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(INCORPORATED)

Organized to promote industrial training of the white children
of the Southern Appalachian Mountaineers.

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The Child of Hope.

MARTHA S. GIELOW.

It has been said that the mountain land of the South is the "land of promise," and the mountain child, "the child of hope," and if any doubt that the mountain land is the land of promise let them go and look upon the activity that is transforming some of the dark corners (especially in No. Car.). Let them see the railroads penetrating into the wildest sections through tunnels deep and over the dizzy heights of majestic scenery. Let them see the innumerable hill-crests crowned with villas, resorts, and hotels built as by magic, and see the streams of tourists pouring in led by the advance guard of the prospecting agents.

Yes, the mountain land is indeed the land of promise for the seeker of gain and the seeker of health. Its material values and the wonderful healing powers of the glorious air "above the clouds" have been discovered in the last ten years and heralded to the world, and civilization with all its communicating forces is rapidly penetrating the very heart of the wooded forests. Enterprising companies are seizing upon vast areas of timber lands and entire mountains with the water power of their streams for development.

And what of the mountain child? This so-called "child of hope"? What prospect has he for sharing in the benefits of this new creation, this new order of things? Is he prepared for this sudden transformation of his environment? Has he been fitted to meet these new conditions so strange and foreign and is he able to hold his own in this wonderful mountain land of promise?

Perhaps had less "research" work been done in the last ten years and had more attention been given to the immediate needs so evident, so perceptible and vital, we might say he is. But the few hundreds receiving light, are but as a drop to the whole.

The sudden burst of light upon bandaged eyes produces a blindness that is often fatal in its results. And just so the mountaineer without preparation, without experience, in outside conditions, is likely to be blinded by his first chance to hold money in his hands. He sells his lands, his all to the bewildering agents for a "widow's mite" and the money seems very great in comparison with the bleak hill sides he has parted with, and which failed to yield a decent living because he had failed to have light on the values of soil and a more intelligent mode of farming. And like a child he goes forth having sold his birthright for a mess of pottage; and not knowing the value of money and not knowing how to invest or to use it wisely, soon finds it gone and himself and family down and out or, I should say, out and down. For the inefficient must give way to the efficient and the unprepared, unenlightened, proud, self-important mountaineer becomes the menial on the plains.

This is no overdrawn picture, for so rapid and so sudden has come the inrush of commercializing light to the mountains that the remote mountain people are in a large measure bewildered and too late will realize their own ignorance and simplicity and irreparable loss. They are far more desolate in the mills to which they are driven, more bitterly poor as wandering railroad hands, competing with negroes and foreign laborers, than as land owners in cabins ever so bleak. For the money they receive, especially those with large families, barely keeps their bodies and souls together under the new conditions of rent to pay and everything to buy. Twenty-five years more of even limited educational forces at work would have found them better prepared. And the only hand held out to advise and restrain this natural impulse to sell to the persuasive agents and to hold at least a small part of this "land of plenty" (when understood) is the hand of the mission teacher, and the only chance for thousands of these "children of hope" so-called, is the chance they are getting in the mission schools.

The short-term public school in many of the mountain counties is not a credit to the mountain States. This feeble pretense at education is of little account and if these States do not look more forcibly to the development of this neglected asset there will be even a more fearful account of stewardship to render later on. There are "classes" in the mountains as elsewhere and while it is true that conditions in many instances among the mountain people are, especially in the vicinity of the mission schools, greatly improved the fact remains that their state is yet far from satisfactory and a great majority are as yet *unstarted*. From the train windows one can see the pitiful shanties and cabins nestled on the edge of "civilization," and these are the homes of the Anglo-Saxons whose ancestors fought for the independence of the Nation.

But there are forces at work in the mountains though unbacked by endowments. The hand to mouth struggle of the mountain schools, fighting for existence is the most pathetic as well as the most hopeful sight I have seen in the mountains.

