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THE INSTITUTE MONTHLY

Volume 16

APRIL 1924

Number 4

MERCY JUSTICE

“It blesses him that gives, and him that takes:
‘Tis mightiest in the mightiest: it becomes
The throned monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings,
It is an attribute to God himself;
And earthly power doth then show likest God’s
When mercy seasons justice.”

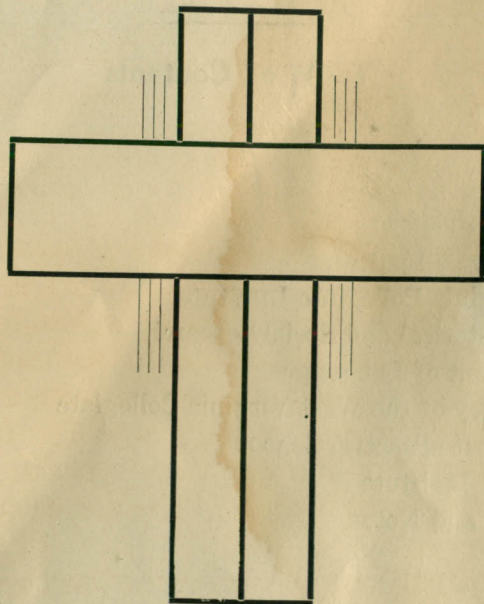
The major portion of Portia’s famous quotation above, has been prologued by a terse aphorism. The freedom allowed to the editorial class is the only license we proffer for taking such liberties. It suits our purposes to assume that in the above, the mercy referred to in the first part of the original quotation as, “Dropping as the gentle dew from heaven, etc.,” is the controlling force in the dispensation of justice if it is not synonymous with it. “Useless each without the other.”

Banal, you may say, and not in the least original, granted. And yet, how true this judgment is when applied to all the truths that uphold civilization.

Robbed of all verbiage, it is but the bard’s restatement of the basic truth of the Golden Rule: “Whatsoever ye would that men should do to you, do ye even so to them”, contains the full elements of justice and mercy.

As simple as this statement seems to be; as devoid of ambiguity as its pure Anglo-Saxon is, its significance seems to be almost as little understood as if it was expressed in the cryptic terms of some long forgotten language.

The only medium for its diffusion is education. Let it not be understood that we mean the education of a classical kind, or the education of a technical kind, that leaves out



of its purview the acquisition of those qualities of mind and heart which find full expression in the amenities and virtues of the true Christian gentleman or lady. We do not necessarily mean that it is the education offered in orthodox schools or colleges. A training for life that includes the principles of justice as understood above, regardless of its sources, may suffice subjectively and objectively, for the demands of its possessor.

General doubt prevails as to the real factors underlying the alleged disclosures of malfeasance among high officials. He who attempts to follow the issues to the end, may never succeed, but he will be hopelessly floundered. This is evident to the most casual reader; somewhere in the conduct of affairs, right has been supplanted by error, misrepresentation has stalked, and a gross misuse of power has recoiled to damn the peace of some one's mind.

"Justice is mightiest in the mightiest". It does indeed become the monarch better than his crown. Wherever it is manifested as a principle, there is fruitful soil for the growth of every noble virtue. Justice is the most precious attribute in the characters of the representatives of every social level. Adulation and popular applause, may cause the weak or bigoted character, nation or government to doubt, for a while, that justice is the foundation of any superstructure of permanency that can be reared, but that system of education is lacking and harmful, if it does not implant in the lives of its followers, that justice is more to be desired than power. It is honest; it is merciful; it is not deceitful; it speaks not falsely; like charity, it thinks no evil; it is magnanimous; it is patient; it is right.



Work and Play at Institute

Perhaps, at no other time in the history of Institute has the question of work and play received as much attention as it is receiving now. The students have come to a realization that "All work and no play makes Johnny a dull boy." Dull because the animal part of them cries out for an abundance of life, beauty and joy. So that they have combined work and play in a proportion that will best meet the needs of human society.

Work is paramount both to the faculty and to the student body but the curriculum provides a period of time for play in its various forms. However, it is obvious that when students attend their classes all forms of play are eradicated and they assume the dignity of an active, openminded and wide awake student. In common parlance they "Work Like Hell".

