

The INSTITUTE MONTHLY



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The West Virginia Collegiate Institute
Institute, West Virginia.

THE WEST VIRGINIA COLLEGIATE INSTITUTE

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Charleston, West Virginia*

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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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EDITORIALS

All of our school printing except that of the Annual Catalogue is done by the students of the School. It was necessary during the month of February that the entire "force" of the Printing Department should bend every energy to the work entailed by the publication of the Summer School Bulletin. THE MONTHLY suffered accordingly (and willingly). A double number is therefore presented at this time, for the months of February and March.

The Monthly

We were in conversation, a few days ago, with an alumnus of the School, and while our conversation touched upon a wide range of subjects of greater or less importance, the things that we recall now as the high points of that conversation were those relating to the motif of THE MONTHLY.

The gentleman, while appreciating THE MONTHLY in the main, entered a special indictment that, in his judgment, it was wanting in the spirited presentation of subjects representing the life of the graduates, the intra-school life and the workings of the various departments.

We welcome this criticism for several reasons. Two of them, the only ones we have space to discuss, are as follows: first, because it is in line with our sentiments; second, because it gives us a reason to re-vamp a plea which we have presented editorially before.

We are and have been conscious of the failure of THE MONTHLY to reach the height of our ideals. To those who are acquainted even in a small measure with the history of our little effort, it is known that the subject matter is supplied by a very small number of contributors who snatch whatever time they can from their arduous vocation. It

is a task that finds its emoluments only in the mental satisfaction which the conscientious derive from feeling that they have tried to do something worth while.

Since the launching of THE MONTHLY as the School's official organ, we have repeatedly invited alumni, teachers, departmental heads, religious, social, and athletic heads, students, and friends of the institution to make the columns of the THE MONTHLY their medium for acquainting the reading public with how the school is reacting upon your lives, what things of interest you are engaged in, what your departments, societies, etc, are doing, to show that all are functioning for human progress. In the main, our requests have been as a lone voice crying in the wilderness. Startling and surpassing strange is the condition even here at our home. A lethargy exists that borders upon the morbid, and most of our pleas for local interest in this respect fall upon dull, cold ears.

In view of our desire to strive to reach the ideals of the criticism referred to above, may we once more ask alumni and all others here above-mentioned to *do something* to help your school paper, and not merely offer verbal criticisms. The columns of THE MONTHLY are always open for the reception of your articles. Subscribe for it and show West Virginia that you are *doers*.

THE COLLEGE DEPARTMENT RE-ORGANIZED

The people of West Virginia availing themselves of the opportunities for education offered in this state, will no doubt welcome the news that The West Virginia Collegiate Institute has carefully reconstructed its work so as to offer the youth opportunities for collegiate education along almost any line. To do this work, the institution has already employed a number of scientifically trained instructors, who, after being graduated at colleges like Morehouse, Lincoln, Bowdoin, and Amherst, have done graduate work leading to advanced degrees at such universities as Ohio State, Michigan, Pennsylvania, Columbia, Chicago and Harvard. This Institution, therefore, affords an opportunity for the same intensive college work which students would get in

the accredited universities of the North.

SPECIAL FIELDS

Special attention has been given to advanced courses in Education, Business Administration and Pre-medical work, the point of view here being that of specialization. Students desiring to lay a foundation for their professional courses while in college may pursue those studies which will have a direct bearing on the professional work in which they will engage in the near future. These courses are so outlined, however, as to avoid anything like a tendency toward narrowness, for the prescribed courses are of such a nature as to develop breadth of mind in the study of English, foreign languages, natural science, philosophy, economics and history, inasmuch as the advanced courses in these particular fields can be undertaken only after the student has done about two years of prescribed work in the College Department.

The courses in Education will appeal especially to a large number of men and women throughout the State. This work is intended for three classes of students: those who study education as a part of a liberal education, those who are desirous of teaching, and those who expect to devote all of their time to school administration. The Department of Education, therefore, offers such courses as the history of education, school administration, psychology, philosophy of education, educational psychology, principles of teaching, foreign school systems, school supervision, the teaching of secondary school subjects, experimental education, tests and measurements, introduction to teaching, and methods in education.

