

ference, but at least three things appeared to pass by common consent: (1) different grades of commercial instruction should be suited to the needs of different classes and to this end at least three sorts of institutions should be provided: high schools of commerce, colleges of commerce and post-graduate schools of commerce; (2) for the first two institutions just named, technical and special elements should not too much exclude the general and cultural work (a proportion given for the college of commerce was 60 per cent of general work, and 40 per cent of special); and (3) the traditions and conditions of each community and institution must largely guide in dealing with its local problem.

Mention should be made of the gracious and diplomatic manner in which the president of the Michigan Political Science Association, Hon. Arthur Hill, of Saginaw, presided over the convention, and the skillful steering committee work of Professor Adams as secretary. The visiting delegates carried away pleasant memories of the hospitality of President Angell and the Michigan faculty. The papers and discussions of the meeting will be published by the Michigan Political Science Association.

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#### TRAINING IN AGRICULTURE AT TUSKEGEE

In the article on the "Evolution of Negro Labor," by Mr. Carl Kelsey, published in the January number of *THE ANNALS*, the statement is made that "even Tuskegee is not doing so much in this line (training agriculturists) as generally supposed, in spite of the emphasis I know is being laid upon it. In examining its last catalogue I find only sixteen graduates who are farming; of these, thirteen have other occupations, principally teaching. Three others are introducing cotton raising in Africa under the German government. From the industrial department nine have received certificates in agriculture and six in dairying, but their present occupations are not given."

It may be interesting in view of this comment for readers of *THE ANNALS* to know what Tuskegee is now doing to train agriculturists. This year the students in agriculture in the institute fall into three groups: (1) 181 students are engaged in the actual operation of the farm, the truck garden, the orchard, etc.; (2) 79 students are taking "the professional courses"; and (3) 207 students are taking agriculture as a regular part of their academic work. This statement has eliminated the counting of the same person twice and, therefore, shows, as far as enrollment goes, what the school is now doing in agriculture.

But Mr. Kelsey bases his comment upon the unfortunately meagre statement contained in last year's catalogue as to occupations in which our graduates are engaged. This is a clearly inadequate test of the efficiency of the work here because for easily understood reasons—and poverty is not the least—our students in very few cases remain throughout the course. The Senior Class,—the course is seven years in length,—in February, 1902, represented less than  $4\frac{1}{2}$  per cent of the total undergraduate enrollment. Of the

persons graduated in May, 1902,—and many who were Seniors in February did not for one reason or another remain to graduate,—only six had seven years previous entered the lowest class. A poor boy comes to the school from a place where he has been earning forty-five cents a day; in two or three years' study at the school he is equipped with skill that will enable him to earn \$1.50 a day; in all probability that boy will leave the school at the end of these two years and one can hardly blame him. Of course the institute cannot pay as high wages as the boy can get on the outside. It is unfortunate, I grant, that the institute has not in previous years kept a record of these students; such a record, in addition to a more precise and thorough-going record of graduates, the school has already made arrangements to keep from this year on. The facts cited tend to show that the results of the Tuskegee education and training are not to be determined by the study of the occupations of persons winning the formal diploma. It must especially be remembered that the first certificate issued by the department of Agriculture was in 1894, and that no certificate in agriculture has ever been issued to a person, not at the same time graduating from the academic department, or holding a certificate equivalent to our academic diploma. Many a student has, thus, completed the work in agriculture without receiving a certificate in agriculture. My point, then, is that one cannot discover the efficiency of Tuskegee's teaching of agriculture by an examination of the occupations of the very few persons who have received either the certificate in agriculture, or the ordinary academic certificate.

Finally, permit me to suggest that the aim of Tuskegee may be not so much to train self-centered farmers, as to train persons to become leaders of the people in agricultural districts. The teacher in the little country school is perhaps the most effective leader of the community and his teaching embraces the elements of improved agriculture. Moreover, very many of our students who have been trained in agriculture become superintendents of industry in industrial schools that are springing up all over the South. Tuskegee perhaps is doing *more* than is ordinarily understood toward equipping just this class of leaders.

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