

*E. H. Guss.*  
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**The Institute  
Monthly**

January—1912

*Founder's  
Day at  
Hampton 27*

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*Negro Paper  
25*



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: : : : : Devoted to the Interests of the West Virginia Colored Institute : : : : :  
 25 CENTS THE SCHOLASTIC YEAR : : : : : 5 CENTS PER COPY

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DECEMBER, 1911

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Communications for publication should be given or sent to  
 the Editor, or Managing Editor. All news will reach  
 these columns through the Editors. : : : : :

EDITOR  
 MANAGING EDITOR  
 BUSINESS MANAGER

BYRD PRILLERMAN  
 S. H. GUSS  
 J. M. CANTY



## Editorials

AS THE MONTHLY GOES TO PRESS, THE FIFTH MONTH OF SCHOOL IS ending. The "hypocritic days" of these few first months, have come "muffled and dumb like barefoot dervishes," and with their mead of gifts have vanished over the rim of the world. We have chosen but meanly, and while we regret that we were not more ambitious, yet yet good seems to spring from our modest choice. ¶ The work of the school is improving. There is a force, seriousness, and ease of movement observant in the daily routine, that is characteristic of well oiled and well constructed machinery. ¶ The failures for the winter term were not as numerous as were expected. All may be perfect, but this does not exist except in ideal schools that have their existence in the brain of fancy. From comments heard after all reports were known, there will be no repetition of sad conditions at the end of the Winter Term.

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ATTENTION IS CALLED ELSEWHERE IN THESE COLUMNS TO THE advertisement of the State Summer School. While the Summer School has no connection with the West Virginia Colored Institute, except as to location, THE MONTHLY feels that it is within its province to promote an institution that means so much for the educational interests of the state. Booker T. Washington, Burkhardt Dubois, Kelley Miller form a trinity of superlative educational interest. Their lectures on life problems will do much to inspire the members of the Summer School with an added interest in the greatness of the race, and fill their minds with new ideas of practical life, fresh truths of intellectual worth that will enable them to plant newer and better flowers in mental gardens that may have heretofore stood in need of rotation of ideas.

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"IT IS BETTER TO KNOW MUCH OF A FEW THINGS THAN A LITTLE OF MANY things". It would be a fine thing for our public schools in West Vir



ginia if our school officers and the teachers were guided by this principle enunciated by Edward Brooks. We are attempting to teach history, physiology, grammar and other subjects when we should be teaching reading, writing, spelling, geography, and arithmetic. ¶ The scholarship of the students who have entered The West Virginia Colored Institute this year shows a decided improvement in the work being done in our public schools. But much improvement still needs to be made in drilling the children in the fundamental branches.

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### A Moral Axiom

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I hate a cat. The very sight  
Of the feline form evokes my wrath  
When 'er one goes across my path,  
I shiver with instinctive fright.

And yet there is one little kit  
I treat with tender kindliness  
The fondled pet of my darling Bess;  
For I love her and she loves it.

In earth beneath, as Heaven above,  
It satisfies the reasoning,  
That those who love the self-same thing  
Must also one another love.

Then if our father loveth all  
Mankind, of every clime and hue,  
Who loveth Him must love them too;  
It cannot otherwise befall.

—*Kelly Miller in The Independent.*



## NECROLOGY

### CUZZENS WILCHER, '13,

Commercial student of the Class of 1913, died in the Charleston General Hospital at 8 A. M. on the fifth of January.

Mr. Wilcher was in the 22nd year of his life. He had graduated from the Garnett High School in Charleston, in 1910, taught school for one year, and had become a student in this school.

Mr. Wilcher was a student of ability, and showed those qualities that bespoke a promising future.

He was compelled to leave school on the 30th of January, and on account of the seriousness of his condition, was taken immediately to the General Hospital, where, after diagnosis, an operation for appendicitis was decided upon.

For a while, after the operation, hopes for his recovery were cherished, but on Friday morning, his flickering lamp of life went out.

Classmates, relatives and friends mourn his departure, but hope to meet him again.

Floral tributes were sent from his classmates, and the head of the Commercial Department, Mr. Mitchell.

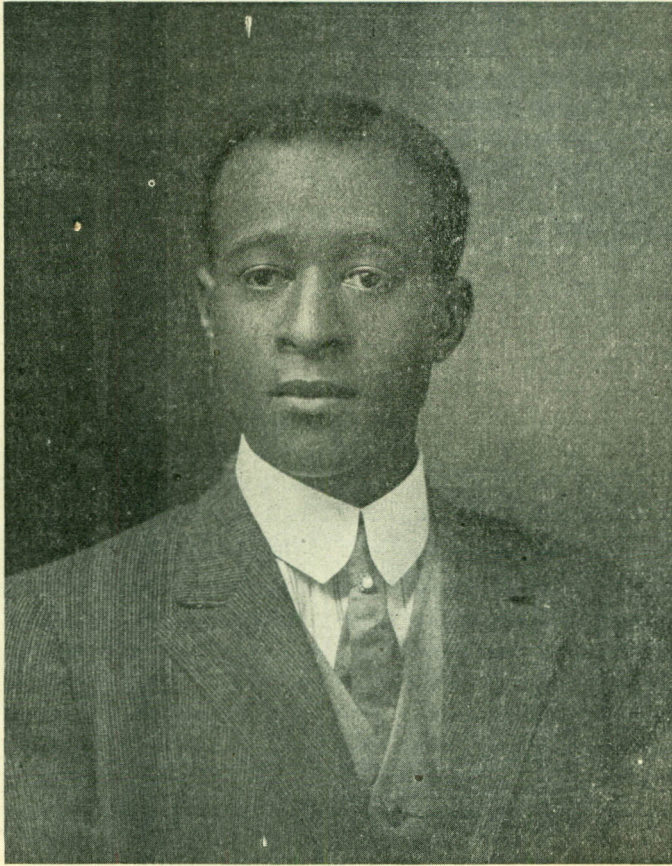
THE MONTHLY expresses the sympathy of the faculty and student body.