The demand for well-trained business men who have had intensive training beyond the average equipment of the business school graduates, men to plan, to engineer, to carry out far-reaching schemes in the business world, is now so general that this institution decided that it could do nothing better in the re-organization of its work than to provide for specialization in this field. Basing this work on a foundation in courses in English, composition, history, science, economics, mathematics and foreign languages, the course in business administration has been extended into the fields of accounting, finance, business law, insurance, commercial organization, money and banking. Every opportunity will be offered for a student to pursue those courses intended to develop in him the power not only to serve as a secretary or an accountant but to

discharge the functions of a captain of industry of to-day. The institution has a well-equipped business office and a well organized, commercial department which may be used for practical training. Business establishments nearby may serve for the same purpose.

Meeting another urgent need, the institution has provided for preparation in College to meet the requirements of the accredited medical schools of the country. The aim here has been to offer the maximum rather than the minimum of courses required for entering upon the study of medicine. A student who has been graduated by a standard high school may, by the end of his first two years of his college work meet these requirements by doing sixty semester hours of Pre-Medical work. The courses pursued must include inorganic chemistry, analytic chemistry, organic chemistry, zoology, general physics, English composition and literature and modern foreign languages. Through the physical, chemical and zoological laboratories which the institution has provided and its well trained instructors, the institution is now prepared to offer students at an expense of less than one-half of what it would cost them in schools far away, the opportunity of completing their Pre-Medical course.

LIBERAL EDUCATION

The re-organization of the College Department, moreover, means not only the provision of opportunities for specialized work based on psychology, economics, mathematics, and the natural sciences, but also opportunities for thorough training in other branches of liberal education such as English, Latin, Greek, French, German, Spanish, history, political science and philosophy. Students with adequate means to defray the expenses of their education are encouraged to complete the standard college course and to undertake thereafter intensive training in their special fields; for the aim of the college training after all is not necessarily utilitarian, but rather to give the youth a chance to find himself by having every opportunity to develop all of the powers of his mind.

The English Department offers a large number of courses which will doubtless meet the needs of a majority of college students. In addition to the prescribed courses in English composition and public speaking, there are offered numerous courses in argumentation, debating, essay writing, and the like. For persons desiring to become specialists in this field, the Department offers the English Drama, the Novel

and advanced courses in Chaucer, Shakespeare and Milton.

Under the several well-qualified instructors in modern foreign languages students may not only master the fundamentals of these tongues, but may easily learn to read, speak and write French, Spanish, or German. Use will be made of clubs organized on a social basis to develop facility of expression, and current newspapers and magazines in the respective foreign languages will be provided as aids to the same end. Students, moreover, will be introduced to the masterpieces of the classic and modern literature to give that more intelligent point of view which should characterize the equipment of those preparing to teach these languages.

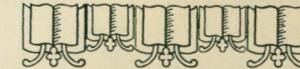
Latin and Greek are to be studied as parts of a liberal education. The aims here are to read with accuracy and ease and to enjoy the masterpieces. Students of Latin will have the opportunity to get a better appreciation of authors read in their secondary course and will study intensively writers representing every stage in the development of Latin literature. Students in Greek may begin this language in college and still advance to the extent of appreciating those poets who gave the best portraiture of Greek life and most admirably expressed Greek thought.

The institution offers, moreover, a number of course in mathematics intended to supply the needs of those emphasizing Mathematics as a part of a liberal education, of those preparing to teach, and of those expecting to apply such knowledge in the sciences or in technology. Mathematics and sciences, therefore, have been so prescribed as to effect a correlation between these two fields according to natural order and logical sequence. Students ambitious to be workers and investigators in the advanced fields of mathematics will find it profitable to begin their course at this institution.

The work in the natural sciences meets not only the requirement for reaching special ends, but with the many opportunities for the practical application of these principles to every day life, this institution offers numerous opportunities for advanced study. Here students may work out the problems of the soil, investigate the flora of a large area, study numerous specimens of animal life, and learn by actual participation in the use of the local plant the most difficult problems of electricity and magnetism. Few institutions are more favorably located for applied science.

In social science the opportunities for thorough work are just as numerous as in other departments. History is made a study of the past in terms of the present, in order that the student may understand

the bearing of past achievements on the life of the people of to-day. Sociology based upon economics is presented as biology applied to society, a study of social forces with a view to effecting the necessary reconstruction and rehabilitation that men may live together for the greatest good of the greatest number. The study of government is connected therewith to emphasize the important relation of the individual to the State and the interrelationships of the nations of the world.