I have driven over one hundred and fifty miles through the very heart of things in several of the mountain counties in the last few months. I have remained for days in many of the schools and have studied the children at close range and followed them into remote homes. The splendid barefooted manly little fellows toiling in the rugged cornfields through the summer to earn their way through school during the winter, were enough to inspire a heart of stone in their behalf. One little barefoot, red-headed lad especially interested me by his fine open face. I learned that he was one of the many little mountain tramps that have no fathers and no homes and who sleep in hay stacks and get food by working from door to door. He had wandered into the "fold" at this particular school and asked for work and education. It was noticed that one of the little bare foot comrades always ate the dessert of this little red-headed favorite and it was discovered upon investigation that "little

red-head" had only the one ragged shirt to his back and he was giving ten desserts to the other little boy for one of his shirts. When a boy has been half fed and never before perhaps has seen a pie or a pudding the sacrifice of giving his share ten times for a shirt and watching the other boy eat it is a test worthy of note. And the girls were not behind in instances of sacrifice and brave efforts to work their way.

These schools doing this splendid work for the future mothers and voters of the remote sections were in every instance in great need of aid. There was a lack of industrial equipment and a lack of almost everything necessary for carrying on this great work except the children and the loving sacrificing devotion of the teachers.

If those who give to higher education could only be brought to see the vital need of this foundation work, I believe they would divide their gifts. And if those now wasting time and opportunity by "studying conditions" would only give to the present pressing need we might finish the partly built schools and equip them with industrial appliances and place industrial teachers where vocational training is so greatly needed. If those who have means could but see the terrible spread of disease and sickness throughout our mountains and would help us place visiting nurses in isolated homes what a blessing they would bring to the poor ignorant mothers who haven't the faintest knowledge of sanitation or care of their sick.

The need of visiting nurses is one of the greatest in the mountains to-day. Every kind of sickness seems to have settled upon the cabin areas. I found many summer schools that are usually carried on (by mission teachers) for three months, and public school buildings closed by epidemics of whooping cough and typhoid fever. I saw sick children in nearly every cabin home I entered and was told of entire families down with typhoid fever. In one cabin near one of the schools I was visiting, a family of five were ill with it and their only nurse and help was the one member that had not at that time succumbed. In another cabin out of

a mountain family of ten, eight were down with typhoid. The only member untouched was a child of thirteen, who cooked and nursed and milked three cows and cared for the home. One son had died of it and the remaining son of eighteen looked to be hopelessly ill. I learned from reliable authority that tuberculosis is spreading its deadly plague over the mountains and I was told that its origin could be traced to those who had been beguiled into going down to work in the cotton mills and returning to die in their mountains.

More than ever should we be up and doing for the preservation of this splendid American stock needing but a chance.

Census Facts as to Illiteracy.

For the definite and statistical information of the public there are shown in the accompanying tables the census returns respecting illiteracy in several of the Southern Appalachian States, and, in particular, respecting the illiteracy of the native white men in several mountain counties of each State.

The statement for the year 1900 was prepared by Dr. E. Dana Durand, Director of the last census, in response to the request for accurate criteria regarding these counties. At the request of the Association, Dr. Durand has kindly prepared for purposes of comparison an advance statement compiled from the unpublished returns of the census for 1910, concerning the same states and counties. We republish the 1900 data for comparison with the returns of 1910. The latter, Dr. Durand states, are subject to revision, but the changes which may be made in the figures are not likely to affect perceptibly the percentages.

The classified data here given are most important on account not only of the urgent desire of the public for accurate information (the existing reports being unsystematically compiled, vague, sometimes conflicting, and often grossly exaggerative), but also to show both what must

be done and what has been done. The thanks of the Association and its friends are due to Dr. Durand for his efforts in behalf of this work.

In examining the data in the tables it will be noted that the figures concern the native white population only, the last three columns being given to the exclusive consideration of native white males over twenty-one years of age. It will next be observed that under each State are given (1) the figures for the native white population of the whole State; (2) the returns for several of the mountain counties, aggregated, in the States, and (3) the specific information for each of these mountain counties. The percentages at the right margin pertain to native white male adults.

