one of the main buildings of the campus. With it went many valuable records of the school's earlier days. The Maryland Legislature in an emergency measure appropriated \$40,000 to erect a new building. Morgan College donated the land and the building was constructed under the direction of the University of Maryland. Of interest is the fact that "after securing bids, that a building only two-thirds the size required could be secured for the money available." One proposed wing, therefore, was cut off to be added when more money was appropriated. The new building, ready in June 1926, contained an assembly hall, administrative offices, classrooms, and dormitory space. Since additional dormitory space was unavailable, registration was kept to a minimum. The second reason for lower enrollments was the growth of colored high schools in the State. Now that "standard" high schools were more available for the Negroes, the Academy did not have to fill the void. Princess Anne could concentrate on its college level curriculum. Indeed, the junior college program was initiated in the 1925-1926 term with four men enrolled. The Academy had standardized the high school curriculum because over one hundred pupils still made up the bulk of the enrollments.<sup>46</sup>

As in previous years, the students did as much work as possible for the upkeep of the Academy. Estimates show

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<sup>46</sup>Triennial Report of the University of Maryland, September 30, 1923-October 1, 1926, p. 23, pp. 135-136.

that those in the blacksmithing department performed about \$2400 worth of work repairing equipment and maintaining the heating plant for the school over the three year period. The wood working department provided \$5000 in work ranging from building and repairing furniture, general construction, painting, and interior decorating. The Academy's presses took care of all the printing needs for the school and contracted outside work as well. In addition, the farm and gardens were utilized "to produce such vegetables, dairy products and meat supplies as may be needed and consumed on the grounds."<sup>47</sup>

Once more the administration put in requests for an adequate teaching force, especially in the light of the new junior college curriculum. More facilities for students and animals, better equipment, classrooms and laboratories rounded out the Academy's needs. How could Princess Anne ever hope to provide equivalent instruction for the "colored race" under the Morrill Act when for one year \$5000 was budgeted for buildings in comparison to \$1,062,500 for the College Park campus?<sup>48</sup> This separate and unequal financial disparity between the University of Maryland and its Eastern Branch is further illustrated by the chart on the following page:

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<sup>47</sup>Ibid.

<sup>48</sup>Biennial Report, op. cit., XIX, (1921), pp. 145-146.

TABLE 1.--Classification of Expenditures for College Park and Princess Anne, 1924-1925

Operating Expenses:		
For Salaries	\$360,540.72	\$17,106.67
" Wages	83,910.72	1,339.21
" Chemicals & Lab. Supplies	6,158.39	132.19
" Heat, Light, Power	18,830.66	4,008.36
" Postage, Stationery, Prntg.	12,448.61	68.82
" Telephone & Telegraph	3,468.27	
" Freight & Express	8,515.66	1,337.49
" Meats, Groceries, Laundry	38,444.31	
" Seeds, Plants, Sundries	8,183.72	639.49
" Repairs to Motor Vehicles	1,686.98	191.25
" Gasoline & Oil	1,669.15	814.77
" Traveling Expenses	9,051.65	
" Fire Insurance	7,397.06	
" Interest on Loans	5,214.22	
" Rent	1,023.99	
" Association Dues&& Bonds	773.00	
" Entertainment of Guests	808.24	
" Publications	7,000.50	
" Fertilizers	460.00	103.11
" Military Uniforms	1,651.44	
" Feeding Stuffs	816.54	1,160.75
" Cleaning Rugs, Windows, etc.	600.00	
" Music & Music Festival	460.00	
" YMCA	145.81	
" Refund St. Bd. of Ag.	500.00	
" Miscellaneous Expenses	690.47	1.25
	<u>\$630,455.11</u>	<u>\$26,903.36</u>
Outlay:		
Scientific Apparatus	\$ 3,375.18	
Furniture & Fixtures	10,170.67	5.45
Tools & Machinery	8,236.57	329.66
Library Books	5,445.48	
Motor Vehicles	4,960.44	
Live Stock	287.50	325.00
Building Alterations & Repairs	11,366.21	656.20
	<u>\$ 43,822.05</u>	<u>\$ 1,343.31</u>

College Park's responsibility for maintaining equal facilities at its Eastern Branch under the Morrill Act was blatantly ignored.<sup>49</sup>

<sup>49</sup>Triennial Report, op. cit., Table VII.