FARMERS' AND HOME-MAKERS' WEEK

In view of the fact that the latest census reports show that the number of farms in the State of West Virginia has decreased 9.7 per cent in the last ten years, and the total acreage 4.6 per cent, it is remarkable to note the way in which interest in the annual Farmers' and Home-Makers' Fair held by this institution has increased year by year. This is the eighth year of the Fair, and has proved to be the most successful of all.

The Department of Agriculture of the State of West Virginia is now engaged in an active campaign for the encouragement and development of agriculture throughout the State, in order that advantage may be taken of its hitherto undeveloped agricultural possibilities, and in order that

wide-spread scientific farming, as well as the operation of coal, gas and oil fields, may become an accomplishment of the State.

The annual Farmers' and Home-makers' Institute and Fair plays an important part in this program, and if the interest and attendance this year may be taken as a basis of judgment, its value will increase yearly.

It was a success from the beginning. On the 25th of January and before, exhibits had begun to arrive. In view of the large number of entries expected because of the numerous awards offered, temporary provisions were made for the proper care of the live stock. Such foresight proved to be wise, for without these temporary quarters it would have been

impossible to accommodate all entries.

ADDRESSES AND EVENTS

On the first day, President Davis welcomed the visitors who were present from Charleston, St. Albans, Dunbar, and vicinity, and undertook to explain something of the purposes of such an Institute and Fair. He spoke of the primary importance of agriculture in the world of today, and of the improvements in sanitation, comfort, good roads and education which now make the life of the farmer no longer unattractive and without the advantages of the city, but bring him in closer touch with the cities, so that the marketing of farm products may be accomplished with less difficulty and expense.

Throughout the day, exhibits and visitors continued to arrive, keeping the Committee on Entries working overtime. By the second day, campus and exhibition hall were crowded. At ten o'clock on this day, a public gathering in Hazlewood Hall was addressed by Mr. Puffer, of the New York Hygiene Association, on "Choosing a Vocation in Life." Mr. Puffer made the very interesting statement that one out of every three persons usually pursues the vocation of agriculture, one out of seven becomes a mechanic, and one out of twenty a professional man.

"In choosing a vocation", Mr.

Puffer said, "read History to gain the experience of others; talk with experienced and worth-while men; learn something about the numerous vocations available, to see into which of these you may fit; and remember the importance of agriculture in modern life."

Mr. Puffer was followed by Miss Jeanne T. Dillon, Director of Child Welfare Work in the State of West Virginia, who spoke on "The Importance of Training for Home-Making". Miss Dillon bewailed the fact that home-making, the most wide-spread and important of all vocations, is receiving such little organized attention from those whose chief aim is to be home-makers. She then outlined the chief functions and important steps in homemaking. Her talk, while designed for presentation to girls and women, proved interesting and instructive to the entire audience.

Mr. J. B. Pierce, Federal Farm Extension Agent, with headquarters at Hampton, Virginia, next described in detail the methods employed by the Federal Government in fostering agricultural projects in the states under his supervision. He said, among other things, that the out-standing need in agriculture today was that the farmer should learn to make himself independent of the city markets.

In the afternoon, the importance of agriculture was stressed in an address by Mr. W. W. Sanders,

Chairman of the Advisory Council to the State Board of Education. This address was followed by a round table discussion. In the evening, motion pictures were presented, relating to several vocations and comparing old and new methods of farming.

On the third and last day, more visitors arrived, including students from the Garnett High School of Charleston, the Dunbar High School of Dunbar, and from a graded school at St. Albans. The morning gathering was addressed by Mr. C. H. Winkler, supervisor of Vocational Agriculture in the State of West Virginia, and the afternoon meeting by Mr. Wheeler of the State Agricultural Department and Mr. Nat T. Frame, Director of Extension Work at Morgantown. Mr. Frame spoke chiefly of agricultural extension as it applies to Boys' and Girls' Clubs, and urged the establishment of Boys' and Girls' Four-H Clubs throughout the State.

The key-note of the Institute and addresses was, "Make West Virginia produce as much of her own food as possible."

THE EXHIBITS

The Exhibits were divided into the following classes: Live Stock, Home Economics (House-Wives'), Boys' and Girls' Clubs, Farm Products, and Home Economics (School). Among the exhibits in the various classes were Berkshire

and Duroc hogs, Wyandotte Barred Rock, Rhode Island Red and Leghorn chickens, pheasants, Jersey cows, draft horses, potatoes, oats, turnips, etc.,—all kinds of canned fruit and vegetables, cakes, pies, and candy, and domestic and art needle-work of various descriptions. Demonstrations in the field of Domestic Science and Art were given daily by students of the Home Economics Department.

