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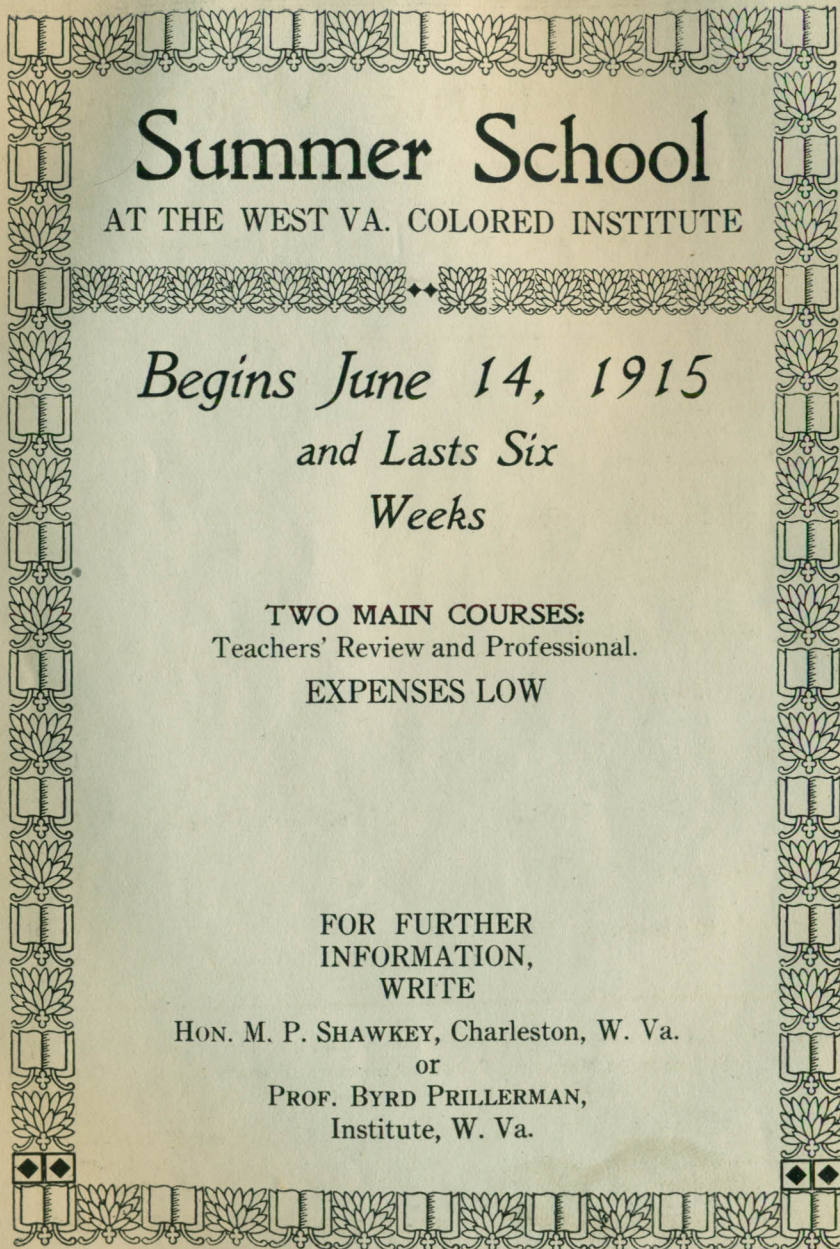
October

For February 1915

The Institute Monthly



Published By
The West Virginia Colored
Institute



Summer School

AT THE WEST VA. COLORED INSTITUTE

*Begins June 14, 1915
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
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Editorials