### CLARK T. HARRIS, '08-'10,

Academic 1908, Normal 1910, business man and teacher in the Elkin's Colored Schools for 1910-11 and 1911-12, died at his home in Morgantown, January 7th, 12:30 P. M., 1912, from Bright's Disease.

Mr. Harris was rated by the Superintendent of schools of Elkins, as one of the best teachers under his supervision. He was well respected





CLARK T. HARRIS, '08-'10



as a useful citizen, and in his short service in the pedagogic field, he reflected much credit upon his Alma Mater.

He left a loving mother from whom he derived much inspiration, and a multitude of friends, to regret his passage.

While an undergraduate, he was active in all organizations of the school that stood for advancement mentally and morally. He was one of the dependable students. His future seemed to be assured, and we can but regret that his little ship went down just outside of port; with sails fully set, balmy winds kissing them, and every prospect favorable.

### MABEL GREEN, '17,

Miss Mabel Green a member of the Class of 1917, died at her home in Elkins, W. Va., January 17th.

Miss Green had been attending Institute but a short while in this schoolastic year until her health began to fail. This compelled her return to home, where, after a lingering illness of a few months, she died.

The faculty and student body, especially those of her class, all remember her sunny disposition, her lovable qualities, and the earnestness with which she strove to master her various tasks.

THE MONTHLY desires to convey to her friends and relations its measure of sympathy and condolence.





## Around the Institute

Miss Bessie Hicks, of Barboursville, sister of Hattie and Allie Hicks, was a visitor to the school the early part of January.

Miss Lucy C. Smith, our English teacher, has organized an enthusiastic knitting class among the little misses of the model school.

Rev. Daniel Stratton, of St. Albans, preached to the student body the night of January the second. His remarks were well received.

Miss M. E. Eubank, head of the Domestic Science and Arts Department is at her home in Charleston on sick leave. Her speedy recovery is hoped for.

Prof. C. E. Jones visited his brother John T. Jones and family in Rendville, Ohio, the 5th inst. Prof. Jones on his return reported an enjoyable trip.

Mr. J. Albert Booker, '03, at present Demonstrator in Agriculture for the U. S. Agricultural Department, has removed from Mound Bayou, Miss., to Fort Valley, Ga., a new field of labor.

Joe Willa and Ida Morgan, who were called to their home in Montgomery on account of illness of their mother who has since died, have not yet returned to school. THE MONTHLY shares their sorrow with them.

Miss Leonor Stone, student secretary of the Y. W. C. A., was a business visitor to the local branch of the association the 6th of January. Miss Stone was pleased with the status of the association, and left many helpful suggestions behind. She addressed the student body at a night session.

Mrs. Lavada Burd, accompanied by her son, Mayano, returned to her home in Connellsville, Pa. January the 8th. It will be recalled that she had been here for some time in attendance on her son, who had been prostrated with typhoid fever. His physician advised his withdrawal from school.

President Prillerman and wife entertained in honor of the Teachers' Reading Circle New Years' night. Mrs. Lavada Burd, of Con-



nessville, Pa., was one of the guests. Partial results of the Seminar on Locksley Hall occupied a portion of the evening; the rest was devoted to social features.

Miss Alice Berry, of the Class of 1913, met with a painful accident. Her friends are rejoicing that her injuries were not serious or disfiguring. She attempted to frighten a dog by throwing a lighted giant cracker in an empty barrel. When the cracker prematurely exploded, she was burned about the face. At this time she has fully recovered.

It has been reported to us, that R. G. Thurston, Academic Class of 1911, and Carrie Lee Jones, Normal Class of 1911, were quietly married in the late summer. Mr. Thurston is at present Instructor in Smithing at Arlington Literary and Industrial School, Anne Manie, Ala. Mrs. Thurston, who was until recently teaching at Dunloop, resigned her position, and has with her mother moved to North Carolina, where she has fallen heir to valuable country and city real estate. We wish the best in life for both of them.

“No matter what they say, my boy,  
Avoid the anvil chorus flock;  
A hammer’s not a pretty toy  
The Boost is mightier than the Knock.”

### Mr. Hunton’s Visit.

The Y. M. C. A. of the West Virginia Colored Institute was indeed fortunate on the 13th, of this month by having Mr. W. A. Hunton, senior international secretary of the colored men’s department of the Young Men’s Christian Association, visit it. This visit was a very profitable one. He spoke to all the young men assembled in the chapel at 8:00, o’clock Saturday evening.

On Sunday morning he addressed the association at it’s regular prayer and praise service, and also at 10:30 the same morning. At 1:30 P. M. he spoke to the workers and those desiring to become workers in the Y. M. C. A. cause.

At 3:00 P. M. the faculty listened to an informal address, from Mr. Hunton at the President’s residence.

At 6:00 P. M. Mr. Hunton spoke to a large assembly in the chapel. He made a hasty review of the work done by the Y. M. C. A. among the colored men of this country, then he carried his audience on a trip across the Pacific to Japan, where he had been a delegate to an international convention. The main thought brought out was the great and far reaching influence of the Y. M. C. A.

After the services in the chapel



he again spent a few minutes with the worker of this association.

After a few brief remarks Monday morning he left for Cincinnati and St. Louis much to the regret of the student body. This visit created greater interest in the religious side of the school.

The Bible Class of this association has been divided into six sections. This division it is hoped when properly conducted will enable them to obtain inestimable results from the study of that classic of all classics. The impressions received color our lives and influence us for moral uplift. No little effort is being put forth by the authorities of this institution to advance this great and important work.

“The most important person in society” is not the man in the last year of the professional school, but the little child who is being crippled or set free.”

Lots of students are a cross between wheat and trees in this weeding out process after examination.—*Ex.*

If every person believed the thought of every epigram he uses, most people would live on intellectual hash.—*Ex.*

### State Summer School, Special Features.

The management of the State Summer School has secured the services of Professor Kelly Miller, A. M., Dean of College Department of Howard University, Washington, D. C., W. E. B. DuBois, Ph. D., Historian, New York, and Booker T. Washington, LL. D., Principal of the Tuskegee Institute, Alabama, for the next session. No teacher in West Virginia can afford to miss attending the session of this Summer School, which begins June 17, next, and continues six weeks. Two distinct departments of work will be maintained.