The Y. W. C. A., le Cercle Francais, el Circulo Espagnol, the Literary Club and many other phases of social welfare work are established on the campus. The value of the Literary Club with its various elements of dramatic art is being more and more seen and appreciated, both for its educational value in college and for its usefulness in stimulating and welding community interests.

There are entertainments given in the form of teas, parties, receptions and formal affairs, all of which are a part in the educational development of students. Saturday night is the night—Sunshine Sammy and little Farina appear on the screen.

Some interested friend from another college wrote, "Do you ever have any girls' basket ball games at Institute?" Well yes—in a way--that is--we have gym classes in which the different class teams play. The physical vigor of a nation resides not in a few highly trained athletic individuals but in the health, physical versatility and stamina of the masses. Whatever makes for health and physical vigor, makes also for moral rectitude and intellectual efficiency.

Our eyes are open to a bigger and broader life and in our struggle to make ourselves equal with other students of the world. We think we have a right to get the benefit of all the phases of life.

We Worked and Worked and Worked,
In our dreams books lurked;
Took the exams and flunked 'em all,
Better if we had not worked at all.

Then we changed and played a bit,
 One or two hours a day of it;
 Took the blamed exams and passed without a punch
 Got an A,B,C---not an E in the bunch.

My advice to you is to combine the two,
 Pass the exams and skip on through;
 For if you overdo one you're sure to get punk,
 And nine out of ten you're apt to flunk.

ANGIE LEUA TURNER, '27

The West Virginia Collegiate Institute Society for Historical and Social Research

Late in October of the present school term a group of students, at the call of Professor Willam H. Jones, met and formed this organization very unique in the history of the institution. The students realized the need of definite study of Negro life, the preservation of Negro traditions, history, and literature, the crystallization in memory of characters of African descent whose lives were meritorious, and the fostering of a creative spirit among Negro children. A further realization was that each member of the society would have a chance to make a definite contribution to Negro history. Again, the West Virginia Collegiate Institute has great possibilities of becoming the greatest Negro school in the field of history.

The aims and purposes of the society are outlined thus:

To collect and publish representative examples of Negro literature, especially family histories, and folk-lore; to make contributions to the Journal of Negro History; to study the life and history of the Negro in West Virginia; to make a collection of relics which have bearing on Negro History and build up a historical museum at The West Virginia Collegiate Institute; to encourage more men and women to write down their vital experiences and preserve them for the future generations, and to carry on, the preparation and publication of books on Negro Life and History.

Preparatory to the very definite study of Negro life in West Virginia, the regular meetings have been devoted to discussions of methods employed in making such a study. The first constructive work will be the preparation of maps of the geography and physical features of West Virginia. These maps will be prepared mainly by student members of the society.

The officers are:

President	Mr. Smith Jones
Vice-president	Miss Mary Jane Trent
Corresponding Sec'y	Miss Leafy Polley
Recording Sec'y	Miss Edmonia Walden
Treasurer	Mr. Harry W. Saunders
Honorary President	Prof. W. H. Jones

The Development of Languages

"Have you ever asked yourselves why you speak English?" Such was a question asked by Dr. H. S. Blackiston when he addressed the members of the local Society of Historical and Social Research, Thursday evening, January 31, 1924. Not waiting for an answer he continued, "Perhaps you will say that you speak English because it is the tongue of your parents, or possibly you will assign other reasons. But maybe you have never really thought much about it."

After explanation was made of the various groups of languages, the Indo-Germanic was subjected to further division in accordance with the scheme of leading philologists.

To prove that all these languages came from one parent language, Dr. Blackiston took a verb as translated in a language of each of the groups and showed similarities. By tracing the growth of various nations and that of the English nation in particular, he was able to show clearly why English is the language so much spoken. As the different peoples moved eastward and many at times invaded the British Isles, new elements were added, thus modifying the English language.