Music was rendered throughout the fair by the school chorus, the sextette and congregational singing.

PLANS FOR NEXT YEAR

At the final public session of the Institute, authorization was given for the appointment of a Board of Directors for the Fair, to consist partly of members of the faculty and partly of citizens of the State who are interested in agricultural and home-making projects. It is thought that this measure will make interest in the Fair cover a greater area than at present.

Five new prizes were announced for 1922: ten dollars to the person having the best kept front and back yard; ten dollars to the person whose yard shows the greatest improvement; ten dollars to the person "putting up" the greatest number of jars of fruit or vegetables; ten dollars to the person "putting up" the greatest number of varieties of fruit and vegetables; ten dollars to the person having

the best garden. Competition for these prizes is open to all citizens of the State, and persons desiring to compete should send their names to Mr. A. W. Curtis, Institute, West Virginia, not later than April 1, 1921.

PRIZES REWARDED

Prizes for this year were awarded as follows:

Division A. (Farm Products)

Ten ears white corn.

J. H. Bailey, 1st.
E. Hurt, 2nd.

Home Cured Ham:

Maurice Jones, 1st.
Mrs. C. L. Woody, 2nd.

Green Ham:

Mrs. C. L. Woody, 1st.
Mrs. Annie Howard, 2nd.

Home-made Lard:

Mrs. Annie Howard, 1st.

Division B. (House-wives')

House-wife's Exhibit:

Mrs. C. L. Woody, 1st.
Mrs. E. L. Hill, 2nd.

Loaf of Bread:

Mrs. D. M. Prillerman, 1st.
Mrs. L. N. Brown, 2nd.

Pound of Butter:

Mrs. Eva Pack, 1st.
Mrs. C. L. Woody, 2nd.

Corn not On Cob:

Mrs. J. H. Hill, 1st.
Mrs. Mattie Prillerman, 2nd.

Canned Beans:

Mrs. Amanda Spriggs, 1st.
Mrs. Mattie Prillerman, 2nd.

Canned Tomatoes:

J. W. Knapper, 1st.

Pimento Peppers:

Mrs. L. N. Brown, 1st.

Canned Sweet Potatoes:

Mrs. L. N. Woody, 1st.

Canned Peaches.

Mrs. L. N. Brown, 1st.

Canned Cherries:

Mrs. L. N. Brown, 1st.

Canned Pears:

Mrs. Annie Howard, 1st.

Canned Apples:

Mrs. Dickerson, 1st.

Canned Baby Beets:

Mrs. Annie Howard, 1st.

Light Rolls:

Mrs. M. N. Brown, 1st.

Doughnut:

Mrs. L. N. Woody, 1st.

Lemon Custard,

Kathleen Woody, 1st.

Cocoanut fudge:

Mrs. W. A. Brown, 1st.

Crocheted Table Runner.

Mrs. F. D. Railey, Montgomery, W. Va., 1st.

Embroidered Center-piece:

Mrs. C. S. Sharps, 1st.

House Dress at Lowest Cost:

Mrs. Annie Nash, 1st.

Division C (Boys' and Girls' Clubs)

First-year Sewing:

Virginia Dickerson, 1st.
Kathleen Woody, 2nd.

Second-year Sewing:

Janie Woody, 1st.
Alice Curtis, 2nd.

Best all-round exhibit, showing Pig Club book, record, and cost and profit:

Austin Curtis, 1st.
Richard Woody, 2nd.

Best Pen of White Leghorn Pullets:

Alice Curtis, 1st.
Janie Woody, 2nd.

Division F (Live Stock and Poultry)

Best Dairy Animal:

William Sisson, 1st.

Best Horse:

John Beasley, 1st.

Best Calf:

Robert Parker, 1st.

Best Sow:

William Sisson, 1st.

Best Pair Guineas:

Kathleen Woody, 1st.

Best Pen of Barred Rocks:

E. Hurt, 1st.

Best Pen of White Wyandottes:

Austin Curtis, 1st.

Best Barred Rock Pullet:

Robert Pack, 1st.

Best Barred Rock Cockerel:

Mrs. J. H. Hill, 1st.

Best Rhode Island Red Cockerel:

Mrs. C. L. Woody, 1st.