The expense for the entire six weeks, including board and tuition, will be Twenty Dollars (\$20.00).

Much interest is being manifested in the coming session among teachers throughout the State, and it is expected that this will be the largest and best session yet held in the history of the Summer School.

Circulars giving the plan in detail will be issued soon.

Honorable M. P. Shawkey, State Superintendent of Free Schools, is very anxious to raise the standard of Education among the colored people of this State, and he thinks the best method to do it is to im-



prove the quantity of the teachers. It is very much desired that school officers throughout the State will take an active interest in urging

their teachers to attend the Summer School, for no school can grow without a growing teacher in it.

### Hon. P. P. Claxton

Commissioner of Education,  
Orator for Commencement Day.

President Prillerman is to be congratulated on securing Honorable P. P. Claxton, United States Commissioner of Education, to deliver the Commencement address to our graduating classes May 29, 1912. Members of the Alumni and other persons interested in the institution should begin now to prepare to attend the Commencement.

Work and win.

### First Students' Recital

The first students' recital, under the management of Mdme E. M. Mitchell, musical instructor, the evening of January 11th in Hazlewood Hall.

The playing of the little folks was inspiring, and reflected credit upon the teacher.

The more advanced numbers, instrumental and vocal, were rendered with a degree of more than passing merit.

The violin obligatos of Don. W. Jones lent rare volume and sweetness to the different numbers.

There seems to be a revolution in some of the big schools of the country over the question of honor in examinations. Lack of honor in this respect is a disease that is widely spread. People who would not steal a penny have no hesitancy about stealing anyway, and anyhow in an examination. The University of Cincinnati is passing thro its Storm and stress period in this respect just now.

Every receipted bill is a trouble buried.—*Ex.*



Are the African Youths in Training  
in the Various Schools in America  
Worth the Cost?

[Address delivered by Prof. Byrd Prillerman before the National Baptist Convention at Pittsburg, Pa., September 17, 1911.]

MR. CHAIRMAN, LADIES, AND GENTLEMEN:

I can think of no better way to introduce this subject than to quote from the late General John B. Gordon of Atlanta, Ga. He says that "It is a remarkable historical fact that Africa should become accessible to the movements of civilization just at this particular period in the march of events. The explorers have, in a general way, accomplished their work. Through their labors, the wonders the wealth and area of the "Dark Continent" have been made known. Here are mountains filled with coal, and iron, and lead, and gold, and silver. Here is a soil rich and abundant enough to produce food sufficient to feed the teeming millions of the globe. Is it not wonderful that knowledge of the untold resources of Africa should come to the world just at a time when billion-dollar trusts are being formed, at a time when the captains of industry are learning to unite their uncounted millions to build railroads, bridges, electric light plants, iron foundries, and cities, without respect to state or national boundaries—at a time when great capitalists of the West are negotiating with the government of the East for all kinds of concessions? Is it not still more wonderful, that, just at this time, when Africa is opened up to civilization, and capital has been accumulated sufficient to develop it, there should be found in the United States 10,000,000 Negroes many of whom are already trained in the language, arts, institution, and laws of the most universally educated and enlightened country in the world? It is more like romance than cold historical fact. Africa is the natural home of the Negro. He can endure its climate and the trials incidental to changing it from a wilderness into a cultivated continent better than individuals of any other race. Think of the call that is soon to come from Africa, not only for missionaries and



preachers, but for teachers, farmers, mechanics, carpenters, civil engineers, locomotive engineers, railway conductors, merchants, doctors, lawyers, and workers in every other trade useful and ornamental under the sun."

"Are the African youths in training in the various schools in America worth the cost?"

The question is an exceedingly American question. The West Virginia Colored Institute at Institute, W. Va. is an institution supported wholly by state and federal appropriations, for the special purpose of educating the Negro youths of W. Va. But she is unselfish in her efforts and last year had ten states and Africa represented in the student body. The African was Mr. Robert Sisusa from Transki. After spending two years in the institution, he graduated last June. While here he was supported by private donations and his own labors. The most prominent characteristics complimentary to this young man are his high sense of gratitude and his uniform courtesy. He always stands with head uncovered in the presence of ladies. The people of W. Va. have given him more than \$75.00 this summer to help him in the school where he goes to study medicine this fall.

We are very willing to educate other Africans.

In my further discussion of this subject, I can do no better than to quote from a number of the presidents of colleges where African students are being trained.

President B. W. Valentine of Benedict College, Columbia, S. C., says, "Our African student, Phillipp Koti, is a nice young man, clean and earnest. He has left a good impression upon me. He is now at the home of one of our teachers. The last I knew of him he was prosperous".

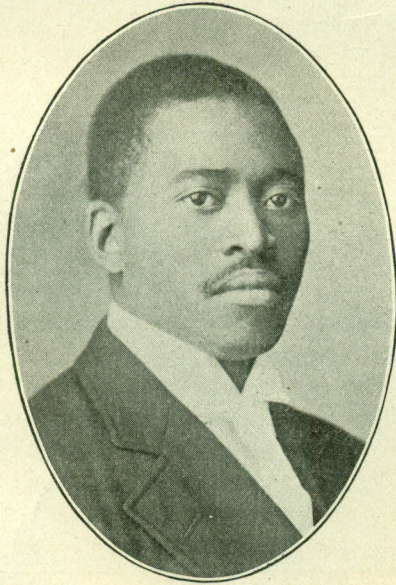
I quote the following from President F. W. Gross of Houston College, Texas, "Mr. Thomas B. Nanger thus far has proven himself to be worthy of all the help he has received at the hands of American Baptists. First of all, he is a man of exceptionally high character and passing ability, who is willing to work with head, heart, and hands. With present outlook, he will leave us with a splendid literary education, a skilled carpenter, and an earnest missionary. He is now with us this summer learning how to take care of a home, including the care of trees, a garden, mules, horses, cows, and the like. He hopes to learn



something about steam, electricity, and steam laundrying."