THE MONTHLY HAS MADE AN HONEST ENDEAVOR TO CARRY our school to the homes of all friends and graduates of the school. It has tried to preach the doctrine of usefulness, and impress its readers that the West Virginia Colored Institute stood for the greatest good and highest efficiency of the negro youth of West Virginia. ¶ It has solicited articles of interest and worth from the graduates of the school who are out in the world doing something. It has tendered its services for the promotion of any interest that promised benefit to the people that the school is designed to help, and has taken pride in extolling the merits of any laudable enterprise undertaken by the graduates of the school, and the negro citizenry of the State. ¶ These things have been done gratuitously. Until the postal laws demanded it. The Monthly cost you nothing; for the pittance asked for a year's subscription was never remitted, except in a very, very few instances. ¶ As far as the management knows, The Monthly has ever been acceptable, and has been emphatically demanded by many who have never sent a cent for subscription. ¶ Now gentle reader, whoever you are, be fair with yourself. Don't practice the something for nothing school of philosophy. ¶ We want you to read THE MONTHLY. We want you to eagerly wait for its coming to your homes. We want you to learn of what the school is doing for Negro uplift, and we want you to become practically enthused with the doctrine of public service that we are preaching; but we cannot continue to get in touch with you unless certain obligations are complied with. ¶ We believe you are honest, but forgetful of an honest obligation. We would deem it a reflection on the large body of our alumni, were we to publish the names of those who have cleared their consciences by paying their subscription for THE MONTHLY. ¶ Inserted in your paper, you will find a memo of your obligation,

and the postal requirements. ¶ Govern yourselves accordingly.



WE HAVE BEEN GENTLY CRITICIZED BY A FEW OF THE ALUMNI, for not having more items of interest of what the alumni are doing. ¶ We depend upon you, dear alumni, in a great measure, for information. Anything you send of interest and worth will be given space. Be a critic, but be a constructive one. Our columns are open.

Negro Education in West Virginia

Address delivered before the association of colored teachers of the state

by L. J. HANIFAN

(Continued From January)

I think it will be profitable to inquire for a few minutes as to what should be our aim in providing educational advantages for the negro youth. As a general proposition I would say that the aim should be the same for the negro youth as for the youth of any other race, namely, to give him such training as will enable him to have the greatest possible enjoyment of life that he is going to spend as a useful, law-abiding, productive citizen. This is a principle of education that knows neither race nor creed. The habitual loafer, the social parasite, the non-producer, be he white or black, has no rightful place on this earth. How nearly then are we approaching our aim?

The census of 1910 shows that 20.3 per cent of the negroes ten years of age and over were classed

as illiterate. It is encouraging to look a little farther down the table and note that in 1900, 33.6 per cent were so classed. If you care to go back further you will discover that each succeeding census has shown a large decrease in negro illiteracy in this state. Furthermore, we should all remember that a large proportion of those classed as illiterates are among the older citizens, those who grew up before the schools had been provided, so that the number of illiterates of school age would be greatly reduced. And it is interesting to note still further that 57.6 per cent of the negro population of West Virginia were born outside of the state, many of them in southern states where the educational advantages for the negro are not as good as in our own state.

Closely related to illiteracy is

school attendance. In 1913-14 the total enumeration of negro youth between the ages of 6 and 21 was 19,260. The total enrollment in the schools was 12,408, which was 64 per cent of the enumeration. The average attendance was 8,555, which was 69 per cent of the enrollment but only 44 per cent of the enumeration. I need not stop here to tell you that one of the most important things that you can do is to increase as rapidly as possible both the enrollment and the daily attendance. Perhaps the best way to convince boards of education that your school needs a new house, a new blackboard, or better equipment is by keeping all the children in school. A school that has an enumeration of 50, an enrollment of 20 and a daily attendance of 10 does not easily persuade a board of education that improvements are needed.

A great many improvements can be made by the people themselves, whether it be a colored school or not. For example, any school can be kept clean without any special aid from the board of education. The parents and children will have pleasure in coming together to clean up the school grounds, and scrub the floors and wash the windows, and paint or paper the walls.

All that is necessary is capable leadership by the teacher. The teacher herself can decorate the walls with a few inexpensive pictures and see to it that the building is kept clean and attractive.