Best Rhode Island Red Pullet:

Mrs. C. L. Woody, 1st.

Best Dozen Brown Eggs:

Steve Brown, 1st.

Best Dozen White Eggs:

Mrs. L. N. Woody, 1st.

Best School Garden: Prize awarded to the team composed of:

Aubrey Harris, Captain;

Mildred Pickett,

Regina Childs,

Clarabelle Gooch,

Frank Humbles.

THE AMERICAN FOLK-SONG

When the question of the existence of an American folk-song was first raised in this country, and Edward Everett Hale said that the only American folk-music was that produced by the Negro, immediately there arose a protest, and with the protest there developed another question: "Is the Negro folk-song original?" The implied answer was, of course, "No".

The world has now come to see the worth and importance of these folk-songs. They are being looked upon as an artistic creation; but it is for the Negro still to prove himself the producer of them. In spite of the fact that some artists are making an interesting study of the history and origin of these songs, the mass of the American Negroes have still to become interested in what they claim as their creative contribution to art and in what they are offering as the national American folk-song. In order to refute such a statement as that made by Doctor Richard Wallaschek in his book on *Primitive Music*, which is that the Negro folk-song is an imitation of European origin,.....more definitely, that it is an imitation of Scotch, Portuguese, and Indian music,.....the Negro

must know his own folk-music, how it originated, what its history is, and what makes it an art. It is for him, having gained a reasonable knowledge of his music and having proved himself a worthy class of citizen, to present the Negro plantation melody as *the* American folk-song.

It is true that Negro folk-songs are not a production of the entire American population, but their American characteristic is this: they are from the only American people who have developed from a primitive state under the influence of American ideals. No other American immigrant has produced a folk-song, for folk-songs do not spring from a cultured people, and had there sprung what might be called a folk-melody from our mixed and partly-cultured immigration, it would surely have been imbued with European ideals and ideas, which would have destroyed its national characteristics.

It cannot be denied, moreover, that the plantation melodies are folk-songs, for they are in keeping with the definition, that folk-songs are "the unregarded and spontaneous expression of a people's soul". They are a created folk-song, for their peculiarities prove it. First of all, their theme is different from that of other folk-songs. Their musical scale, too, is peculiar, making it impossible to express their tunes accurately with the ordinary musical scale. They are original with the Negro, in spite of the statement made by Doctor Richard Wallaschek and others, who probably do not thoroughly understand these strange, weird tunes, for the peculiarities of these melodies have baffled all attempts at analysis.

At any rate, Negro folk-songs could not have developed as imitations of the Indian or Scotch, for although the Negro and the Indian produced their music among the same mountains and in the same valleys, each is distinctly different. There is a likeness at the point of melody, to be sure, between the Negro folk-song and the Scotch ballad, but at a common point all races are kin, and likeness must be in both races as a highly developed quality resulting from their primitive kinship. The Negro, in his primitive state, was too far removed from the Scotchman to have acquired his melody, and in America his condition of servitude made him a being of the soil, wholly unmindful of other races. The Negro syncopation and the Scotch "snap" are not the same.

Thus, from a study of Negro folk-melodies, all evidences of imitation produced thus far have proved to be conclusions reached without sufficient regard to their characteristics and development, and although their originality is disputed, it cannot be affirmed that American Negro melodies have any foreign characteristics other than that Africanism which is the singular plant of which they are a cross. The Negro folk-

songs sprang from among the American slaves; they were created and they grew in America. They are as assuredly American as the cotton plant; these songs, like the cotton plant, thrive on the same Southern plantation. The Negro stevedore on the Mississippi River cotton boats created *I Hain't but One more River to Cross*, *Peter on de Sea* and *I'm a'rollin' through an Unfriendly World* as he swayed at his daily task. Many songs such as *Go Down, Moses*, *Listen to de Lambs* and *Nobody Knows de Trouble I See* sprang from among the American slaves as, in the heat of the day, they toiled among the Georgia and Alabama cotton plants. And late in the evening, when all was quiet in the fields and in the cabins, our fore-parents, as they slipped into the nearby valleys and woods to worship, expressed their deplorable condition in *Steal Away*, *Every Time I Feel de Spirit* and *Dere's a Great Camp-meetin' in de Promised Lan'*. In the words of Mr. John Wesley Work, director of Music at Fisk University, "these songs expressed the soul of the American Negro", and they touch deeply the roots of American citizenship.

