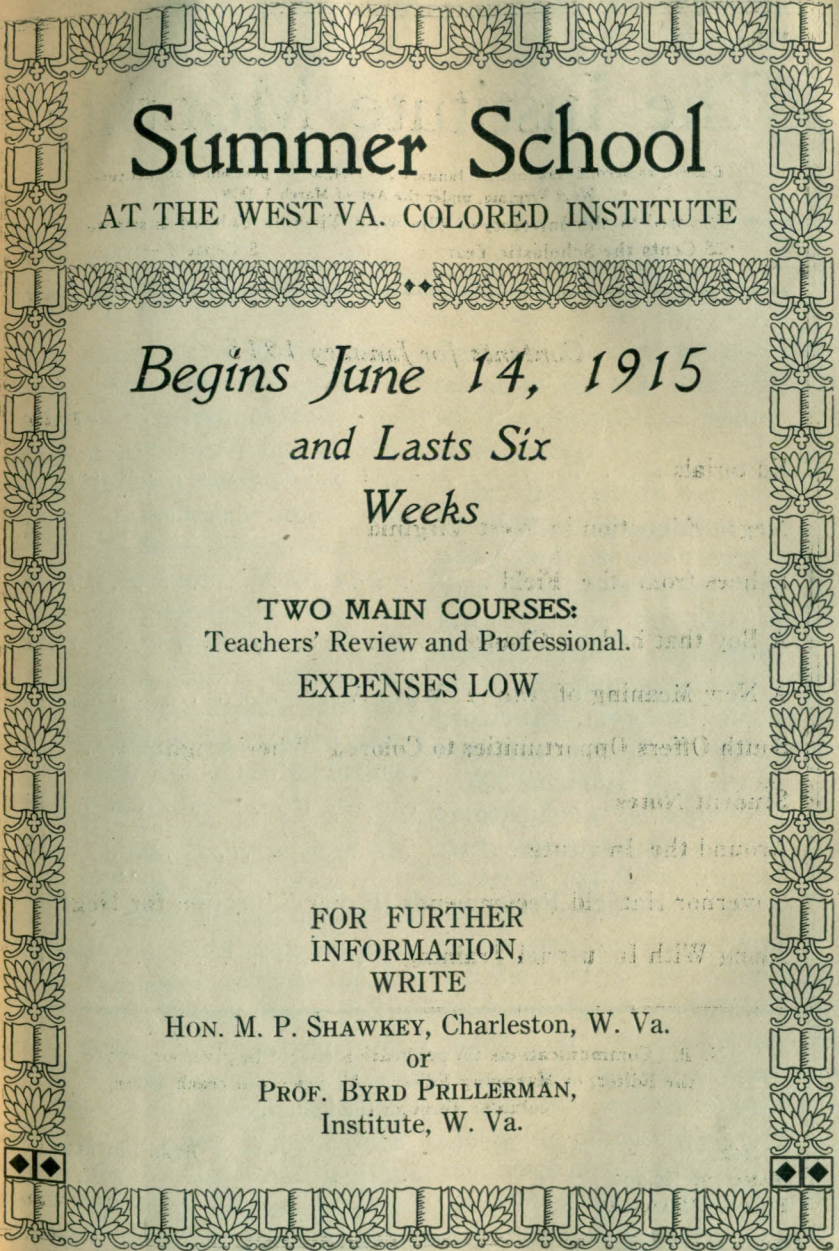


THE · INSTITUTE
MONTHLY

For January
1915

*Gov. H. D. F. +
highest for Negro
Hampden
p. 4*

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.

The Institute Monthly

Entered as second-class matter January 29, 1914, at the post office at Institute, West Virginia, under the Act of March 3, 1879

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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

Editorial

THE EPIDEMIC of small pox at the Institution, and the existence of a quarantine lasting from November 18, 1914 to January 6, 1915, prevented the appearance of the Monthly on schedule time. We rejoice that there were no fatalities nor virulent cases. Much praise is due the student body and teachers for the manner devoid of excitement shown during the prevalence of so dread a disease. No diminution has taken place in our enrollment since the lifting of the quarantine.