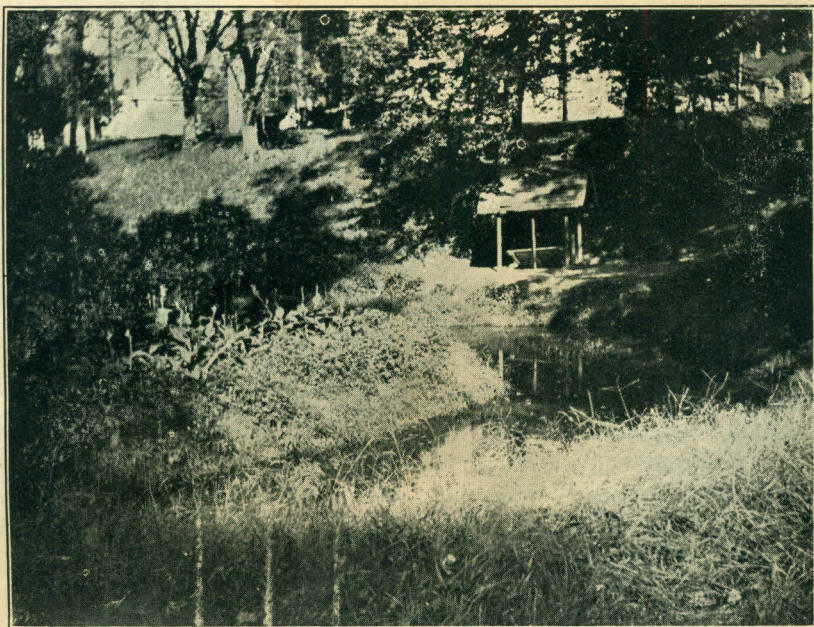
The speaker held that besides the four recognized factors that entered into the development of the Indo-Germanic group geographical barriers and race inter-mixture likewise play no small part in the development of this group of languages. Having thus hurriedly but concisely reviewed the histories of nations for centuries, the speaker stressed that after all much study is necessary in order to give a correct answer to the question, "Why do you speak English?"

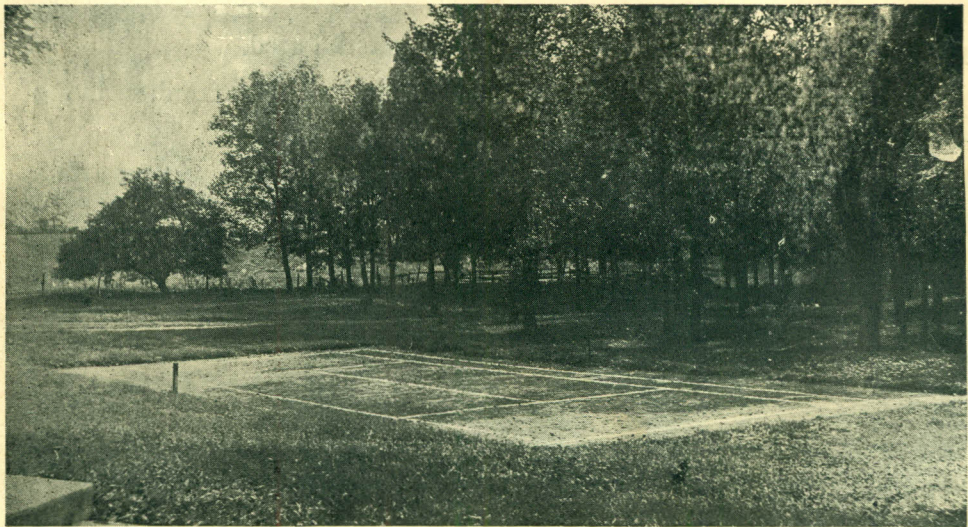
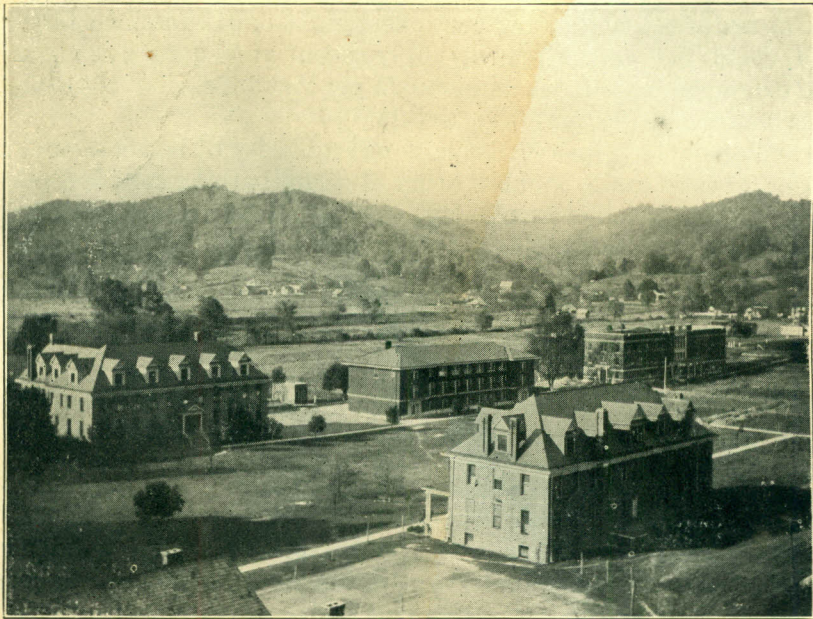
Report of Survey of the West Virginia Collegiate Institute Practice School