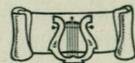
It is interesting to note how casually they came before the American public, and how directly they struck the public as an artistic creation. In the early days of Fisk University, the school, in order to maintain itself, organized in 1871 the original Jubilee Singers. It was not their intention, however, to sing these crude melodies developed in the fields, cabins and meeting-houses. They intended to sing the white man's music; but once, when this had failed to appeal, they offered in a concert this strange, weird, jerky music. The audience liked it, and the Fisk Jubilee Singers converted their troupe into the famous Jubilee Troubadours, touring the country and presenting only Negro folk-songs on their programs.

We, as sons of American slaves, should appreciate and reverence these melodies. We should look upon them as ballads which tell a history of our enslaved past, as fore-runners of our musical present and the promise of a greater song in our musical future. They are American, but Americans have imitated them and are calling them "imitation American". They present it to the world and call it American "Jazz", which is only an overdone imitation of the Negro folk-song syncopation. Certain classical music, also, when listened to with an intelligent ear, carries the tunes of Negro folk-songs. It is often disputed that such works have Negro themes, but Negro musical peculiarities can never be mistaken. Such is the case of the disputed theme of Dvorak's *New World Symphony*. Now, if the imitation is the work of Americans and others, let the American Negro present the thing imitated to the world in such an intelligent manner as to disrobe it of the coverings

which civilization is throwing about it, and, displaying its pessimistic themes, its peculiar minor keys, its beautiful expressions of love for God and mankind, and its spirit of patient endurance, let him give the *world* a chance to exclaim with Maude Cuney Hare, Roland W. Hayes, Henry Edward Krehbiel and others, that of all the races in this country the Negro alone has developed an actual school of music; that the Negro has given "the only music in America that is national, original, real".

The world knows that the Negro has native musical ability. It knows that the plantation melodies are a new kind of music that the Negro is presenting as the American folk-song. America has thus far failed to recognize them, not because of their unoriginality, but because American prejudice wishes to curb the musical vision of the Negro which he gets from such present-day talent as Harry T. Burleigh, R. Nathaniel Dett, Frederick J. Work and others whom I might mention. These melodies sprang from the foundation of the American nation, and if America refuses to lay aside her prejudice, the world must be brought to see these crooning melodies with which "black Mammies" lulled their babes to rest, these singular songs that have a score of meanings, as the most beautiful of all collections of melodies, as *the American folk-song*.

—Winnie R. Page, *College '24*.



FIELD OF EDUCATION

On Monday and Tuesday, January twenty-fourth and twenty-fifth, a conference of citizens of West Virginia, called by Dr. Philander P. Claxton, United States Commissioner of Education, met in Charleston to discuss the subject of *Emergency Education* in West Virginia. This conference was one of many such which Dr. Claxton has been holding throughout the country for the consideration of the educational

situation in which the country finds itself.

Every State in the Union, since the close of the European war, has suffered and is suffering from a shortage of adequately prepared teachers, because of the fact that so many other occupations offer greater remuneration than that offered by the teaching profession. A recent estimate made by the department of education of Wellesley College states that out of the 600,000 teachers numbered in the United States last year, approximately 160,000 resigned their

positions because of inadequate salary. This condition has necessitated the appointment of thousands of "emergency" teachers to fill the gap. Naturally enough, the vast majority of these teachers are not fully prepared for the work to which they have been appointed. It is the purpose of Dr. Claxton's citizens' conferences to create public sentiment for the amelioration of these conditions, for better salaries for teachers and for a country-wide "lift" of public education to the plane which it should occupy.

The outstanding features of the conference in Charleston were four addresses delivered by Dr. Claxton, two to the conference itself, one to the assembled Legislature of the State, and one at the Charleston High School. Both his addresses and the round table discussions which followed endorsed the slogan "Better pay for better teachers" and urged the standardization and definite improvement of the system of public education in the State.

On March sixth, the Washington Conservatory of Music, Washington, D. C., launched a campaign to secure one hundred thousand dollars with which to establish a national school of music, one department of which will be devoted to the preservation and development of Negro folk-songs and plantation

melodies.

Knoxville College has recently been awarded a grant of \$125,000 by the General Education Board, upon the condition that an additional \$375,000 be raised by the college from other sources. Indications are that this sum will be secured.