THE LEGISLATURE is now in session, and we are looking forward to it for kindly and favorable consideration of the requests that we are compelled to make of it.

Matters of importance, that mean much to the development of negro education in the state, have been considered, and this body will be asked to make them actualities by appropriate legislation. Judging from the consideration with which we have been

treated in the past, we have every reason to feel that this legislature will be as considerate as any of its predecessors.

HIS EXCELLENCY, our governor, has mapped out a large program, which he desire the present legislature to help him carry out. The measures for the relief of the state's financial stringency, the more effective execution of the prohibition laws, are among the important ones of general interest.

We have inserted elsewhere, an excerpt from the governor's message, which vitally concerns the future of The West Virginia Colored Institute, and Negro education in this great common wealth.

If the governor's recommendations are adopted, and, it is a consummation for which we devoutly hope, it will be the crystalization of one desire he has cherished for the uplift of the West Virginia, ever since he took the oath of office, and entered upon the duties of his high office.

The legalization of such a recommendation, will satisfy a long felt necessity, and will vitalize immeasurably that desire for education and decent citizenship which has characterised the decrease of

illiteracy among the Negroes of W. Va.

The Monthly prematurely bespeaks for the prospective legislation the hearty appreciation of every Negro of the state.

Negro Education in West Virginia

Address delivered before the association of the colored teachers of the state

By L. J. HANIFAN

This is the first time I have had the privilege of addressing the West Virginia Teachers' Association. I want to assure you that I deem it a privilege. I desire first to congratulate you upon this excellent program and upon the large attendance at this meeting. This is a day when leadership counts for more in increasing human welfare than ever before in the world's history. The world's work is largely the work of the world's leaders in every conceivable enterprise. You who are here today are leaders of negro education and negro race improvement in this section of the country. I believe that you are worthy leaders and that by strenuous and continued efforts you will be able to realize your full ambition to make life for

your race richer, happier, and more pleasurable.

Now what is the situation with reference to Negro education in West Virginia?

I find from the 1910 census report that there were at that time 64,173 Negroes in West Virginia, which was 5.3 per cent of the population. For comparison we may say that the negroes in the state would populate two cities the size of Huntington, or six cities the size of Bluefield. They are a little more than the combined population of Mercer and Wayne counties. I find also that 39,913, or 62 per cent, live in five counties—Fayette, Jefferson, Kanawha, Mercer and McDowell. In 42 of the 55 counties less than 5 per cent of the population are negroes. I state these

facts to indicate that the problems of negro education are confined mainly to about a dozen counties.

As regards urban and rural dwellers I find that 15,380 negroes are classed as urban and 48,793 as rural. However, we remember that the census bureau classifies all who live in towns and cities under 2,500 inhabitants as rural. Therefore we may say that 15,380 negroes live in cities of 2,500 or over, while 48,793 live in the country and in towns or villeges of less than 2,500 population. As a matter of fact most of those classed as rural live in towns and villages, although the census report shows that 708 farms, whose total property value is \$1,306,067, are owned or operated by negro farmers.

In view of the foregoing statements of fact we may generalize as follows:

1. The negro education problem is restricted by distribution of the population mainly to a few counties as centers.
2. With the exception of the 15,380 who live in towns and cities of 2,500 population and over, the negroes live mainly in towns and villages.
3. Since those who live in the largest towns and cities have already been fairly well provided for our chief problem is to provide

proper educational advantages for the negro children of the mining and other small industrial centers. This is the problem which you who are assuming educational leadership among your race in this state will have to solve within the next few years. May you be enabled by God's help to do it well.

Now let us take stock for a few minutes so that we may know what we have as a basis of work for improvement of negro education in the state.