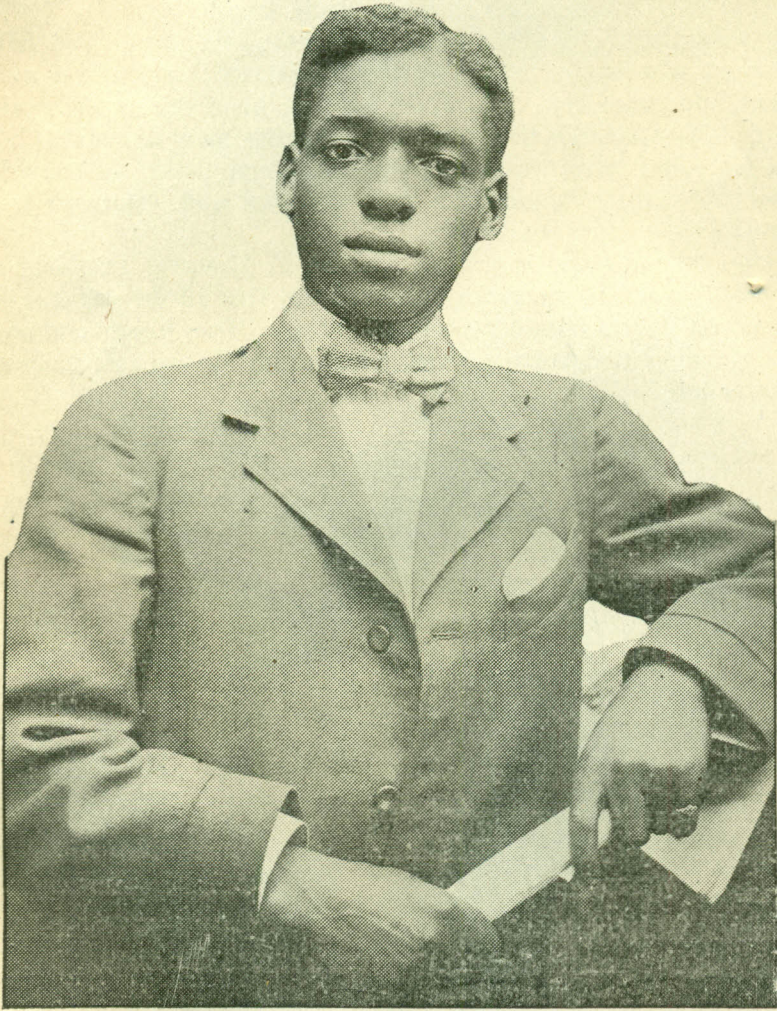
President R. T. Pollard of Selma University, Ala., says, "The African student who is now attending this institution has made a most excellent impression, not only upon me but upon our teachers and students. My opinion is that you will accomplish more in training him as you are doing to return to his people in Africa than you would by sending two or three missionaries from our own land. Our society is delighted with his future prospects."

I close with the words of Rev. Charles F. Meserve, President of Shaw University, "I can say in a general way that all the students we have received from Africa have been good men. They have maintained a good standing in deportment and scholarship. In no case have we found a failure,"



ROBERT SISUSA  
NATIVE OF TRANSKI, AFRICA, AND  
ACADEMIC GRADUATE OF  
CLASS OF 1911.





S. DEWITT MOSS, '09,  
WHO IS "MAKING GOOD" AS A PRINTER IN PITTSBURGH, PA.



### S. DeWitt Moss.

S. DeWitt Moss, whose cut we are pleased to present in this issue, is an alumnus of this school. Mr. Moss graduated from the Academic Class of 1909, and received a certificate from the Division of Printing.

After graduation, Mr. Moss accepted employment in a job office in Pittsburg, for nearly a year. Resigning this position, he became foreman on *The McDowell Times*, the leading Negro journal of southern West Virginia, and filled this position for over a year with much

credit. He voluntarily resigned this position, and became a teacher, in Fayette County. At the close of his school he accepted a position in *The Keystone* printing office in Pittsburgh from which he was accepted as a stone-man on the *Homestead News - Messenger* one of the leading dailies of Greater Pittsburg.

DeWitt is an instance of what the graduates from the trades of the W. Va. Colored Institute are doing. In this great newspaper office he holds his position by virtue of his fitness.

## Spring Review at the West Virginia Colored Institute.

The spring term of the West Virginia Colored Institute begins March 7. Teachers and others desiring to review the common school branches should avail themselves of the splendid opportunity offered here. The term will last six weeks. Courses will be offered in Arithmetic, Grammar, State History, General History, Civil Government, Geography, Agriculture, and other subjects included in the Uniform Examination. Write at once for further information.



## The Main Force

A great deal that passes for the process of education is wasted effort. Years are given to the task of ornamenting young men with a variety of accomplishments, only to leave the youth at graduation, without any real preparation for the workaday duties of life. High schools and colleges turn out each year thousands of the ill-prepared young men. The point is not that the youth does not deserve teaching, but they have been taught, that is to say, efforts have been made to teach them, the wrong things. Education is not, as many seem to think it, a commodity purveyed by the yard or by the ton at the department stores of learning. Any school or college is a mine from which the workers carries away precisely what he digs out, and no more. Excepting for a small minority, scholarship in its true sense has no attractions for the attending youth. They know not how to apply it; they have no intention to apply it; and the occupation into which they most readily fall after they have obtained their diplomas present no opportunities for applying it. And yet the Educational institutions are crowded.

Why?

Because there is a fad for "education". It is the "proper thing" to go to college; it is the proper thing for parents who can afford it to send their sons to college. Yet I firmly believe that most of the colored lads would do better if, instead of wrestling vainly with the humanities, they were to learn some useful trade. The real problem is, How shall colored boys be made useful for life? Not, How shall the minds of our boys be crammed with bookishness? Men who desire culture will get it. They will work for it; the folly of attempting to force it on others who do not know what it means is demonstrated by the misfit lives in every generation.