Total number of school children examined--65: 60 examined by Dr. Sinclair; 60 1-2 per cent with physical defects; 62 examined by



SCENES AROUND





dentist-Dr. Lewis: 79 per cent defective, to be filled or extracted-49; all needed to be cleaned; 65 examined for height and weight; 10 per cent underweight-7, 9 per cent overweight-6; 64 examined for vision (4 could not read alphabet); 51 per cent of 60 defective vision--38. 63 examined for personal hygiene: 75 per cent deficient-47; 63 examined for hearing 30 per cent defective-19.

Personal hygiene grade based on regularity of bowel elimination, kind of food eaten, number hours of sleep, bathing care of teeth and recreation. Insufficient bathing, improper food and neglect of teeth made a high percent deficient.

1. Mrs. Williams, state public health worker among the colored people, secured money to purchase goitre tablets for those with enlarged thyroid glands.

2. The Crusade movement has been introduced by Mrs. Williams in the practice school to promote health habits.

3. Mr. Curtis, the agriculturist, plans to have school gardens to encourage the use of fresh vegetables and the love of out-door life.

He also plans a Health Institute Week to instruct and advise members of the community about the most approved methods of promoting health in the home. This is in cooperation with the Home Economics Department.

RECOMMENDATIONS

1. That the trade school take on as a project in field work the construction of rural standard privies in the communities and that the families be financially responsible for material used.

2. That running water be made convenient for families living in community.

3. That the people be encouraged to own cows and thus have a milk supply for the growing children.

4. That mid-morning lunch be provided for the undernourished group, financed by a community organization and supervised by the Home Economics Department.

February 1924.

Respectfully submitted,

Ruth E. Occomy, Ass't Field Adv. Nurse

CAMPUS NEWS and NOTES

Mrs. Irene Trent-Conner and Miss Nellie Briggs of Hinton visited Miss Mary Trent a few days ago.

Miss M. L. Strong spent a few days after the examination visiting friends in Cleveland, Ohio.

Misses Rose Carter and Alliene Fortune have gone home on account of illness.

Miss Beatrice Cain gave a surprise birthday party, Friday afternoon February 1, in Dawson Hall in honor of Miss Sadie Gardner. Those who were present reported a pleasant time.

Mrs. William Davis of Winona spent Sunday, February third visiting her daughter Fannie and son William who are students here.

Mrs. T. Q. Morton has returned after a visit to Salt Lake City, Utah.

Misses Laura Austin, Leatha G o u g h, Irma Fairfax, Mabel Palmer, and Georgia Peters entertained Saturday afternoon, January 5, in the Dawson Hall Parlor in honor of Miss Helen Forney of Fairmont, West Virginia.

The guest list included the Misses Helen Forney, Clara Fairfax, Dorothy White, Eula Forney, Dorthy Courtney, Lorena Simpson, Elaine Meadows, Laura Austin, and Elaine Tancil; Messrs. Max Westerband, Andrew Wicks, Vernel Coleman, Courtney Preston, Russell Spears, Algernon Matthews; Frank Fairfax, Elbert Turner, George Holmes, C. O. Hubbard, Professors F.A. Parker and Dallas Brown.

Misses Leealouia Harris and Gladys Keller have gone home on account of illness.

Miss Odetta Callaway class of '24 left for her home in Macdonald February 4, temporary illness was the cause.

Miss Tytyne Logan has gone home on account of the illness of her father.

Y. W. C. A.

The month of February has found the members keenly aware of the duties which are naturally theirs, namely, injection of christian principle into student life, the training of persons for leadership, and the general improve-

ment of morals on the campus.

On Sunday after January 20, 1924 Miss Mary Strong addressed the members of the association using as her subject, "The meaning of life." Those persons present appreciated the words of encouragement and instruction, and reminded others of the message which they failed to hear.

