

lature the Acts that Sears wanted were passed.⁷ The State gave \$14,000 and arranged to receive the title to the lands of Austin College in Huntsville. Tuition was free to State students, who in turn bound themselves to teach in the public schools for a period of time equivalent to the period of their training. Bernard Mallon, long the Superintendent of schools of Atlanta, Georgia, was the first Principal. There was a model school attended by the children of the town. Graduates of the Sam Houston Normal Institute, as it was named were to have the title "Licentiates of Instruction" and were to teach in the common schools without further examination. The end of instruction was definitely in line with the best New England conception; and after the one or two years at the Normal, unless the student proved to be bright enough to get a scholarship to Peabody in Nashville, he could consider himself prepared to do the job required.

The Statute establishing Prairie View is the second land mark in the development of the school. The nimble jump from an Agricultural and Mechanical college to a Normal school is not hard to reconcile when it is remembered that President Gathright had said that the school should be modeled after the "Hampton Roads Institution," the formal name of which was Hampton Normal and Agricultural Institute. General Samuel C. Armstrong was quite clear on the program that had become acceptable throughout the South. He intended to train

7. The 16th Legislature, *Gammel Laws*, Chapter CLXX, "An Act to Provide for the Organization and Support of a Normal School at Prairie View (formerly called Alta Vista) in Waller County, for the Preparation and Training of Colored Teachers" (Approved April 19, 1879); and Chapter CLX, "An Act to Establish a State Normal School" (April 21, 1879); *Commissioner of Education*, 1879, p. 323; *Ibid.* 1880, p. 312; *Ibid.*, 1881, p. 248.

selected Negro youth who should go out to teach and lead their people, first, by example, by cultivating land and making homes; to give them not a dollar that they could not earn themselves; to teach respect of labor; to replace stupid drudgery with skilled work; and to these ends to build up an industrial system, for the sake not only of self-respect and efficient labor, but also for schooling and character.⁸ It was this consideration which marked the significant difference between the thinking on Sam Houston and that on Prairie View.

The spirit with which the Board approached its work may be gathered from the statement of A. J. Peeler, secretary of the Board of A. & M., who said:

I assume and sincerely trust that this institute will receive a generous support from the State, having always felt that it was our duty, claiming to be the superior race, and having control of the government, to do all in our power that promised beneficial and practical results, to educate and elevate our colored citizens.

In pursuit of the statutory mandate, the Board met in Hempstead, August 28, 1879, and proceeded to organize the school.⁹ The staff was chosen and thirteen classes

8. *Commissioner of Education, 1900-1901*, p. 447.

9. *Message Accompanying the Report of the Board of the Agricultural and Mechanical College of the State of Texas, 1879-1880*, pp. 46-48. The Staff of the new school was as follows:

Principal—E. H. Anderson, \$1,200.00
First Assistant—vacant, \$600.00
Second Assistant—Miss E. V. Ewing, \$300.00
(Preceptress, Matron, etc.)
Wash Woman—Lucinda Lee, \$15.00 (per month)
Cook—Maria Lyle, \$15.00 (per month)
Handy Man—Byron Lee, \$20.00 (per month)