Useful men are trained men. They are trained for something though it be digging. There have been great diggers. They have



dug their way out of mediocrity to distinction.

They knew that to dig well, a man must be thorough. Young men need to learn thoroughness. There is no course of thoroughness in the schools; there is no diploma for it; no "degree" of thoroughness is awarded by the universities. A man has to dig his way to thoroughness. Few men do it. The country is covered with machinery for educating the young people, but the deadening superficiality of thousands of young men who pass through these mills is an indictment of the process of manufacturing what is called education.

Preparation for the serious business of living is but lightly undertaken. Vast numbers of the youth at high schools and colleges get only the embroidery of an education and very little of that. They would be better occupied at plowing, tree-planting, blacksmithing and other productive trades. They would then acquire something beyond a polite ignorance. The Negro boy and girl needs drilling in useful labor. If they must go to educational institutions, let them go where they can get manual training, technical training. Youth is hasty and wants to see "results". It seldom sees results or the possibility of results in the customary academic courses; it can see the results in its own handiwork, and it becomes interested in it.

The great fault with our race is that we have too many useless men; too many untrained men; too many half-trained men. The educational machinery turns them out in legions every June. The fault may be distributed between the youth, education-mongers, and the parents. There is too much seeking for the conventional thing. The graduate comes forth unprepared for useful living in a world where men must be useful or go under. Education is not something conferred upon a man; it is wrought within himself. Application gives it to him. Application brings him all the results he gets in this world. Application is not taught. A man acquires it and has to teach himself how to do so. It must become a second nature with him. Application seems to be lacking in our young men today.

When they enter any business, they want to be paid, but they are little inclined to work. They are not being taught to work, to apply themselves, to give the best of themselves to their tasks. They are slovenly in their workmanship. They watch the clock. They do not realize that it is not transient and fitful effort, but patient, enduring,



honest, unremitting and indefatigable work, into which the whole heart is put, and which, in both temporal and spiritual affairs, is the true miracle worker. Every one may avail himself of this marvelous power, if he will. There is no royal road to perfection. Certainly no one must wait for some kind friend to put a springing board under his feet upon which he may easily bound from the bottom to the top. He who does not think himself worth saving from ignorance and poverty, by his own efforts, is not worth the efforts of anybody else. The young man who will get up, will be helped up. In every calling there is room for thorough men. And there will always be room because the thorough men will always be fewer than their opportunities. And right here I am reminded of the fact that wisdom is to be found not alone in books or in school-room walls. Sometimes it is picked up on the street. On Capitol Street, in Charleston, a few nights ago, there was overheard a conversation between an Optimist and a Pessimist. Both were young fellows of ordinary conditions of life. Said the Optimist: "Graduate from a tip-cart, if you have to. If you are a good man you'll get the job." Who ever heard of going to school on a tip-cart, of graduating with a tip-cart diploma? Not everybody. But this Optimist had. And, what is more, he realized the importance of "graduation" as significant of acquired knowledge in everyday life. "But," said the Pessimist, "How are they going to know that you are a good man?" "Work a week," said the Optimist, "You don't have to tell 'em. They will find it out if you are any good." There is a valuable bit of Philosophy that makes for success in life in this short conversation between men who never knew they were philosophers, and who never dreamed that they were trying to solve a world problem and getting very near to the key of the solution. Graduate from a tip-cart, if you have to. But graduate, and forever keep the goal in mind and fit yourself for it. Your diploma may not be written on sheepskin, but it will be yours, nevertheless, if you prepare yourself and earn it. If you are a good man, some one will find it out. The world is looking for good men. The colored people need Captains of Industry, need Lieutenants, Sergeants, Corporals, Scouts, drilled and trustworthy troops on whom they can depend when raw recruits would fail to stand the test. Promotion can be earned. If earned, it will come, although sometimes delayed. There is a job, a little higher up, a little more important, a little better



paid, right within the sight of the tip-cart, isn't there? Well, prepare for that. Watch, study, think; get ready for the next job, Some day it will be vacant. The record of your work on the cart will be your diploma, your certificate of graduation. It will entitle you to entrance to the higher course of education. Remember that it is the understudy who not only plays his part well, but has mastered the higher part, who fills up the gap when a star suddenly drops out of the theatrical firmament. It is the understudy who is not satisfied simply with doing his own allotted task, but fits himself for the task beyond, who is advanced in the continual promotion of the industrial and commercial world. When we find a man who has ascended heights beyond ourselves; who has a broader range of vision than we, and a sky with more stars in it than we have in ours, we may know that he has worked harder, better and more wisely than we have worked. He was awake while we slept. He was busy while we were idle, and he was wisely improving his time and talents while we were wasting ours.

The primary condition upon which men have and retain power and skill is exertion. Nature has no use for unused power. She abhors a vacuum. She permits no presumption without occupation. Every organ of the body and mind has its use and improves by use. Nature tolerates no halfness. To abandon work is not only to throw away the means of success, but it is also to part with the ability to work.

Thus the law of labor is self-acting, beneficent, and perfect; increasing skill and ability according to exertion. Faithful, earnest and protracted industry gives strength to the mind and facility to the hand.

But it will not be necessary for me to multiply evidences in proof of the ability of the Negro to work. John Brown said to a personal friend, during his stay in Kansas, "Young men must learn to wait. Patience is the hardest lesson to learn. I have waited for twenty years to accomplish my purpose." These are not the words of a thoughtless man but the mature language of a practical and judicious leader. A man who had a deep conviction of duty:—a strong hold on truth, to which the appeals of the innocent and helpless were more potential than the voices of angry thunder, or destructive artillery. He was born to lead; and he lead, and made himself the pro-martyr of a cause that was soon to be perfected. All through his boyhood days he felt



himself lifted and quickened by great ideas and sublime purposes, and there are many like Brown and the immortal Lincoln who came to us with a fortitude and industry which could split rails by day, and learn grammar by night, whose life and labors clearly demonstrated the fact that a graduate from a tip-cart can place his name as high on the Nation's roll of fame as he cares to do.