My discussion would not be complete unless I say something of the character of the education that should be offered the negro children. Yet what I have to say could as well be said to the teachers of white children. When I say, for example, that not all negro children should be encouraged to go to college or to enter one of the learned professions my statement would apply equally well with reference to white children. We are not all made for the higher callings of life, nor does the world need all of us in that kind of service. On the other hand, the world is always in great need of skilled workmen, whether they be white or some other color.

What the world needs most today is men, and women too, who know how to do something and to do it well. You may take the country over and you will find that very much of the world's work is being done by bunglers and half-baked artisans. This situation results in waste of energy and gross inefficiency in every kind of service.

Granting that our facilities for

education are reasonably capable of taking care of those who aspire to some of the higher walks of life we may say then that our immediate problem here in West Virginia is that of providing every negro boy and girl with a good elementary education. This education should be as closely related to the life that he lives now and is expected to live as it can possibly be. Something to look forward to a few years in the future is the providing of trade schools where these young Americans will have an opportunity to learn to do well their life work. If these proposed trades schools come to the negroes before similar schools are provided for the whites, then the negroes will be just that much ahead, for that is what we are all coming to, sooner or later. I say this because I am firmly of the belief that the first consideration for us all is to be able to make a living, to stand on our own feet. The world want skilled service of whatsoever sort. If the negro can offer such service no one is going to employ a bungler in his stead,—not for very long, at any rate. Through skilled workmanship, therefore, the negro will take a long step forward.

Again, I believe that the negro youth should be taught thrift. The negro more often than the

white man, I believe, prefers to work two or three days out of the week and then live up what he has earned before going to work again. Doubtless, this is a habit that he has formed by reason of his environment, or possibly it is for lack of proper training in the schools. Anyway this easy going, happy-go-lucky way of living is not admired by any one, and it is conducive to idleness and poverty. The negro man is too much inclined to let his wife earn part of the living by keeping boarders, taking in washing, or serving as a domestic in the home of his white neighbor. Possibly this custom is a result of slavery times when the women had to work as hard as the men. But the sooner the negro man abandons this practice and determines to be alone the breadwinner of the family, the sooner will the negro man come into his own as a respectable and self-respecting husband. I have observed that the colored man who is thrifty and who adopts higher standards of life than the average of his fellows usually wins the respect of the white man.

I know a colored man living in a small town who spent most of his life at hard work and who at about the age of 50 bought a home on one of better streets of the city.

He kept the lawn closely mown, set out shrubbery, had a large bed of roses in the front yard, and a good garden in the rear. His good wife kept his house neat and clean. The parents and their daughter dressed simply but very neatly. The neighbors did not invite them to their social functions, of course, but they all respected them and they would favor them as readily as they would favor anybody else on the street. The white man, barring a few of the unreasoning ones, does not hate the negro as such, but he does hate the mean, no-account "nigger" just as surely as the average negro hates "poor white trash". Can you not instill into the children of your charge this principle of thrift and self-respect, which is admired in any people?

Furthermore, the negro needs to learn integrity. No one likes a deceiver. Everyone admires the man whom he can trust, whom he can depend upon to be as good as his word. Race plays no part in the consideration of a principle like this. It is as eternal as the Rock of Ages. It is a prominent principle in the teaching of our Saviour when He walked among men upon the earth. A few years ago I knew a colored man who had been a slave. After the civil war he came

to a northern town and worked at the trade he had learned as a slave. He was thrifty and saved some money. Pretty soon he opened a grocery store, which his wife and their son and daughter managed while he kept on making shoes. After a time he was elected a delegate to a state political convention. It was in the days when money played all too large a part in the nomination of a candidate for governor. Soon after the delegation arrived in the convention city some of his friends came to him and asked that he go with them in voting for a candidate for whom they had not been instructed. The colored man said "no." He explained that the men who sent him there had instructed him to vote for a certain man and that he was going to vote for him until he had further instructions from them. A man like that is admired by everyone to-day, regardless of his color. Can you not plant in the hearts and lives of your children seeds of integrity? They will grow, and make good citizens of your pupils. The world is looking for men, men who know how, men who can do a thing best, and when it finds him there is little question about his color. It has always been so. Alexander, Caesar, Napoleon and Lincoln were great be-

cause each in his turn knew what to do when other men did not. No one concerned himself very much about the fact that Napoleon was a poor peasant's son or that Lincoln was a rail-splitter out west. Your own great leader, Booker Washington, is an example of what I mean. You all know better than I how he left his humble home over here at Malden, walked to Hampton Institute and literally showed the president of the Institute that he could do one thing, simple as it was, better than anyone else. And he has been showing what he can do ever since. His skin is black but that does not bar him from the presence of the great of the earth.