At Institute, West Virginia, we have an industrial and normal school of first class. The school plant is valued at \$147,680. There is an enrollment this year of 347 industrious, ambitious young men and women. Each year a large group of trained teachers go out to instruct the children of their race.

We are at this moment within the walls of a similar institution of as high standing as the one just mentioned. The only difference, I fancy, is that of size. The Bluefield Colored Institute has an enrollment of 194 this year.

Over at Harper's Ferry is Storer College with an enrollment, 1911-1912, of 221 students. Twenty-four young people were graduated from that institution in 1912. This college is of course essentially a pri-

vate school, but the legislature is accustomed to make an appropriation of state funds for its partial support.

We have, therefore, three institutions for industrial, normal and academic training of the negro youth of West Virginia. And while their material needs are great these institutions are managing somehow to take care of the students that constantly crowd their halls.

The state stands in need of better high school advantages than are now provided negro youth. Charleston, Clarksburg, Huntington, Parkersburg and Wheeling, of the larger cities, all have good colored high schools. Beside these there are, I believe, only three, one in Fayette county and two in McDowell.

But the great majority of negro children of this generation will receive only an elementary education. Therefore, the most important task before us is to provide good elementary graded or rural schools for these children. How well are we doing this?

Of one thing we should all feel proud, namely, that in West Virginia no distinction is made as to length of school term or to teachers' salary on account of color. And as a general proposition I

think I may safely say that buildings and equipment for negro schools are usually as good as the average of all the schools in a given district. For when it comes to a matter of improving the rural and graded schools of this state the colored and white are in the same boat. Both are in sore need of improvement. But in each case boards of education and other school officers are the most part using every available resource to meet a very difficult situation.

In preparing this paper I have taken occasion to note the development of education for negroes in this state. In Miller's History of Education in West Virginia, published as a state document in 1904, I find in a special article by President Prillerman that the first school for colored children was organized at Parkersburg in 1862 and that it was known as a "pay school." By 1867 the legislature had made essentially the same legal provisions for negro children as for white children. In the same volume I find also a special article on Colored Schools in Fayette by Mr. H. H. Railey. Mr. Railey relates that the first colored school in Fayette was established at Montgomery in 1879; that the school was at first taught in a little log shanty, then in a church.

This is typical of the difficulties the negro race had to face in providing schools for their children during the early days of their freedom and citizenship.

In the second annual report of State Superintendent (these reports were made annually at that time), 1866, Superintendent White directed the following statements to the legislature:

"Among other subjects relevant to this report is that of education of colored adults, who have so long and so mercilessly been deprived of this privilege. I regret to report no schools for the children of this portion of our citizens; as the law stands I fear they will be compelled to remain in ignorance. I commend them to the favorable notice of the legislature."

Note that this report was dated January 13, 1866, and is the report therefore for 1865. Superintendent White's third annual report was dated December 8, 1866. In this report he has this to say to the legislature:

"Much anxiety has been expressed by the colored people of our state in regard to education.

Measures have been taken to provide instruction for them. An excellent school has been started in Wheeling and a few are reported in other places. The school

house at Wheeling cost about \$2,500. The school is conducted by a teacher of their own color and the behavior and scholarship of the pupils are worthy of imitation. Owing to the fact that these freedmen are widely separated, their school privileges are necessarily limited."

In Superintendent White's fourth annual report, dated December 24, 1867, I shall quote only one sentence from a half-page discussion of the education of colored people.

"I have to report that but little has been done for this people in the way of supplying school opportunities." In his fifth annual report Superintendent White says:

"I am gratified in saying that all agree in extending to them (the colored people) the greatest possible educational facilities."

Superintendent White reports aid from the Freedman's Bureau that year to the amount of \$3,788.53. In the sixth annual report the new State Superintendent, Mr. Zeigler, reports the total enrollment of colored youth at 436 males and 398 females.

In the tenth annual report Superintendent Byrne states that the whole number of colored youth in the state in 1874 was 5,540, of whom 2,461, or 42 per cent, attend-

ed school.