But it is not my intention to give examples of Caucasian self-made men. I wish to deal with a class of tip-cart graduates whose presence in this world, it is true, was contemporaneous with the other families of mankind. A class of people who have toiled here with a varied fortune for many years. A class of people who intend, here under God—their God—to work out in time the sublime problems connected with their fortune as a class.

My first reference will be to a negro boy from Africa, who was brought here by a Mr. Slocum who lived near Bedford, in 1760. After the boy had acquired the language, he turned his thoughts toward freedom, and in a few years, by working beyond the hours devoted to his master, was enabled to buy himself out of slavery. This boy married an Indian woman, and then took the name of John Cuffe. By industry and frugality, John Cuffe made a reputation for wealth, honesty and intelligence. He applied himself to books, and secured, as the ripe fruit of his studious habits, a fair business education.

History also records that Richard Dalton, Esq., of Boston, owned a Negro boy whom he taught to read any Greek writer without any hesitancy. Mr. Dalton was affected with weak eyes, and his fondness for the classics would not allow him to forego the pleasure of them, and hence Cæsar, the Negro boy, was instructed in Greek. Unfortunately for Cæsar, the Boston Chronicle, of Sept. 21, 1769, contained the following advertisement:—"To be sold, A likely Little Negro boy who can speak the French language, and a very fit valet." Mr. Dalton being forced to sell his boy, no further mention is made of him in our history.

The increasing evidence of the Negro's capacity for mental improvement and his fitness for the duties that were constantly being thrust upon him had its good effect upon the better class of white people in this country, and the negro from time to time won a place in the confidence and esteem of the more humane.



In 1761, there was brought to the slave market of Boston a much fatigued delicate, naked (save a piece of dirty carpet about her loins) an African slave girl.

Touched by her modesty and intelligent countenance, she was purchased by a benevolent white lady, by the name of Mrs. Wheatly. It was Mrs. Wheatly's intention to have made a domestic out of this girl, but clean clothing and wholesome food made such a change in the child of eight years, that Mrs. Wheatly placed her in charge of her daughter to be taught the English language. Mrs. Wheatly named the girl Phyllis. As Phyllis increased in years, the development of mind realized the promise of her childhood, and she soon attracted the attention of the literati of the day many of whom furnished her with books. Her thirst after knowledge, as is the case with most gifted minds not misled with vanity, made it possible for her to master the Latin tongue and graduate with a tip-cart diploma. But she had to climb higher, and soon after joining the Old South Meeting House in Boston, became an ornament to her profession; for she possessed the meekness of spirit, which, in the language of inspiration, is said to be above all price. She was very gentle-tempered, extremely affectionate, and altogether free from that most despicable foible, which might naturally have been her besetting sin—literary vanity.

The little poem:—

“’Twas mercy brought me from my pagan land,  
 Taught my benighted soul to understand  
 That there's a God—that there's a Savior too;  
 Once I redemption neither sought nor knew.  
 Some view our Sable race with scornful eye  
 Their color is a diabolic dye.  
 Remember, Christians, Negroes black as Cain  
 May be refined and join the angelic train.”

These are beautiful expressions of her religious sentiment, and a noble vindication of the calumny of her race. We can hardly suppose any one reflecting by whom it was written—an African and a slave—could read it without emotions both of regret and admiration.

We find her at one time occupied in the contemplation of an event affecting the condition of a whole people, and pouring forth her thoughts in a lofty strain. Then the song sinks to the soft tones of sympathy in



the affliction occasioned by domestic bereavement. On one occasion, we notice her—a girl of fourteen years—recognizing a political event, and endeavoring to express the grateful loyalty of subjects to their rightful king—not as one, who had been trained to note events of nations, by a course of historical studies, but one whose habits, taste, energy and opinions, were peculiarly her own. And be it said to the credit of Phyllis Wheatly, the negro slave, she possessed the same kindly spirit, that has been so highly spoken of by the American people, both in the North and in the South. A characteristic peculiarly attached to the negro race; one that during the rebellion exemplified the worth of the slave master fighting class were in the field fighting to keep him in slavery. This slave girl never for a moment lost sight of the modest, unassuming demeanor which first won the heart of her mistress in the slave market. She returned her affection with unbounded gratitude and was so devoted to her interests as to have no will in opposition to that of her benefactress.

It must not be forgotten that the opportunities allowed females at this early period, were few and meager. The great mass of American women could boast of few accomplishments. They had few books besides their Bibles. They were not expected to read—far less to write. It was their province to guide the spindle, and negro women were expected to work willingly with their hands. Now, women are allowed to establish their homes, to pour over the huge tome of science; to scan the misty volumes of classic lore; to form her own opinions and give them forth to the world. But in the days of Phyllis, these things were not so. She was not stimulated to exertion by the successful cultivation of female talent. She had no brilliant exhibitions of female genius before her to excite her emulation; and we are at a loss to conjecture, how the first striving of her mind after knowledge—her delight in literature, her success even in a dead language—the first bursting forth of her thought in song—can be accounted for, unless these efforts are allowed to have been the inspiration of that genius which is the gift of God.

