

FEBRUARY 1924

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# THE SOUTHERN WORKMAN



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**William Edouard Scott, Painter**

FRANCIS C. HOLBROOK

**Health Education for Indian Girls**

ELLA DELORIA

**Community Preservation of  
Negro Music**

MABEL TRAVIS WOOD

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Press of

**The Hampton Normal and Agricultural Institute  
Hampton, Virginia**

# The Hampton Normal and Agricultural Institute

## HAMPTON, VIRGINIA

**JAMES E. GREGG, Principal**  
**G. P. PHENIX, Vice Principal**

**F. K. ROGERS, Treasurer**  
**W. H. SCOVILLE, Secretary**

- What it is** An undenominational industrial school founded in 1868 by Samuel Chapman Armstrong for Negro youth. Indians admitted in 1878
- Object** To train teachers and industrial leaders
- Equipment** Land, about 1001 acres; buildings, 140
- Courses** Secondary—Academy and Trade School; Advanced—Builders', Business, Home-Economics; Collegiate—Agriculture and Normal
- Enrollment** Including practice and summer schools and classes for teachers in service, 2218
- Results** Graduates, 2512; ex-students, over 8800
- Outgrowths: Tuskegee, Calhoun, Mt. Meigs, and many smaller schools for Negroes
- Needs** \$160,000 annually above regular income  
 \$5,000,000 Endowment Fund

### Scholarships

Annual Scholarship	-	-	-	-	\$100
Endowed Scholarship	-	-	-	-	2500

Any contribution, however small, will be gratefully received and may be sent to **F. K. ROGERS, Treasurer**, Hampton, Virginia.

### FORM OF BEQUEST

*I give and devise to the trustees of the Hampton Normal and Agricultural Institute, Hampton, Virginia, the sum of      dollars, payable*

# The Southern Workman

Published monthly by  
The Hampton Normal and Agricultural Institute

VOL. LIII

NO. 2

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THE SOUTHERN WORKMAN was founded by Samuel Chapman Armstrong in 1872, and is a monthly magazine devoted to the interests of undeveloped races.

It contains reports from Negro and Indian populations, with pictures of reservation and plantation life, as well as information concerning Hampton graduates and ex-students. It also provides a forum for the discussion of race problems.

CONTRIBUTIONS: The editors do not hold themselves responsible for the opinions expressed in contributed matter. Their aim is simply to place before their readers statements by men and women of ability without regard to the opinions held.

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TERMS: One dollar a year in advance; ten cents a copy

CHANGE OF ADDRESS: Persons making a change of address should send the *old* as well as the *new* address to

### THE SOUTHERN WORKMAN, Hampton, Virginia

Entered as second-class matter August 18, 1908, in the Post Office at Hampton, Virginia, under the Act of July 16, 1894

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917 authorized on July 8, 1918

Lieutenant Jones was later promoted to a captaincy for bravery and was honorably discharged in July 1865. The following inspiring lines were written by Captain James:—

“Altho’ I lie so low and still  
 Here came I by the Master’s will;  
 He smote at last to make me free  
 As He was smitten on the tree,  
 And nailéd there. He knew of old  
 The human heart, and mine is cold.  
 And I know now, that all we gain  
 Until we come to Him is vain.  
 Thy hands have never wrought a deed,  
 Thy heart has never known a need  
 That went astray in His great plan  
 Since far-off days when youth began.  
 And in that vast and perfect plan  
 Where Time is but an empty span—  
 Our Master waits. He knows our want,  
 We know not His—till pale and gaunt  
 With weariness of life we come  
 And say to Him, What shall I be?  
 Oh, Master, smite, but make me free;  
 Perchance in these far worlds to know  
 The better thing we ought to be.”

## BOOK REVIEWS

**Three Negro Communities in Tidewater Virginia.** By Allen B. Doggett, Jr. (teacher of farm management and rural sociology in the Agricultural School of Hampton Institute) the United States Department of Agriculture co-operating. Published by the Hampton Institute Press.