Doctor Washington does things. He does them better than anyone else can do them. For this reason we all admire and respect him.

Now you cannot all found and build up the greatest institute for the negroes in the world. But each one can be a good teacher, a skilled mechanic, a successful farmer, a good man or woman.

In this connection I am reminded of a statement by Emerson:

"If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he builds his house in the woods the world will make a beaten path to his door."

Back to the Farm

A Drama in Three Acts

Presented by the Morrill Agricultural Club

Quite a large crowd witnessed the presentation of Shumway's "Back to the Farm" the night of February the fifth.

Special efforts had been put forth to widely advertise the play, and the consequent interest manifested was gratifying to the management.

The plot was simple, the dialogues sprightly, and the action by the student actors, pleasing. The motif of the play attempted to

prove the superior qualities of modern methods of farming over the old.

J. H. Taylor as "Gus" provoked much laughter by his droll actions, and humorous dialogues. Mabel Sinkford made an ideal farmer's wife, and read her lines distinctly.

Mathew Ballard, as farmer Merrill, surprised his many acquaintances by the skill with which he interpreted his lines.

Mattie Martin as Rose, the progressive school ma'am, and Leon Kincaid, young Merrill, the agricultural college graduate, played their parts commendably.

The acting of Ida Morgan as Margerie, and Osborn Black as Robert was the subject of favorable comment.

Estella Patterson as Hulda, William Smith as farmer Allen, and A. B. Cunningham as lawyer, drew favorable remarks. Every member of the cast deserved credit.

Charles Merrill — a farmer of the old school.....	Matthew Ballard
Merton Merrill — his son.....	Leon Kincaid
Mrs. Merrill, — the farmer's thrifty wife.....	Mabel Sinkford
Rose Meade, — the school ma'am.....	Mattie Martin
Gus Anderson, — the hired man.....	James Taylor
Reuben Allen, — a neighbor.....	William Smith
Mr. Ashley — a lawyer and real estate man.....	Arthur Cunningham
Robert Powell — a senior-in-law.....	Osborne Black
Margerie Langdon — a society debutante.....	Ida Morgan
Hulda — the maid.....	Estella Patterson

Buy Maine Seed Potatoes

In Certified Sacks Only

The farmers of New Jersey, other Middle Atlantic States, and the Southern States are warned by the department to see that the seed potatoes they buy bear the white label of the Potato Inspection Service of this department. This label is placed on each container, and certifies that the potatoes have been examined by Federal inspectors

and found free from powdery scab, that they were grown on farms free from, and have not in any way been exposed to this, disease.

They have been warned against the use of table potatoes for planting purposes, as these, even though they do not show the disease, may have been exposed to powdery scab. Table potatoes are usually shipped from Maine in bulk and the car carries a blue

table mention. The interact periods were enlivened by a number of spirited vocal specialties rendered by the Atkinson Hall Quartette, Huling Lewis, Edward Fulks, Austin Crawford, and Jervis Woodley.

The boys had to respond to repeated calls. The management of the Agricultural club deserve much credit for the success of the play. About Forty-one Dollars was realized.

Following is the cast:

certification tag, while seed potatoes are in sacks or other containers of a capacity not to exceed 180 pounds, and each container is separately certified.

Some dealers have been buying table stock and selling it for seed. These men are not violating any law, but they are exposing their customers to the risk of the introduction of a dangerous disease and a quarantine should the powdery scab be introduced.