The distinguished women of France, were trained, as it were, in the very temple of science, to minister at its altars. Those of England, stood too, in the broad light of its wide spreading beams, but at the time when Phyllis lived, our own land was darkly overshadowed. The



colored people has no schools; no churches; no statesmen; no physicians; no bankers; no teachers and Phyllis lived not amid these happy influences. True, she heard the alarm of liberty, but it was in suffering and in sorrow; and when the shout of triumph was raised, it fell upon a chilled heart and a closing ear. The pride of victory could scarce move the sympathies of one who had known the emptiness of glory, and proved the mockery of fame. This simple-hearted, unsophisticated being graduated from a push-cart and rung by rung climbed the ladder of fame and immortality. Truly there is no excellence without great labor and worth will find its way.—*Chas. E. Mitchell.*

## Negro Population of W. Va.

The report made by the Census Bureau gives West Virginia a total population of 1,221,119. Of this number, 64,173, or 5.3 percent are Negroes. There has been an increase since 1900 in the Negro population of 20,674, or 47.5 percent, as compared with an increase during the preceding decade of 10,809, or 33.1 percent. A considerable decrease of Negroes in Randolph and neighboring counties is due to the fact that in 1900, that section of the State was the center of much activity attending

the building of the Greenbrier Division for the Chesapeake and Ohio, and the Coal and Iron Division for the Maryland. North Carolina Negroes did a great portion of the work on these two railroads. When the lines were completed, the Negroes moved to other sections, many of them going to Fayette, Mercer, and McDowell counties to work in the coal fields.

The ten largest counties numerically, in Negro population, are McDowell, Fayette, Kanawha,



Mercer, Jefferson, Cabell, Raleigh,  
Berkley, Greenbrier, and Ohio.

Clay county shows the smallest  
Negro population, containing only  
five Negroes.

The Negro population of West  
Virginia in 1910 is given for each  
of the counties and principal cities  
as follows:

<i>In black</i>	1910	1909			
			Mason	349	537
			Mercer	5 960	2 602
			Mineral	601	665
			Mingo	1 236	309
			Monongalia	294	299
			Monroe	673	830
			Morgan	177	220
			Nicholas	48	19
			Ohio	1 389	1 251
			Pendleton	132	123
			Pleasant	9	6
			Pocahontas	445	625
			Preston	151	162
			Putnam	435	387
			Raleigh	2 052	360
			Randolph	376	519
			Ritchie	26	29
			Roane	18	32
			Summers	1 130	1 115
			Taylor	527	473
			Tucker	344	353
			Tylor	115	94
			Upshur	326	321
			Wayne	167	301
			Webster	8	12
			Wetzell	57	439
			Wirt	40	64
			Wood	943	922
			Wyoming	105	94
			CITIES	1910	1900
			Charleston	3 086	1 787
			Bluefield	2 234	754
			Huntington	2 114	1 212
			Wheeling	1 201	1 066
			Martinsburg	992	678
			Parkersburg	869	783
Barber	920	808			
Berkley	1 801	1 765			
Boone	161	135			
Braxton	221	187			
Brooke	151	139			
Cabell	2 447	1 537			
Calhoun	80	83			
Clay	5	18			
Doddridge	8	25			
Fayette	9 311	5 857			
Gilmer	17	36			
Grant	253	252			
Greenbrier	1 779	1 829			
Hampshire	303	461			
Hancock	37	46			
Hardy	387	457			
Harrison	1 359	1 252			
Jackson	26	115			
Jefferson	3 499	3 941			
Kanawha	6 476	3 983			
Lewis	239	178			
Lincoln	30	63			
Logan	532	61			
McDowell	14 667	5 969			
Marion	851	482			
Marshall	575	499			



## Founder's Day at Hampton Institute

HAMPTON, VA., JAN 29—The eighteenth Founder's Day was fittingly celebrated at Hampton Institute, on Sunday, January 28, in honor of Gen. Samuel Chapman Armstrong, who founded the Hampton School in 1868 for the education of both Negro and Indian youth, and who for twenty-five years served as its efficient principal.

The principal address of the day was delivered by Dr. Edward W. Schauffler, of Kansas City, Mo., who first met General Armstrong on the soil of Virginia during the Civil War and later assisted the founder of Hampton in adjusting the relations of the white and colored people.

Dr. Schauffler spoke in part as follows:

"In the winter of 1865 and 1866 the General came to New York where I was studying medicine and carried me off with a commission as assistant surgeon to doctor the Negroes in Elizabeth City County, Va., and its vicinity.

"The duties of a superintendent in the Freedmen's Bureau was most varied. Thousands of colored people had poured into this part of Virginia before the close of the war. They had squatted on the land, farmland and otherwise.

"After the close of the war, a thousand questions came up as to the title to land, what disposition to make of the colored people, how to secure employment for them, and how to wean them from government support.

"In all his dealings with people, white or black, the dominant manliness of General Armstrong, his reasonableness, keen sense of justice, and sense of humor, too, and the faculty of lightening a serious situation with a laugh-compelling joke, generally won the day, and left all parties fairly well, if not entirely, satisfied with his decisions.

"During all the latter period of our life together, Armstrong's mind was full of the thought of this normal and industrial institute, which seemed to him to be such a crying need.

"He spoke of it to every one—to the Southern gentlemen, to us who were his immediate associates, to the secretaries of the missionary societies, to the more thoughtful Northern tourists, and to the Negro preachers. He got but little encouragement from any class of his listen-



ers, but his enthusiasm was not on that account abated.

"Armstrong's thought was all of what he could do for others; and so the eternal law held good that he who gives, receives; that he who forgets himself, in the service of God and man, is not forgotten! So here stands, in this magnificent institution, the monument to the man who followed his ideals, who turned his back on selfish ends to work for others, for the pacification of a land, for the upbuilding of a race.

"Better even than monuments of brick and stone, of scholarship and industrial success, are the earnest and devoted lives that received their inspiration from this noble soul and that going forth among their own people, have spread further and further the light and the blessing which they have received.

"Be bold, and brave, and humble, with trust in God and faith in men, patient and of good cheer, and your success and reward are assured."

#### DR. MITCHELL'S ADDRESS

Dr. Samuel Chiles Mitchell, president of the University of South Carolina, spoke at the evening service at the Hampton Institute Founder's Day on "National and Civic Patriotism." He said:

"Hampton stands for hope. It is one of the most hopeful spots on Southern soil, when you look into the problems that confronts us as a people."

"What we need in this age," he continued, "is civic patriotism—a patriotism that will keep pace with the national patriotism.