The girls of the "Y" had as their guest on the afternoon of January 27, 1924, Mr. Wilson, the secretary for the Y.M.C.A. in the south-western field. He stated briefly but forcefully the task of women as well as men of the present day.

Miss Mary L. Eubank was also present and made very interesting remarks. She is always at home with young people and understands them. Her idea is that the faults in young people are not intentional always, but are done usually to the lack of knowledge or the light.

The first general social of the season directed entirely by the "Y" girls was given in Glascock Hall Monday evening January 28, 1924. The purpose of the International Party was really threefold: first, to furnish entertainment for the students and members of the faculty after a busy week of examination, second, to invite the attention of students and friends to other lands where the association is carrying out a definite program, and third, to increase the amount of money in

the treasury of the the local association.

When the guests had assembled, a Scottish lassie appeared and did a Highland Fling. She then announced the approach of representatives of many countries. Each representative in turn was introduced and went to her booth. Maidens from China, Japan, and Holland were dressed in costumes characteristic of those countries. Likewise South America, Spain, France, and North America had their girls in the party in costumes. The Gypsy also arrived just in time to read mind and tell the past, present, as well as the future.

Groups of girls presented very acceptably three playlets. One division gave a typical Old Maids' Convention, another The Trials of a Matron, and a third group The Night before the Examination in English I. Following these presentations ten mysterious dimes were awarded to those persons who, during the three-minute period, had been the twenty-second to shake hands with the original holders of the dimes.

Games were played while the guest visited the several countries and bought the articles most used in each one. Every individual was allowed to buy since each article sold for one cent. At ten o'clock the stock of pennies was exhausted so the weary travelers were allowed to take part in a grand march, and return to their

native land until the girls of the "Y" invite them to journey to one definite country later in February or March.

ancee and asks her if she desires to be released from her engagement.

Carley Burch is a Manhattan girl of the butterfly type. She does not wish, however, to be released from her engagement but journeys to the "wild and woolly West" in search of Glen. She finds the West not the rainbow land of which we visit in the realm of beautiful fantasy, but rather a hard land which tries one's endurance to the breaking point.

For about two hundred ninety pages we read of how the West tries the Eastern girl's courage. Carley possesses an unusual amount of grit, but she is finally driven back to the Plaza. Here she remains until the call of the canyon becomes so strong that she can no longer refuse to heed it.

The story is a good one written in a clever author's best style. It grips you, and it thrills you until you can almost imagine that you are Glen and Carley galloping swiftly on and on over the countless sands of the vast Arizona desert.

LUCILLE SMITH

Book Review

The Call of the Canyon

Zane Grey, the most popular of living American authors, has again given to the reading public an excellent book. This book, "The Call of the Canyon," published by Harper and Brothers, is a splendid example of Mr. Gray's type of work.

Glenn, the hero of the story, is an ex-American soldier who has suffered greatly from illness as a result of the war. He goes West to Arizona and here finds both physical and spiritual health. After he recovers, he does not desire to return to the East and its modes of living. He has grown to love the wild, lonely, fearfully beautiful Arizona desert with its great silences and vast wastes of shifting sands. He writes to Carley Burch, his fi-

WEE WISDOM

New is the day,
New is my heart;
To share God's love,
I'll do my part.

Bright is the sun,
Bright is God's way;
In it I'll walk
All this glad day.

Calm is the night'
Calm, too, my mind;
True thoughts I hold,
Sweet peace I find.

ATHLETIC NOTES

Gymnastic-Football

The gymnastic work on the Campus has taken on a new aspect, in that, the course has been broadened and more students have become more interested in and seem to have a greater appreciation for physical training.

The boys, under the well-trained and efficient instructor, Mr. Brock, are making wonderful advancement. They have in their curriculum; callisthenics, inter-class basket ball and tactics.

The training given here will enable one to master any athletic situation throughout the state. All students should be interested to the extent, that when they

leave here. they will be able to continue the same in their respective communities. If more interest and enthusiasm were shown in football, we would not have trouble in procuring competent Negro men to officiate in the great field of college athletics.

Let us continue to put ourselves in gymnastics and basket ball, but increase our interest in football, so that, when we have finished our stay in the realm of college athletics and have returned to our various homes throughout the states, we shall be able to teach importance of football in the making of a strong healthful body along with gymnastics and basket ball.