THE NEGRO ACADEMY

During Christmas week, the annual meeting of the Negro Academy, a society for the advancement of learning and letters among Negroes, was held at Durbar High School, Washington, D. C. In the course of the meeting, addresses were delivered by Mr. William H. Pickens, Miss Nannie H. Burroughs and Mr. James Weldon Johnson, who spoke concerning conditions in Haiti. An extensive exhibit of prints, papers, tracts, original manuscripts, signatures, etc., of interest to students of Negro history, was placed on public view in the school library, and at the close of the session, an oil painting of Phyllis Wheatley was presented to the school as a token of gratitude for the use of the building.

This society publishes *Occasional Papers* concerning Negro life, history, literature and art. Persons desiring information concerning the same may obtain such from Mr. Robert E. Pelham, 2nd and T Streets, N. W., Washington, D. C.



EXCHANGES

We acknowledge, with thanks, the receipt of the following publications: *The Morehouse-Spelman Athenaeum*, *The Southern Workman*, *Fisk University News*, *Atlanta University Bulletin*, *Roger Williams Rogerana*, *Knoxville College Aurora*, *Shaw University Bulletin*, *Union-Hartshorn Bulletin*, *Shepherd College Picket*, *West Virginia Tablet*, *Clarksburg Kelly Miller Journal*, *Marshall College Parthenon*, *Fairmont Normal School Bulletin*, *Charleston Kanawha School News*, *Williamson School Board Journal*, *Parkersburg Messenger*, *Charleston Educator and Journal*, and the *McDowell Times*. We request exchanges from all school Journals in order that we may know what is going on in other educational circles.

Did you plan to enter college last year? Were you successful in the attempt? If not, why not try again?—*Kelly Miller Journal*.

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Shaw,, not with arrogant pride, but with a measure of joy, claims, in point of service, the oldest missionary in Africa today, and that more missionaries have gone from her to Africa than from any other college in America.

Shaw University Bulletin.

—0—

Make your world safe for democracy? Hm! a great idea that. And, if you will hear me, I cannot choose but remark that it would be a fine and hopeful start toward the realization of that lofty ideal if your "democracy" should first make the United States a safe place for all of its own citizens from

Maine to the Golden Gate and from the Lakes to the Gulf.

Knoxville College Aurora.

—0—

I've shut the door on yesterday,
And thrown the key away—
Tomorrow holds no fears for me,
Since I have found today.

Union-Hartshorn Bulletin

—0—

The Negro's plantation songs, known as "spirituals", are said by competent critics to be the only distinctive American music. The honor belongs entirely to the black slave, and is immensely significant.

The Southern Workman.

—0—

Opportunities are the offers of God whereby we may serve Him by serving our fellowmen.

Roger Williams Rogerana.

By our words and actions we may always know where our destiny lies.

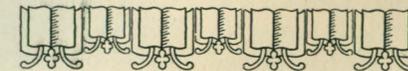
The West Virginia Tablet.

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We submit the field of Journal-

ism to our youth. Since newspapers mold sentiment, and sentiment has the power to do almost anything, let our youth consider the field of Journalism.

Morehouse-Spelman Athenaeum.



CHAPEL TALKS

At the Sunday evening service of January sixteenth, President Davis spoke upon *Progress as the Will of God*. The world is growing better, he said, in spite of frequent manifestations which would seem to indicate otherwise. Every untoward act on the part of individuals, moreover, hinders the progress of the world toward that

"one far-off divine event
To which the whole creation moves."

On January twenty-third, the Sunday evening chapel talk was given by Mr. Lane, head of the department of English, upon the subject, *Relative Values in School Life*, drawn from the text, "What is a man advantaged if he gain the whole world and lose himself?" A primary function of education, Mr. Lane said, is to enable a student to find and attain to a definite aim in life. Scholastic, athletic and social activities of his school life, then, should be arranged, engaged in or refrained from with ref-

erence to their relative values in furthering that life aim.

Mr. Price, director of the Normal department, spoke on Sunday evening, January thirtieth, from the question-subject, *Am I my brother's keeper?* and dealt with the applicability of that question to life at Institute. Life at Institute, and in any community, he said, may be looked at from two points of view: the particularistic, in which no one assumes interest in or responsibility for the acts of another, and the organic, in which each member of the social group considers himself affected by the acts of any other member of that group. What, he concluded, shall be our attitude?