"We are coming to see that democracy concerns society. Democracy is the belief that our highest pleasures are increased by sharing them. That is what Hampton stands for. That is what the finer spirit of the age stands for. As we have democratized learning, religion, and government, so we shall democratize property and privilege, and all that makes for the rights of its citizens."

Dr. Mitchell added a tribute to the Hampton School and its founder, General Armstrong, in these words: "It is a great thing for a school to have a historic background; for a school to be personalized. You have gone quietly about your work, and the facts have been permitted to tell their story.

"The character-building in the life of a community is the main argument for Hampton. I look forward to the time when the support of



Hampton, South as well as North, will be a fact, a matter of course, and that is one of the chief aims that I had in accepting your invitation to become a member of the Hampton board of trustees."

#### ANDREW FRASER SPEAKS

Andrew G. Fraser, who is the president of Trinity College at Kandy Ceylon, and is here in America to study the educational aims and methods of Hampton and Tuskegee for the advancement of his work in India, spoke on "Christianizing the World."

"In Africa and India," he said, "we are forced to see a great growing of the nations, and God means that the best is to be let into these countries. Among the cannibal tribes of Africa I have seen the greatest loyalty and devotion—men and women laying down their lives. There is true heroism even now in Africa and even among the cannibal tribes."

Mr. Fraser contracted the dreaded "sleeping sickness" while in Uganda, Africa, but recovered his health, contrary to the hopes and expectations of those who know about the death-dealing malady.

#### PEOPLE OF INDIA.

"The population of India is larger than that of North and South America, Africa and Australia combined. Standing on a mountain eight thousand feet high, I could look down into deep gorges and away to blue mountain peaks, twenty-eight thousand feet high, and shining glaciers. There were glorious views and the vast plain of Bengal stretched away to the ocean—not covered as it would be here with a patchwork of fields and roads, but with village after village, to the endless horizon. Nowhere in the world is there such a view!

"The Indian people have the great strength of untiring patience and gentleness. They do not understand foreign ideals, especially the relation of words to events, so that what they say cannot always be depended upon. Often they appear stupid and ignorant, even those who have been converted, but they show Christ's love, patience, and kindness to the weak and sick."

#### HAMPTON INSTITUTE TRUSTEES.

The following Hampton trustees came to Hampton Institute for the Founder's Day celebration and the board meeting: Robert C. Ogden,



president of the Hampton board of trustees, New York; Charles E. Bigelow, New York; William Jay Schieffelin, New York; Lunsford L. Lewis, Richmond, Va.; Rev. James W. Cooper, New York; William W. Frazier, Philadelphia, Pa.; Frank W. Darling, Hampton, Va.; Clarence H. Kelsey, New York, and Samuel C. Mitchell, Columbia, S. C.

## The Week at Institute

### THE DAILY SCHEDULE

Rising Bugle .....	5:30 a. m.
Breakfast .....	6:30
Study Period .....	7:00-8:00
Chapel .....	8:30
Recitations .....	8:30-12:00
Dinner .....	12:15
Library .....	12:45-1:16
Recitations .....	1:30-4:10
Military Drill .....	4:15-4:45
Supper .....	5:00
Evening Study Period .....	6:30-9:30
Lights Out .....	10:00
WEDNESDAY EVENING PRAYER MEETING .....	6:30
LITERARY SOCIETIES—FRIDAY AND SATURDAY EVENINGS...	6:30

### THE SABBATH DAY

Young Men's Christian Association .....	8:15 A. M.
Sabbath School .....	9:30
Young Women's Christian Association .....	1:30 P. M.
Song and Prayer Service.....	6:30



## The Societies.

### Jones Literary Society.

President..... Thurmond Straughter  
 Vice President..... Carl Burks  
 Secretary..... Luella Roberts  
 Sergeant-at-Arms..... John C. Calhoun  
 Critic..... Esther Bryant  
 Treasurer..... John Henderson  
 Program Committee... { Hattie Hicks  
                                   { Mæ Giles  
                                   { Laurence Buster  
 Manual Reader..... Hugheston Brown

### Dunbar Literary Society.

President..... John C. Hunter, Jr.  
 Vice President..... Lucille Dixie  
 Secretary..... Estelle Patterson  
 Treasurer..... Anna Dawson  
 Manual Reader..... Catherine Chandler  
 Sergeant-at-Arms..... Brady E. Minor  
 Critic..... Rebecca Greene

## The Associations.

### Y. M. C. A.

President..... W. J. Napper, '12  
 Vice President..... Edgar Jordan, '13  
 Secretary..... Roy R. C. Wade, '12  
 Treasurer..... Hurt Marshall, '13

### Y. W. C. A.

President..... Skipwith Campbell, '12  
 V. President ... Catherine Chandler, '14  
 Secretary ..... Viola Smith, '13  
 Treasurer..... Joe Willa Morgan, '13  
 Miss Mary E. Eubank, Adviser.

## Military Organization.

### FIELD STAFF.

BYRD PRILLERMAN,..... Head of Military  
 Department.  
 W. H. LOWRY..... Commandant of Cadets  
 Cadet Major..... John Branch  
 1st Lieut. Adjutant..... W. J. Napper  
 1st Lieut. Bandmaster..... Don W. Jones

### NON-COMMISSIONED STAFF.

Sergeant Major..... F. H. Marshall  
 Drum Major..... Alexander Staples  
 Trumpeter..... Edgar Beech  
 Color Sergeant..... Dabney Jackson

### OFFICERS "A" COMPANY.

Captain..... J. B. Deane  
 1st Lieutenant ..... Robert B. Lee  
 2nd " ..... Arthur Noel

### SERGEANTS.

1st..... George Patterson  
 2nd..... A. B. Cunningham  
 3d ..... T. P. Taylor

### CORPORALS.

Jacob White

### OFFICERS "B" COMPANY.

Captain..... Hugheston Brown  
 1st Lieutenant..... T. J. Woodley  
 2nd " ..... John Harris

### SERGEANTS.

1st..... Edgar Jordan  
 2nd..... N. C. Fairfax  
 3rd..... William Vaughn

### CORPORALS.



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