**T**HIS is a forty-six page illustrated bulletin describing three farming communities, composed in each case of individuals who are strong, alert, self-respecting, improving their homes, schools, and churches and building up their farms for greater income. But far more than this, each community has an individual personality of its own, which makes it work as a unit. A social spirit is alive and all are going forward with it.

For each of the communities in turn the bulletin gives a map showing homes, schools, roads, churches, stores, etc., and a brief characterization of the community, based on its population, geography, and economic and social condition. Then follows a list of the institutions and organizations within the community

which appear to have been active in building up a feeling of group solidarity and pride in co-operative achievement. Important events of history like the loss of a church by fire or the building of a new school are told. And usually the telling is done by direct quotation from the people concerned, so that all through the bulletin the reader feels the presence here and there of the leaders of the movement. In each of the three communities the people point to some minister in the church who first showed them how to work together for the benefit of all. There are many photographs, especially of homes. The last one seems particularly impressive by way of contrast with the others—“An Old Timer: the last remaining log house in Ruthville, unused for years.”

Help in the preparation of the bulletin was given by the students in Mr. Doggett’s course in rural sociology as a part of their training. With the guidance of selected members of the communities, every family reported on was visited, a schedule of questions was filled out, and miscellaneous impressions and

facts were recorded. From the completeness and apparent accuracy of the data, the people visited had nothing but the warmest sympathy for the work and perfect willingness to co-operate. The bulletin itself stands as a good example of what a rural community survey may be, and its three chapters are unquestionably a challenge to all other rural communities to "go and do likewise."

—D. F. F.

**Music Memory Contests.** By Prof. Peter W. Dykema, of the University of Wisconsin. Published by the Bureau of Community Music, Community Service, Inc., New York City. Price \$.50.

**T**HIS bulletin solves the difficult question for public schools and communities, of how to interest people in music of the better sort; for it takes advantage of the play spirit inherent in all of us to make the recognizing of classical compositions a game as fascinating as an athletic contest. Interest is intensified by the excellent annotations by Professor Dykema describing the pieces to be studied and their composers.

The amount of information and the number of selections which even those who do not win prizes would have to achieve is marvelous; and

when one considers the fact that the spirit of competition would naturally minimize the effort put forth by contestants in acquiring this information, one cannot praise the music memory idea too highly. If some similar scheme could be worked out for institutions so that the competition could be interclass as well as interscholastic, the idea would be a well-nigh perfect one.

Strictly speaking it is, perhaps, a little unfortunate that a better chronological order was not followed. For instance, we are introduced to a highly developed Indian song by Cadman before the natural expression of the Red Man has been heard. Likewise we get Stephen Foster's "Old Black Joe" and "Largo" from the "New World Symphony" before we get the real Negro Folk Song from which these more highly developed compositions were evolved; and Tschaiakowsky's "Marche Slav" occurs before a real Russian Folk Song like the "Song of the Volga Boatman" has been introduced.

Certainly from the standpoint of good pedagogy these are errors, but in comparison with the splendid work of familiarizing children and the laity with the best music, they are not of great importance.

—R. N. D.

## WHAT OTHERS SAY

### MAGAZINE NOTES

**I**N THE *Survey Graphic* for January are two illustrated articles of interest: "Navahos of the Painted Desert," by John Collier, and "From Slave Hut to Home," the third installment of "The Homes of the Free," by Rossa B. Cooley, describing the people of St. Helena Island, South Carolina.

**A** STATEMENT of the status of the West African Negro, by W. E. B. DuBois, who has been traveling on the West African coast, may be found in "The Negro Takes Stock," published in the *New Republic* for January 2. The December

number of the publication, *Home, School, and Community*, issued by the Georgia Council of Social Agencies, contains "Progress in Negro Education," by Walter B. Hill, State supervisor of Negro education, and "Trends in Race Relations," by T. J. Woofter, Jr.

**A**N ARTICLE on "The Race Problem in Cross Section: The Negro in 1923," by Monroe N. Work, is published in the *Journal of Social Forces* for January. The *South Atlantic Quarterly* for January publishes an interesting contribution by C. Chilton Pearson—"Race Relations in North Carolina: a field study of moderate opinion."