Princess Anne Academy managed to limp along. The results of the Bureau of Education's Survey of Negro Colleges and Universities, conducted by Arthur J. Klein, illustrate how poorly the school fared during the latter part of the 1920's. The survey pointed out the major weaknesses that confronted the school. The main criticism was that Princess Anne Academy had "not realized to any great extent its possibilities as the negro land-grant college of Maryland." There were many reasons why the survey came to this conclusion.<sup>50</sup>

Even though the survey committee noted that the school suffered from a few disastrous fires, the annual income received by the Academy from State and Federal appropriations as well as money from Morgan College and insurance policies, "opportunities seem to have existed for achievement far beyond that so far attained by the school." In comparison with other Negro colleges having incomes less than that of Princess Anne, the survey committee found these other schools provided more students with better educational advantages. Not once did Princess Anne publish its own catalogue which practically all of the other schools did. The Academy course outline was only printed in the Morgan College catalogue, and only irregularly at that.<sup>51</sup>

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<sup>50</sup>Klein, op. cit., p. 176.

<sup>51</sup>Ibid., pp/ 176-177.



The survey committee recommended that Princess Anne be made a separate institution with its own board of trustees able to concentrate and deal with the problems solely facing the Academy. Then, the school should have its own president and be a separate institution no longer under the aegis of Morgan. As the Negro land grant school of Maryland, Princess Anne should give special emphasis to its agricultural, mechanic arts and home economics programs, raising the standard level of education to that of junior college grade. There should not be a great disparity between its high school courses, which were gradually being phased out, and the first years of college. In addition, the Academy should concentrate on developing a strong teacher training program. This was especially important because of the growing need for Negro teachers in the public school system throughout the state. The Academy's teacher education program should be of such high caliber to be approved by the State Department of Education.<sup>52</sup>

Princess Anne Academy also suffered from internal difficulties as well. As in the case of many 1890 schools at this time, authorities at the Academy were inexperienced in accounting and record management. The finances of the school were often controlled by principals and trustees who carried their accounts in their hats. Principal Kiah ran into trouble with university authorities in 1932. An audit

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<sup>52</sup>Ibid.

disclosed considerable deficits in the management of the school dining hall. Auditors found that Kiah had illegally drawn \$1,272.92 over a period of time as personal compensation for operating the dining hall. The university deducted \$50 a month from Kiah's salary until the funds were repaid. These deductions, however, continued too long and Kiah overpaid the university by \$672.02. The Board of Regents assured Kiah that he would be reimbursed "if and when funds are available."<sup>53</sup>

The school published no criteria for student admissions, retention, and promotion. And, there was no system of student records, especially on the college level. The school's dairy farm contained an "academy" barn and a "state" barn. The academy barn as a source of revenue was well-equipped and well-maintained while the state barn was neglected. Academy industries provided over 25% of the school's total yearly revenue of \$40,000 and served as the principal means of funding for the secondary program.<sup>54</sup> Federal authorities believed that such tactics ultimately would prevent the Academy from developing a full-fledged land grant curriculum.

At the time of the report, the physical plant of Princess Anne Academy consisted of 195 acres, including the fifteen acre campus and thirteen buildings. This included the main administration building, three small buildings, one dormitory, residence for the principal, a refectory,

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<sup>53</sup>Minutes of the University of Maryland, Board of Regents, November 15, 1935, pp. 586-587.

<sup>54</sup>Klein, op. cit., p. 171.

and four small cottages for teachers.<sup>55</sup> In response to community hostility to having black faculty live in town, teachers and students in industrial arts built the faculty dwellings on campus. Counting the barns, all equipment and furnishings, the total value of the property amounted to \$125,100.<sup>56</sup> There was no library, and science laboratories were meager.

Classes in the junior college were taught by a faculty of "mediocre quality, a third of the members not yet having obtained undergraduate degrees." Only one teacher had a valid Master's degree. Another had an advanced degree from an obscure correspondence school. Faculty salaries were so low that federal inspectors commented that "such low remuneration is not of a character to inspire initiative on the part of the teachers and renders it difficult for them to secure additional training through the pursuit of graduate study in the summer."<sup>57</sup> Two major recommendations were to raise the salaries of the staff and secure additional training for them.

After their visit to the Academy, the federal inspectors concluded that Princess Anne had much room for improvement. The Academy was principally a high school with a small Normal Institute. The growth of the junior college program had been too slow, and the Academy was reluctant to

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<sup>55</sup>Ibid., pp. 172-175.

<sup>56</sup>Ibid., p. 172.

<sup>57</sup>Ibid., pp. 174-175.

dispense with the profit-making secondary school. The administration was not marked by a "vigorous attitude." If the school were to survive, drastic changes would have to be instituted and implemented in the curriculum and staff. More buildings were needed, especially a library and laboratory. The improvements that the survey recommended were most commendable. Yet no one told the school authorities where they would get the necessary financial resources to carry them out.