The white seed certificate relates only to freedom from powdery scab, but potatoes so certified are likely to be of better quality and less mixed than table-stock potatoes. The supply of certified seed potatoes in Maine is ample, and the price this year is low, so that there is no excuse for planting table-stock potatoes.

The department also states that the rigid inspection and other precautions thrown around certified seed stock from quarantined districts make such stock as safe as potatoes from noninfected areas, and often better selected.

Our Exchanges

The following exchanges have appeared since our last issue:

The Southern Workman, Hampton Institute, Va. The Tuskegee

Student, Tuskegee Institute, Ala. The A. & M. College Register, Greensboro, N. C. The Pharos, W. Va. Wesleyan College, Buckhannon, W. Va. The Parthenon, Marshal College, Huntington, W. Va. The Picket, State Normal, Shepherdstown, W. Va. The W. Va. Tablet, Deaf and Blind Institution, Romney, W. Va. The Aurora, Knoxville College, Knoxville, Tenn. The Morgan College Bulletin, Princess Anne, Md. The Zephyr, West Milford, W. Va. The Educator, Charleston, W. Va. The McDowell Times, Keystone, W. Va. The Sodalian, Wilberforce University, Wilberforce, Ohio. The College Arms, A. & M. College, Tallahassee, Florida. The Storer Record, Storer College, Harper's Ferry, W. Va. The V. N. & I. I. Gazette, Ettrick, Va.

The late James A. Booker, class of 1903, is paid a compliment by the General Education Board in that he is taken as a typical Demonstration Agent. In the publication of this Board, which has just come from the press, Mr. Booker's picture is found on the page opposite 50, with this subscription: "A field of prize rye grown under the direction of colored Demonstration Agent, James A. Booker, Mound Bayou, Miss., 1910."

Junior and Senior Academics

Give A Creditable Program

A very creditable program was rendered by the Senior and Junior Academic classes Saturday, Feb. 6, at regular joint meeting of the literary societies, under the direction of Mr. E. Fulks of the former class.

This program was the first of its kind to be given this year and reflected great credit upon the class

Music.....	Band
"A Sketch of the Academic Course".....	Ola Calhoun
"Life and Works of Virgil".....	Alexander Staples
Select Reading—"The Teachers of Mankind".....	Jenora Strother
Selection.....	Band
"The Life and Work of Caesar.....	Walter Watkins
Declamation—"The Fall of Wolsey".....	Kathryn Chandler
Song—"Good Night Beloved".....	Senior and Junior Chorus
March.....	Band

Special Program

Of The Y. M. C. A.

The Young Men's Christian Association, presented a special program Sunday night Feb. 7, in connection with the address of Secretary E. A. Goines, of the Colored Y. M. C. A. of Bluefield.

It will be recalled, that this is the association maintained by the N. & W. R. R. for its negro employees. It has the rare distinc-

and showed the great amount of interest being shown in this course.

A paper giving the outline of the work being done in the Academic department and the very interesting results was read by Miss Ola Calhoun.

Below is the program as rendered.

tion of being the only one of its kind in the country.

Mr. Goines was visiting his daughter at the school, and was prevailed upon to speak.

His address, from Ex. 40: 34, was earnestly discussed, and a pleasing impression was left of one's obligation to the Master for a full and earnest life of service.

Mr Turner Dixie of the Senior Academic Class, was master of

ceremonies, and ushered the following program:

Chorus.....	Y. M. C. A.
Scripture Reading.....	Turner Dixie
Prayer.....	Pres. Byrd Prillerman
Chorus.....	Y. M. C. A.
Recitation.....	"The Minority"
	A. B. Cunningham
Vocal Solo.....	"A Home beyond this Land"
	Huling Lewis
"Thanatopsis".....	Holley Wells
Quartette.....	"The Lost Chord"
	Leon Kincaid Austin Crawford
	Huling Lewis Jervis Woodley
Address.....	Mr. E. A. Goines
"Mizpah".....	Turner Dixie

Student Notes

Winter is about over; for the boys have begun to limber up for the baseball season by tossing the ball to each other on the campus, when the weather offers any chance at all.