On looking through and comparing the two tables it will be seen that all the States show, in 1910, substantial improvement, so far as the bald figures go, over the conditions of 1900, but it is depressing to see that the worst counties show the least relative gain. In some cases the improvement is obviously due mainly to a large influx of population from other regions of higher educational standards, this influx being caused by the development of mines, mills and railways. The effects of immigration of native Americans from other more prosperous regions, are well illustrated, for example, in Bell and Pike counties in Kentucky. During the ten years the population of the former nearly doubled, while that of the latter increased about one-half. Concomitantly the percentage of illiteracy in these counties which show, quite naturally, the greatest improvement was reduced by about one-third. In the other two Kentucky counties where the population was not so largely increased, the number of grown white men who can neither read nor write has remained nearly the same, though they constitute somewhat smaller percentages. Similarly the development of coal mining in Dickenson county, Virginia, seems to have produced a marked effect on its percentage of illiterates, which formerly comprised one-fourth of its men.

The best general improvement by counties is to be found in North Carolina and Tennessee where, however, educational conditions have from the start been better than in the other States mentioned. In North Carolina, for example, the total population of the three mountain counties covered by the report, has undergone but little change, and the reduced percentages may be credited as presumably due to the extension of educational opportunities. It may be in part due to awakened local pride and its effects upon the census, leading the enumerator to make the best showing possible, and the people to "put the best foot forward." Possibly some such influence may have aided in cutting down the total illiteracy by about one-half in Alleghany county, North Carolina, and reducing the ignorance of the grown men more than a third in that county. Credit, nevertheless, must mainly be due to the good work done in the mountains by the State as well as by outside organizations. The far greater attractiveness, accessibility and healthfulness of the Carolina mountains have been potent factors in bringing the needs of the people to the attention of the outside world and in bringing that world to the mountains. There yet remains a great work to be accomplished. While climatic and esthetic factors have helped to bring aid to the mountaineers of the Carolinas, conditions more or less distinctly contrary have operated in detriment to the less accessible, less known, and so less appreciated white population of the relatively uninteresting mountain regions of Eastern Kentucky, and the border counties of Virginia represented in the tables. It is a lamentable fact that these counties showing greatest illiteracy appear to excite less interest and less attention. Fewer people of the outside world visit them and less is done for their pitiful needs. In Buchanan county, Va., the gain in ten years is less than one per cent. Do our readers grasp the fact that over one-third of the native white men of this county can neither read nor write? The showing of the mountain counties

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Illiteracy in Southern Mountains, 1900.

	Total native white population	Illiterate native whites 10 years of age or over	Native white males 21 years of age or over		
			TOTAL	Illiterate	
				Number	Per cent
United States	56,740,739	1,916,434	14,103,619	688,750	4.9
Kentucky, North Carolina, Tennessee and Virginia	5,767,772	598,482	1,386,710	204,697	14.8
14 Mountain Counties.	207,019	39,518	43,796	10,844	24.8
KENTUCKY	1,812,176	169,324	444,067	63,348	14.3
4 Mountain Counties	54,986	12,163	11,226	3,245	28.9
Bell	13,761	2,679	3,107	755	24.3
Harlan	9,609	2,536	1,885	566	30.0
Letcher	9,126	2,002	1,777	493	27.7
Pike	22,490	4,946	4,457	1,431	32.1
NORTH CAROLINA	1,259,209	175,645	286,812	54,334	18.9
3 Mountain Counties	39,200	6,163	8,044	1,702	21.2
Alleghany	7,292	1,034	1,521	302	19.9
Ashe	18,885	3,152	3,837	822	21.4
Watauga	13,023	1,977	2,686	578	21.5
TENNESSEE	1,522,600	157,396	365,537	51,688	14.1
2 Mountain Counties	36,953	6,660	8,167	2,013	24.6
Grainger	14,856	2,827	3,420	802	23.5
Hawkins	22,097	3,833	4,747	1,211	25.5
VIRGINIA	1,173,787	96,117	290,294	35,327	12.2
5 Mountain Counties	75,880	13,532	16,359	3,880	23.7
Buchanan	9,683	2,841	1,954	695	35.6
Dickenson	7,744	1,558	1,518	380	25.0
Lee	19,099	3,097	3,988	960	24.1
Scott	22,059	3,828	4,780	1,192	24.9
Wise	17,295	2,208	4,119	657	16.0

Illiteracy in Southern Mountains, 1910.