Dr. Homer C. Lyman, director of work among Negroes under the auspices of the international Sunday School Association, visited the school on February second and third, and during his stay gave three unusually interesting talks to the school, in his first morning talk, he told of how, while Dean of

the Theological Department of Benedict College, Columbia, S. C., he was inspired to enter Sunday School teacher training work. and he emphasized the need for the 100,000 young educated Negroes to interest themselves in Church and Sunday school work in order to serve the 1,200,000 Negroes of the United States. In his second talk, delivered at the Wednesday evening prayer meeting, Dr. Lyman spoke of education as a means for development of a higher type of manhood. His third talk was the most interesting of the three, and dealt with the barrier which education too often builds up between young people and the home folks. The task of the educated youth, he said, is to find a way to translate their education into the life of their local communities.

On Sunday evening, February sixth, President Davis talked at the evening chapel services on *Passing the Buck or Much Ado about Something*. Using the question, "Who are responsible for the children?" as a starting-point, President Davis developed the thought that the home, school and church, upon whom the responsibility for child-training rests, are in too many cases "passing the buck" and evading the responsibility with the result that many young people are becoming lost for lack of a guiding hand.

On Sunday, February thirteenth,

President Davis continued his discourse of the preceding Sunday, his theme being that we of the present day are responsible for the children of the future. To that end, each member of the school circle in this school and other schools of the country should resolve to check the generally recognized laxity of morals, immodesty of dress and looseness of social conduct which appears to be on the increase, - in order that the future may see a stronger, and not a weaker race.

Chapel exercises on Monday, February fourteenth, took the form of exercises commemorating the birth of Abraham Lincoln and Frederick Douglass. A paper on *Lincoln and Douglass*, was read by Miss Anna Perry, College 24, and a soprano also entitled *Abraham Lincoln* (P. ul) was rendered by Miss Armada Lomac, Commercial '22. The address of the morning was delivered by Mr. C. H. James of Charleston.

Doctor Jesse E. Moorland, International Y. M. C. A. Secretary, was the evening speaker on February twentieth. For his text he chose the passage "Greater love hath no man than this, that he lay down his life for his friend," and he spoke concerning the responsibility of the educated man for the life of his race. On Monday morning, Doctor Moorland continued his talk, applying it more directly to college men and women at Institute.

On February twenty-seventh, Mr. Ferguson, professor of Economics and Sociology, preached from the text, "Give us this day our daily bread." Mr. Ferguson compared the prosperous state of most of this country with the starving condition of some other peoples of the world, and emphasized the duty of thankfulness for the "daily bread" enjoyed by most of us.

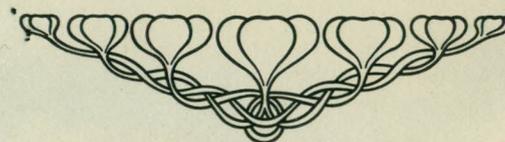
LOCAL AND PERSONAL

During their stay at Columbus, Ohio, the members of the Institute

basketball team were entertained by the Misses Charlotte Campbell and Ednora Prillerman, both of whom have formerly been connected with Institute and are now attending Ohio State University.

Mrs. Clarice Jones Michaels went to Washington, D. C. during the inauguration period.

On Wednesday, March ninth, announcement was made to the faculty and students of the marriage of Miss Fay Hendley of the faculty to Mr. William R. Davis of Hampton, Virginia, on August 31, 1920.



The West Va. Collegiate Institute

announces

The Annual Summer School

which will be held from

June 13 to July 22, 1921

RURAL and URBAN TEACHERS will be offered courses in Rural Problems, in the Organization and Administration of Rural Schools, and a review of the common branches, etc.

ELEMENTARY GRADE TEACHERS will be offered an intensive drill in all subjects required in the Uniform Examination for the Elementary Certificate. Courses will be arranged to meet special needs of the teachers who are working for a Short Course Certificate.

Courses will be offered for CONDITIONED STUDENTS and for those who are working for ADVANCE CREDITS.

CREDIT TOWARD A COLLEGE DEGREE will be given for courses in Economics, English, Foreign Languages, History, Mathematics, the Natural Sciences and Sociology.

OTHER COURSES will be offered as the need arises.

For detailed information address

John W. Davis, President

or

S. H. Guss Director

Institute, West Virginia



**Did YOU plan to enter COL-
LEGE last year?**

**Were you successful in the at-
tempt?**

If not, why not TRY AGAIN?—

Kelly Miller Journal