Let us turn now to the year 1914 and see what has been accomplished in this half century. Today 294 schools are maintained for negro children in West Virginia. These schools have a total enrollment of 12,408. They are taught by 428 teachers who receive in salary a total of \$157,891.64.

I believe we all should repeat the message that was first flashed across the Atlantic by cable: "What hath God wrought"? For it has been only by God's help that the negro race has done this good work.

(Concluded in February number.)

—*The Educator*

Echoes from the Field

We gave a Halloween party and raised \$10.00 for the school library. We are going to give another entertainment to raise money for the book-case.

I have also organized my school into a literary society for Friday afternoons and I teach night school, also.

Madge Banks, Class 1914
Handley, West Va.

Will you get me two books on cooking, The Boston Kitchen Text Book? We have made a start and getting along with the work nicely.

We observed Rural School Day and it was well patronized by parents and friends. After the program we served lunches and from this we realized a neat sum, which we are using to get our cook-room up to date.

Etta Hall, Class 1909
Montgomery, West Va.

I received the picture of Dr. Booker T. Washington which you so

kindly sent me. I had it framed and hung it up in my school room. My pupils are very proud of it. We have three pictures on our walls, and we have just completed the sale of 25 buttons to obtain a picture of Lincoln.

Arthur L. B. White, Summer School Student
Glen Ferris, West Va.

I am teaching in the graded school. I have been the primary teacher every since I have been teaching. My enrollment is 60. So you may know I have no time to idle. When I was there I thought my work was hard, but I find that was only the beginning. I like the work fine. I don't think I will ever get tired of teaching.

The Board of Education is going to put in sewing and cooking in the school next year. I am also the music teacher in the school. I am trying to use my learning to an advantage.

Lelia F. Robertson, Class 1912
Algona, W. Va.

After teaching school one month, I thought I would write you concerning my success. On the 23rd of this month, my school observed Rural School Day. We followed the program found in connection with the Proclamation by the Governor. Many parents were out and made interesting talks. After the program I served ice cream.

So far I have been successful. I haven't had any trouble. In fact, I am not looking for any trouble.

I made my first salary on the 23rd of this month. I am going to tell you how I managed it. I left \$25.00 at home, paid \$15.00 board, and put \$20.00 in the bank. What do you think of this way out, my first month?

Marie Miles, Class 1914
Monongah, W. Va.

I take great pleasure in writing you about my work here in Kimberly. Thus far my success has been good.

I came here with a determination similar to the one I had my first

term, "To serve the people". And in order that I might begin the second term's work right, I had a Parents' meeting about the second week of school. I had a representative from every home. After a short program by the pupils, and a few remarks by each parent, I carefully tried to explain the crowded conditions of the school; the necessity for sending the children out on time and regularly. Each one promised to see that his gets out in time and abide by all rules. Thus far I have been pleased with the results.

My attendance has been from forty-two to forty-eight all this term.

So last Monday the Board of Education sent an assistant teacher, Miss Elizabeth Washington. She has the first three grades in the school and I have from the fourth to the eight grades in the school.

Since I have a little more time to add to each class I am going to try to make my classes that are short in some subjects come to the line by putting in more time on the short places.

The greater number of my pupils are deficient in writing. My class, just beginning in Geography, doesn't seem to be interested in the subject at all, although I am doing my best to teach it simple and plain.

We have an excellent library in our school, and all of the upper grade pupils are making good use of it.

We are trying to make our school ideal in every respect, both inside and out. We are getting an exhibit ready now for the December Institute.

I am proud of my pupils because they are willing and very industrious about their school work.

Eliza Woods, Class 1913

Kimberly, W. Va.

We are making baskets of reed and raffia like Mrs. Carter taught. They are all interested in the work. I secured the material here at a book store. I have organized a literary society which we take up each Friday afternoon in literary work. We have had several debates and all of the boys and girls take an active part.