The regular exercises of the "Bull Moose" Literary Society was postponed January 30, and Dr. H. C. Lyman, Superintendent of the work among Negroes of the International Sunday School Association gave an instructive talk. The talk was one especially helpful to young men, and it was greatly appreciated. Music was furnished for the occasion by the School band.

The sympathy of every boy was extended to Basil Lewis, '18, on ac-

count of the reception of the news of his father's death at Elkins in January.

Mr. Wm. Allen, of class of '18, has withdrawn from school. We regret his departure very much, because he was the main stay in the center outer garden of the nine.

William Spearman and Harry Saunders accidentally or otherwise, got into the back water up to their knees.

The boys of Atkinson Hall and White Hall, are rejoicing over the president's recent order giving the students a chance to reduce any demerits received by virtue of future good behavior.

The girls of Dawson Hall made some mysterious moves on the evenings of January 22, 23, which they thought would get them into trouble: but they were quite successful in giving a surprise party for Miss Eubank, on the evening of Jan. 23, 1915.

Miss Eubank was met at the door by the girls with cheers and hurrahs, after which every one was seated and the following program was rendered.

Instrumental solo, Miss Etta Henderson; Welcome address, Miss Lucile Dixie; Instrumental solo, Miss Henderson; Vocal solo, Miss Virginia Cobb; vocal solo Miss

Courtney Green. Music and games by all. After the program a very appetizing menu was served which was enjoyed by all. Closing remarks Miss Lou Wade.

Miss Eubank was presented of a chiffon scarf, as a remembrance by Miss Minnie L. Wilson before the closing remarks.

The 4th Sunday in January the

Y. W. C. A. entertained the society, students, and teachers, by having Rev. H. F. Gow of Charleston to address the society.

Rev. Gow's subject was "Africa". Never has the story been told so interestingly.

A silver offering was made for missionary purposes for which Rev. Gow expressed his thanks.

Around the Institute

Miss Emma Meadows, and Mr. and Mrs. Dewitte Meadows spent the Christmas vacation at the bedside of their sister Alice, who has been dangerously ill since the 24th of December last. At this time, some hope for her recovery is entertained.

Mr. Phillip Johnson, a graduate of the Uniontown, Pa. high school, is a recent addition to the student roster.

Miss Juanita Bradbury a Junior special in the Commercial department, has returned to her home in St Louis, Mo.

Mr. Clarence Hill, a member of the Sophomore Normal Class was called to his home in Mt Hope the 6th inst.

Miss Eunice Jones, of the 1915 Academic class, has been forced to

withdraw from school on account of poor health. Her classmates regret her absence very much, and hope for her early return.

The program given January the first, commemorative of the Emancipation Proclamation, was enjoyed by the student body.

A special program was given the night of January 29, on behalf of the Belgian relief fund. A tidy sum was realized, which will be sent to the proper authorities.

Walter Hodge, a member of the Class of '18 was severely injured the morning of the 6th inst.

While passing beneath the south windows of Hazlewood Hall, he was struck by a small board that a janitor had carelessly thrown from one of the windows of the hall.

He was carefully looked after

by Dr. R. L. Jones, our physician.

Mrs E. A. Goines of Bluefield, the mother of Miss Helen Goines, of the Normal Class of '16 was a pleasant visitor to the school for a day of the first week of the month. Mrs Goines expressed herself as greatly pleased with conditions around the School.

Mrs. George W. Murray wife of ex-Congressman Murray, was the guest of Mrs. F. C. Carter our training teacher, the fourth and

fifth inst.

Mr. R. L. Brown, our engineer, left for Washington and Baltimore the 9th inst. While in Baltimore Mr. Brown will consult a specialist of John Hopkins University. The many friends of Mr. Brown sincerely hope that his visit may prove beneficial to him.

Miss Margaret Goines, was the guest of her sister Miss Helen Goines, of West Hall for the first week of the month.



The West Va. Colored Institute: Student Press