THE LIGHTS of HOME

The whistle had blown and the employees of the Pemberton mines were going to change their clothes.

"Well boys," said Jim Harrison to his friends, "we've had a good run today. I hope to clear about two hundred and fifty dollars for this half.

"You deserve it and possibly more, Jim," said Joe Anderson, "because you have made it possible for us to live comfortably as long as we work here."

Jim Harrison had been foreman of the Pemberton mines for ten years. He had a keen sense of duty; first to God, then to his family and to his fellow-men. He could not bear to see others suffer. During the ten years that he had been at the Pemberton mines he had

been instrumental in bringing about many reforms. The eight-hour day system, the dressing rooms for the employees, and the scale of wages had all been the result of the diligent work of Harrison. Pemberton never knew the significance of strikes. It was, to the people, a modern Utopian town.

Jim Harrison's only son, Gilbert, was in college taking a course in engineering. His hopes were centered upon Gilbert. "My boy shall never want for any thing as long as I am able to work", he had stated once while talking with some of his friends.

The home of Harrison was ideal in every respect. He was always making some improvements.

While on his way home that evening he perceived a young girl lying in the road. As he approached nearer to see what was wrong he found her unconscious. From the condition of her apparel he concluded that she had been thrown from a horse. He picked the girl up and went hurriedly to the physician.

"Doctor Jefferson, I discovered this girl lying in the road. I believe that she is hurt internally. She is somebody's girl and, I don't know why, but I will take the responsibility of caring for her until her guardians inquire for her."

He left the doctor's office with the promise of returning the next day.

At his home that night he related the incident to his wife.

"And do you expect to bring her here? You are always picking up stragglers and bringing them here. You married me and not the whole community. Futher more, you must remember that Gilbert is in school and you can't afford to be 'papa' to every body. You never will have anything as long as you live. Jim, I don't understand why you do such absurd things."

"But, Mary, you should be more considerate. We should never refuse to give aid to those who need it. One never knows what Fate has in store for him. We should do unto others as we would have them to do unto us."

"That has nothing to do with bringing an unknown girl here. Look what a responsibility you are bringing upon us. She is not coming here to be trouble on my hands," raising her voice.

"My dear, I never dreamed that you would speak to me in that tone. Let us come to some kind of agreement. It was I who discovered the girl first and I think it is my duty to see that she is cared for until she is able to provide for herself, or, at least until her parents inquire for her. Too, Mary you need a companion and I think

this child would be the very one for you. She is very intelligent looking and I am going to see if she won't come here and stay to keep you company."

"And that is your object."

Some moments elapsed before Mrs. Harrison broke the silence.

"Jim, I realize that I do get lonesome, but I never thought I would want anyone to cheer me. The thought of Gilbert's home-coming always does that. However, I am sorry that my selfishness provoked you, especially since you were looking out for my welfare."

Meanwhile, in the doctor's office the girl opened her eyes and stared about her.

"Where am I? Who are you?"

"I am the medicine-man, my child."

"Your name?"

"Doctor Jefferson."

"Oh!" she exclaimed, covering her face with her hands, "it's terrible!"

"What is terrible, child."

"Nothing," she said after a pause, and finally she drifted into a slight stupor.

The next day Jim Harrison returned.

"How is our patient today, doctor?"

"She has regained consciousness but there is something that is worrying her."

On awakening, the girl was perplexed to see the two men standing over her.

"I wonder if she sent this man to carry me back. I will not go back to be tortured. I will not!" she was saying to herself.

But on the other hand Jim had gathered enough from her disconnected prattle to know that she was homeless and friendless. His heart went out in sympathy for her. This thought was continually running through his mind, "Will she go and stay with Mary?"

As soon as she became aware of them Jim spoke to her.

"Where are you from and what is your name?"

"I am alone in the world. My name is Agatha Jones."

"My wife needs a companion and if you have no objections I would like for you to come and live with us."

Agatha was silent for a few minutes. Here was an opportunity for her to live a better life. She did not want to appear in need so she evaded a definite answer by asking questions. She had found out that this man knew nothing of her.

(To be continued next month)

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NEXT REGULAR SESSION will open September 17, 1924.

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- B. Review of elementary work;
- C. Needs of conditioned students;
- D. Teachers desiring college credits toward a degree.

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