We have 68 pupils enrolled. I have twenty-five and Mrs. Trice forty-three. We have not seats enough to properly seat them.

Professor, I received your greetings a few days ago, and the read-

ing of it made a great impression on me. It was delayed on account of being sent to Carlisle, W. Va.

G. R. C. Crawford, Class 1914

Alderson, W. Va.

A Boy that had no Chance

When a crime is committed how far is the man who committed it responsible and how far is the community in which he lived responsible? Did you read the last hour statement made by the eighteen-year-old boy who was put to death recently at Columbus for a murder committed in the Ohio valley near the West Virginia line? Here is what the poor fellow said:

"Boys and girls, stay away from bad company, cigarettes and intoxicating stimulants. I never had a chance. I was motherless and fatherless, and if I would have had a chance I would never have been put in the penitentiary."

Why didn't the state see that this boy "had a chance" instead of putting him to death for a crime that would not have been committed had the boy had proper training. Isn't the state partly responsible for that boy's crime? His neighbors neglected that boy. Aren't they partly responsible for that crime? By the way did a boy

out of your school ever commit crime? If so was the school partly responsible for the crime. Isn't it possible that the teacher may have been just a little bit responsible too? Teachers often claim glory for the achievement of their pupils but at the same time there appears to be a disposition to lay the blame for faults at doors of others. In many places the school is about the only agency which the public provides for helping boys and girls and the school, therefore, ought to do its best for them. Just as a man who starts out to practice medicine or surgery should feel that he is taking the physical lives of the people in his hands, so the man or woman who starts out to teach school should feel that he is taking the normal life and future welfare of the children in his hands. The community ought to give every boy "a chance" by sending him to school and the school ought to make sure that it is giving him the best possible chance by so training him as to bring out the best that is in him.—*The Educator*.

A NEW MEANING OF THE Y. W. C. A.

Y — is that Yearning to do in one's soul,
O — is for Oneness with all in His fold,
U's Undenominational; unbiased in deed,
N's for Necessity, — most girls are in need,
G — says be Genuine in every pursuit.

W's for Work — without there's no fruit,
O — says Obliterate every wrong thing,
M — begs that all girls to Modestly cling,
E — bids have earnestness deep in your heart,
N — pleads be Natural in playing your part,
S — says be Sensible in all that you start.

C — stands for Courage—we need it galore,
H — is for Honesty in dealing, you know,
R — Girls be Respectable—R says you should,
I — says 'tis then that your Influence is good,
S — is for Sacrifices often one makes,
T — is for Tact, with the people, it takes,
I — claims Importance in the life of the girl,
A — Aims to save her from sin in the world,
N — says be Normal in words, thoughts and deeds.

A — claims Ambition is all that one needs,
S — says Sincerity, of virtues is chief,
S — Sweetness of manner is this S's belief,
O — stands for Optimist, who sees the bright side,
C — says that Cheerfulness e'er should abide,
I — says your Interest should ne'er fall asleep,
A — warns be Affable if hearts you would keep
T — claims that Truth will your life beautify,
I — says girls' Ideals should soar toward the sky,
O — says push Onward; be an undaunted soul,
N — says to live Nobly will embody the whole!

MISS E. T. COLEMAN,

Teacher and Librarian at the West Virginia Colored Institute.

South Offers Opportunities to Colored Wheelwright

With the steady advance in industrial independence now so marked in the South comes very naturally the shop and the factory.

Twenty-five years ago every wagon used in the South came from an Indiana or an Illinois or from a Kentucky factory, and the proudest owner of a wagon was the owner whose wagon came from the farthest point north. Gradually all this is changing, and wagon factories like factories of other kinds, are springing up all over the South. Many such have grown out of wheelwright shops that found it cheaper to build a wagon than to repair it. In many of the smaller Southern cities the leading wheelwrights have been colored men, some of whom have had a blacksmith shop in one corner of the establishment and a wagon shop in the other.