By far the most significant and far-reaching consequence of the federal survey was the transfer of control of Princess Anne from Morgan College to the University of Maryland, in 1928, because of the objections of the Federal government that the school was not being run properly. At first there was nothing to show that any change had actually taken place. Indeed, it was not until 1935 that the University of Maryland appropriated any money (\$100,000) to pay Morgan for the Academy.<sup>58</sup>

(By 1929 Princess Anne Academy had reached a point where the land grant mission of the school was an idea rather than a fact.) Like many of the 1890 schools, it was starved for resources. Being financially marginal and heavily involved in its high school program, the institution could not move very far towards implementing the land grant concept of public service and practical involvement in the

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<sup>58</sup>Biennial Report, op. cit., XXXII, (March 1935), p. 114.

affairs of the surrounding community. Although the colored extension agents scored modest successes, their influence was minimal compared to those of College Park. The local powers in Princess Anne virtually ignored the Academy, sometimes derisively referred to as the "Nigger College." Princess Anne Academy's goal was survival. It would be difficult in the hard times ahead. Fortunately the Academy would adapt and persist.

(The beginning of the 1930's ~~was~~ the school's enrollments plummet from a high of 161 students in the 1928-1929 term to a low of thirty two students for the 1932-1933 school year. There were two reasons for this precipitous decline. ) The first was the "exigencies of the times," and the second was the elimination of the high school program. Indeed, 1933-1934 marked the last year of high school work at the Academy.<sup>59</sup> )

The Academy's curriculum plan was to discontinue the high school gradually--to eliminate the third and fourth years of high school and add the third and fourth years of college. This was only partially fulfilled. The high school courses ended, but the Academy only progressed to a two year program in agriculture and home economics. For those students desiring to further their education, "the sum of \$600.00 has been made available by the Board of Regents for scholarships to institutions..." for students

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<sup>59</sup>Ibid.

to study on the junior and senior level at out-of-state schools.<sup>60</sup> Rather than allow the Negroes to attend the College Park campus, the state set aside money for them to go elsewhere. Negro attendance at white schools at this time was unthinkable.

In its attempt to meet the criticisms of the federal survey, Princess Anne began publishing a school catalogue starting with the 1930-1931 school year. The catalogue of the Academy was similar to other school catalogues, listing faculty, campus description, student requirements, and courses of study. The catalogue stated that "the University of Maryland is showing increased interest in the development of agricultural, industrial, domestic art and science education to the end that the productivity of the farms may be increased, and Negro population advanced in general education and intelligence."<sup>61</sup>

The Academy tried to reach out to the black community by offering adult education course work. In addition to the college level work in agriculture and home economics, the Academy accepted people sixteen years or older who "possess common school education in English and arithmetic" to further their education. "Adult short courses have been held annually for giving instruction for one week in farm practice, woodwork, beautification of homegrounds, personal hygiene,

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<sup>60</sup> Ibid., XXX, (March 1930), p. 110.

<sup>61</sup> Catalogue of Princess Anne Academy, Eastern Branch of the University of Maryland, 1930-1931, (Academy Press, Maryland), p. 8.

home economics, and business English, etc. to adults and the over-school age group of this and neighboring counties."<sup>62</sup> There was no charge except for board for the short course.<sup>63</sup> Princess Anne also instituted "Part-Time School" where students would work three days on the farm, shops, industries or in the community and go to school for three days. In addition, the Academy now had a curricula "designed to train teachers of agriculture and home economics under the provisions of the Smith-Hughes Law."<sup>64</sup> By 1935 the school had a library with 2,854 volumes. Princess Anne had made modest gains in upgrading itself. Most importantly, the high school program was eliminated in 1935. Thus, another plateau was reached by the school.

Given the milieu in which the school was forced to function, Princess Anne asserted itself in two principal areas. With no permanent endowment and little in the way of scholarships, it provided training for Maryland's black youth through utilization of campus industries. Also, hundreds of blacks received the necessary high school and junior college instruction that would enable them to go on to profitable careers. To struggle against grinding poverty and racism was and is an immense task for the 1890 land grant college. In Maryland, Princess Anne Academy gave

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<sup>62</sup>Biennial Report, op. cit., XXXII, (March 1935), p. 114.

<sup>63</sup>Catalogue, op. cit., 1932-1933, p. 10.

<sup>64</sup>Ibid., p. 8, p. 13.

young blacks an opportunity that the white community denied them. While the travail of the school's early years would have a lasting influence on the institutional life of the school, Princess Anne Academy would survive, experience modest growth in the ensuing decades, and honor its instructional commitment to the black community in Maryland.