	Total native white population	Illiterate native whites 10 years of age or over	Native white males 21 years of age or over		
			TOTAL	Illiterate	
				Number	Per cent
United States	68,386,422	1,535,023	17,710,697	617,966	3.5
Kentucky, North Carolina, Tennessee and Virginia	6,538,621	481,409	1,633,632	191,280	11.7
14 Mountain Counties..	248,617	32,535	54,454	10,972	20.1
KENTUCKY	1,987,898	146,797	507,221	60,147	11.9
4 Mountain Counties	76,947	11,716	16,705	3,600	21.6
Bell	25,112	3,486	6,002	1,111	18.5
Harlan	9,990	1,908	2,014	535	26.6
Letcher	10,604	1,483	2,057	444	21.6
Pike	31,241	4,839	6,632	1,510	22.8
NORTH CAROLINA	1,494,569	132,189	354,315	49,710	14.0
3 Mountain Counties	39,204	3,904	8,462	1,342	15.9
Allegheny	7,403	524	1,594	179	11.2
Ashe	18,513	2,005	3,979	699	17.5
Watauga	13,288	1,375	2,889	464	16.1
TENNESSEE	1,692,973	120,966	423,319	47,743	11.3
2 Mountain Counties	35,164	3,992	8,101	1,555	19.2
Grainger	13,395	1,418	3,173	523	16.5
Hawkins	21,769	2,574	4,928	1,032	20.9
VIRGINIA	1,363,181	81,457	348,777	33,680	9.7
5 Mountain Counties	97,302	12,923	21,186	4,475	21.1
Buchanan	12,320	2,721	2,445	852	34.8
Dickenson	9,187	912	1,814	296	16.3
Lee	22,639	3,080	4,923	1,128	22.9
Scott	23,302	3,089	5,243	1,155	22.0
Wise	29,854	3,121	6,761	1,044	15.4

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September, 1912.

All communications relating to the QUARTERLY MAGAZINE should be addressed to the Editor, Mrs. C. David White, Room 331, Southern Building, Washington, D. C.

The following figures in regard to education in the mountains were furnished by Prof. P. P. Claxton, Commissioner of Education:

Length of school term in some of the mountain counties of Tennessee: Carter County, 98 days; Scott County, 100 days; Campbell County, 100 days; Greene County, 107 days; Hancock County, 111 days; Monroe County, 112 days.

In North Carolina the average length of school term for the whole State, including cities, was 101.9 days.

Figures showing number of school houses in some of the mountain counties of Tennessee and North Carolina:

TENNESSEE.

Scott County, 1 school house to every $8\frac{1}{2}$ square miles;
 Monroe County, 1 school house to every $8\frac{1}{2}$ square miles;
 Polk County, 1 school house to every 8 square miles;
 Unicoi County, 1 school house to every 7 square miles;
 Greene County, 1 school house to every 6 square miles.

NORTH CAROLINA.

Graham County, 1 school house to every 14 square miles;
 Swain County, 1 school house to every $13\frac{1}{2}$ square miles;
 Haywood County, 1 school house to every 10 square miles;
 Jackson County, 1 school house to every 10 square miles;
 Macon County, 1 school house to every $8\frac{1}{2}$ square miles;
 Cherokee County, 1 school house to every 8 square miles.

Census Facts as to Illiteracy

(Continued from page 9)

of the Blue Grass State and of the Old Dominion is an indictment not alone of those commonwealths, but of our country as well, and our boasted civilization and humanity.

Is not the ignorance revealed in these tables a national disgrace, and what about the loss to our national strength of all this good American stock that is still only a potentiality?