One of the big wagon companies of the South is the James and Graham Company of Memphis, Tenn.

This firm makes one of the best wagons on the market and employs a big force of men. Several of the head workmen are colored men, in one case both father and son

working on a head job. George James, the managing owner of the establishment, has said that he does not employ more colored men as mechanics only because they are not to be had. A good wheelwright draws a wage of from \$20 to \$30 per week, clear of his helper.

In his own shop the wheelwright sets his own profit. Particularly in the smaller towns of the farming districts there is a big demand for wagon, buggy, and carriage workers.

The wheelwright shop at Tuskegee Institute, carrying an equipment almost complete, offers an excellent opportunity for young colored men, who cannot follow an apprenticeship, to study wheelwrighting. Repairing vehicles and farm implements for the school. There is also going on constantly carriage and wagon building, not only for the school, but for citizens in the adjoining territory and for some at a distance. This division has won many prizes at State and county fairs for excellent work.

Each pupil is provided with tools such as cross-cut saws, a coachmaker's vise, chisels, auger bits, drawing knives, spoke shaves, while many tools are reserved by the instructor for use when needed. From selecting stock to laying out Thimble Skein axles, the course

is thorough, and offers first-class training in a first-class trade.

—*Tuskegee Student.*

STUDENT NOTES

The Senior Classes elected officers for the new term. Jan. 11. 1915. Officers: Pres. Carl Burk, Vice Pres. George Rayford, Sec. Florence Caapman, Treas. Elvin Graves,

The class has under discussion, as a very helpful idea, a Weekly reading circle. It hopes to secure the approval of the President of the institution for its installation. We are sure it is hoped that its adoption will prove of much profit and pleasure.

The Y. W. C. A. with a small number of regular attendants since November, is trying hard to regain its normal attendance and interest that was manifested before the smallpox epidemic.

Sunday Jan. 10, 1915 was Missionary Sunday. Miss Gertrude Cain, being the Chairman of the Missionary committee entertained the society at 1:30 P. M. with a very interesting program. The leading number being a talk by Miss C. Ruth Campbell, Instructress in cooking. Her subject was

Missionary Giving. Before she began her talk she suggested that a collection be raised to aid the Missionary work, and a small silver offering was given.

During Miss Josephine Pinyon's visit during early November, many helpful suggestions were given as to new work, and only in the winter term has the society been able to have a meeting with the new changes. The most helpful addition to the society is that of an Advisory Board consisting of three members of the faculty Prof. Byrd Prillerman, Misses C. Ruth Campbell, and Elizabeth Coleman. Visitors are always welcome.

The following are the Y. W. C. A. Officers: Pres. Miss Katherine Chandler, Vice Pres. Miss Laura Martin, Sec. Miss Ophelia Daniels, Ass. Sec. Miss Jenora Strothers, Treas. Miss Evelyn Willis.

The Phyllis Wheatly Literary Society meets every second, third and fourth Friday evening at 6:45. Friday Jan. 8, 1915 the society held its first meeting since November. The feature of the evening was the nomination and the election of officers. After a very quiet term of four months Miss I. M. Morgan resigned her office as Pres. to Miss Cornelia Gray.

We have great hopes for her.

The Officers are: Pres. Miss Cornelia Gray, Vice Pres. Miss Francis Cundiff, Sec. Bessie Foster, Ass. Sec. Miss Mable Johnson, Critic, Miss Mozetta Page Reviewer, Miss Magdaline Wilkerson. The society is hoping to do better work, this term. Visitors welcome by premission.

Messrs Ed. Dickerson, and Robert Green have withdrawn from school. Mr. Dickerson expects to return in the spring term. The vacancies left by these two have been filled by the coming of Mr. Phillip Johnson, a graduate of the Uniontown High School, Uniontown., Pa. and the return of Mr. Harry Dixie of 1917 Academic, who had been at home for some time on a sick furlough.

Messrs B. Brown, R. Hardy, and Ed. Shepherd spent a few days at their homes in Montgomery.

Mr. Elvin Graves' shoe repairing business is getting so large, that getting to classes on time, seriously interferes with it. Well! business is business, and you know which one must suffer.

At the election of the Bull Moose Literary Society, the following officers were chosen:

James H. Washington, Clarksburg, President; Joseph V. Clark of Hilltop, Vice President.

William Colbert of Charleston,

was chosen president of the Douglas Literary Society, and William Smith of Pittsburg, Pa., vice.

AROUND THE INSTITUTE

Mr. George W. Murray, ex-United States Congressman from South Carolina, addressed the students, faculty and citizens in the Chapel, Friday night of the 8th inst. His theme, "Race Consciousness," was forcefully delivered, and for an hour and forty-five minutes, his audience was treated to a unique but plausible solution of racial difficulties.

Mr. C. E. Mitchell left for Washington on a business trip.

Quarantine was lifted the 6th inst., and few of the students secured permission to go to their homes in near by towns.

Mr. H. C. Meadows, an alumnus of the school, who has been living in Alabama and Florida for a number of years, returned home the 5th inst. He was warmly greeted by his relatives and friends.

Rev. Mathew Robinson of Staunton Va., visited the Institution the 14th inst. Rev. Robinson spoke briefly to the assembled student body. He was accompanied by Mr. A. S. Peters of Sissonville.

GOVERNOR HATEFIELD

Recommends Higher Education for Negroes
Along with Industrial Training

The following, taken from the message of Governor Henry D. Hatfield to the West Virginia Legislature will be received with applause and gratitude by the 70,000 Negroes of West Virginia, the leaders of whom have long felt the need of a college department connected with one of the colored State institutions. The Governor recommends that the legislature establish a college department or provide funds for scholarships for deserving Negro youths in colleges elsewhere. The recommendations follow:

WEST VIRGINIA COLORED INSTITUTE.

"This institution was founded by the Legislature of 1891, and the results obtained fully justify this gracious act. The opportunity afforded the colored boys and girls by this school fills a long-felt want in the way of an institution from which they may obtain an advanced education. The attendance last year was the greatest in the history of the school, increasing the student body since 1911 about sixty per cent. The crowded condition of last year demanded immediate relief, and a new building was ordered. It is now under construction and will soon be ready for occupancy. This will, in part, relieve the crowded condition which exists at the present time.

"Greater advantages should be made for the purpose of gratifying the desire of these colored youths for an education. It is the purpose of the State to grant to the Negro race any support possible in the way of an education, and the rapid strides which they have made to meet the friendly consideration afforded them, merits a continuation of our treatment toward them. The

colored people of West Virginia have won the distinction of having a smaller percentage of illiteracy among their race than has any other state in the Union, which is an evidence of their good faith in embracing the opportunities afforded them by the state in the past. The name of the institution should be changed; the classification should also be re-arranged with a view of bringing about a higher standard with reference to admission, and for the purpose of establishing a college department. The standard of requirement for admission should be after the eight grade in the common schools has been completed. The work of the institution should be limited to preparatory and college work both industrial and literary. The arrangement should be so made that the course would be such as would lead to a college degree, by making appropriations for the first school year, beginning 1915 and 1916. By adopting this plan, it would take four years to complete the course. If this arrangement is not perfected, an appropriation equal to the per capita cost of a student at the University should be allowed, to be expended in the discretion of the Board of Control, to young colored men and women who are citizens of our State, and who seek a college education. Arrangements should be made by the Board of Control to care for those who are in pursuit of this knowledge. I feel that by offering this inducement, a still greater effort will be made by the young men and women of this race to obtain a more substantial education. Additional building should be provided to meet the growing demands, which were limited last year, and which resulted in the refusal of admission of many more students by reason of the over-crowded condition.

The West Va. Colored Institute: Student Press