Some Reasons for Backwardness in the Mountains.

No stronger arguments for the necessity in the more remote and inaccessible regions of the mountain States for settlement schools in which children shall live for eight months of the year, can be presented than the following statement taken from the report of the school superintendent of one of the mountain counties of Kentucky: "I am glad to say that I found a strong educational sentiment in most parts of the county, but there are many difficulties and hindrances in the way of the public schools, of some of which I wish to speak:

"1. Sparse population in parts of the county makes it impossible to have a school of much size without having the children walk four or five miles.

"2. Another hindrance is bad roads, for as a rule we ford the creeks end ways so that in times of high water the children cannot reach the school houses, but it is gratifying to me to note a growing sentiment to take the roads out of the creeks and build bridges where streams must be crossed.

"3. The indifference of parents, the results of which are irregular attendance, tardiness, disobedience, disregard of public property.

"4. The most serious hindrance is epidemics of measles, whooping cough, diphtheria, scarlet fever, etc. We have no salaried health officers to look after and prevent the spread of these epidemics, and our schools are paying the penalty."

Women and Children of the Mountains.

Rev. Edgar Tufts, a devoted worker in the mountains of North Carolina, writes from intimate knowledge of the hard lives of the women and children, as follows:

"The mountains are a good place for men and dogs, but they are hard on women and horses" is a saying that is very true. No class of women, not even the negroes of the South, undergo as many hardships as many of the mountain women do. Cooking, washing, nursing, milking, sewing, and often farming, occupy the major part of their existence. They begin with the tender years of childhood and there is no let-up until they are too feeble to work any longer. Their homes are as bare of any comforts as their walls are of pictures. No books, magazines or music to relieve the monotony of the daily drudge. No outside diversion except an occasional sermon by a local preacher in the neighborhood church, to which the probability is she cannot go, because of the babies. Seldom, if ever, passing beyond the narrow confines of her native cove; with practically no knowledge of the outside world and no way of obtaining any except a passing stranger should stop for a meal or lodging (in which case he would get the best her home could afford); with no conveniences to lighten the monotonous burdens of domestic life; with nothing to read and perhaps no ability to do so, it is no wonder that the average mountain woman is prematurely old and that she seldom smiles.

The children are strong and robust. They have good minds. They have few pleasures that are common to children in other places. Work, isolation and a wrong conception of pleasure on the part of their parents (they generally associate the innocent pleasures with worldly amusements that lead to destruction of soul and body) rob them of the most of the joys of childhood. Nearly all of them use tobacco in some form. The boys chew and the girls dip snuff. They are also profane.

Copies are obtainable of Mrs. Gielow's historical and educational play entitled "A Mountain Pageant of Historical Tableaux and Symbolic Figures," written for the benefit of the Association. These can be rented by schools or those desiring its use.

The little mountain hospital at Altapass, N. C., in charge of Miss Holman, the trained nurse who has given twelve years of devoted service to the mountain people, is doing fine work, and proving a great force for good.

The Century Magazine for July, 1912, contains a wonderfully interesting story by Lucy Furman, entitled "Sight to the Blind." This story is the direct outcome of Dr. Stucky's visits to the mountains, and is a recital of only one of the many instances of help that he has given.

In the QUARTERLY for December, 1911, was an article entitled "A Mountain Clinic," describing the remarkable work done by Dr. Stucky at Hindman, Ky. This fall Dr. John McMullen, a noted eye specialist and assistant of the United States Marine Hospital at Baltimore, will accompany Dr. Stucky on his visit to the mountains of Eastern Kentucky. Dr. McMullen goes at the request of the Kentucky State Board of Health to investigate the eye diseases so prevalent, particularly trachoma which is a great scourge.

The Annual Bazaar and sale of articles representing the products of the mountain industries, such as baskets, weavings, carved nut bowls, bread trays, etc., will be held in November. We hope to have articles made by some of the blind mountain children who have been educated in the State school at Raleigh, North Carolina. These articles are sold for the benefit of the mountain workers who have no other means of finding a market for their products.