

COOPERATIVE EXTENSION WORK IN AGRICULTURE  
&  
AND HOME ECONOMICS



U. S. Department of Agriculture  
and State Agricultural Colleges  
Cooperating

States Relations Service  
Office of Extension Work

12918

REPORT OF BOYS' CLUB WORK FOR VIRGINIA X  
CALENDAR YEAR 1921

J. B. Pierce, Special Agent.

Space for agent's stamp

**BOYS' CLUB WORK**

**General**

- |   |     |
|---|-----|
| 1. Number of organized community agricultural clubs in county                           | 39  |
| 2. Number of community meetings held  | 52  |
| 3. Number of county club meetings held this year for business purposes                  | 29  |
| 4. Number of encampments or short courses held in county for instruction and recreation | 8   |
| 5. Number of club boys sent to short courses or State encampments                       | 8   |
| 6. Number of club boys entering college for the first time this year                    | 41  |
| 7. Number of club boys sent to the state fair this year                                 | 15  |
| 8. Number of club boys sent on other educational trips this year                        | 138 |

Explain: \_\_\_\_\_

- |  |           |
|--|-----------|
| 9. Number of club shows and exhibits held this year  | 26        |
| 10. Value of prizes won by club boys on <u>Crops</u>   | \$ 288.00 |
| 11. Value of prizes won by club boys on <u>Animals</u>   | \$ 1.00   |
| 12. Number of banks or individuals that loaned money to club boys to buy seed, livestock, etc. | _____     |
| 13. Approximate total amount so loaned   | \$ _____  |
| 14. Amount lost, if any, because of these loans  | \$ _____  |
| 15. Number of boys who have their own bank account   | 35        |

**BOYS' CLUB MARKETING**

BUYING and SELLING

Article	Quantity (Bu., lbs. or tons)	Purchase price	Local price	Saving to members
<u>BOUGHT</u>				
Corn	26	\$ 6.00	\$ 6.70	75¢
<u>SOLD</u>				

## BOYS' CLUB WORK

Human Interest Features

Furnish at least three human interest stories, with pictures if possible.  
Use separate sheet if necessary.

## RECORD OF CROPS REPORTED BY BOYS' CLUBS (Negro)

## ESTIMATE FROM CLUBS NOT REPORTING

Kind of Club	Total enrollment	Number of acres	Complete reports received	Total production (bushels or pounds)	Average yield per acre	Average cost per bushel or pound	Total cost of production	Total value of crop	Total profit	Number of members	Estimated total production	Estimated total value
Corn	✓ 936	816	920	Bu. 22399	Bu. 32	—	\$112.00	\$22499	\$11,299	16	Bu. 450	\$450
Peanuts	✓ 71	53	40	Bu. 1685	Bu. 46	—	320	1848	1528	31	Bu. 1087	1298
Peanut hay				Tons	T.	—					T.	
Irish potatoes	✓ 112	12	13	Lbs. 710	Bu. 90	—	128	1065	937	99	Bu. 448	786
Sweet "	✓ 19	8	17	Lbs. 575	Bu. 78	—	243	598	335	2	Bu. 140	140
Grain sorghum	✓ —	—	—	Bu. —	Bu. —	—	—	—	—	—	Bu. —	—
Wheat	✓ —	—	—	Bu. —	Bu. —	—	—	—	—	—	Bu. —	—
Oats	✓ —	—	—	Bu. —	Bu. —	—	—	—	—	—	Bu. —	—
Peas	✓ 57	33	36	Bu. 308	Bu. 10	—	435	1215	780	15	Bu. 120	420
Pea hay	✓ 5	5	5	Tons 5	T. 1	—	20	75	55	—	T. —	—
Soy beans	✓ —	—	—	Bu. —	Bu. —	—	—	—	—	—	Bu. —	—
Soy bean hay	✓ —	—	—	Tons —	T. —	—	—	—	—	—	T. —	—
Velvet beans	✓ —	—	—	Bu. —	Bu. —	—	—	—	—	—	Bu. —	—
Seed cotton	✓ 11	6	11	Lbs. 3500	Lb. 750	—	70	195	125	—	Lb. —	—
Miscellaneous	✓ 47	20	24	118000	590	—	2340	4176	1936	20	1400	175

Number of bushels of purebred seed corn distributed to club boys 40  
 Number of bushels of other purebred seed distributed to club boys 4  
 How many club members planted catch crops (beans, peas, etc.)? 13

RECORD OF LIVESTOCK REPORTED BY BOYS' CLUBS

ESTIMATE FROM CLUBS NOT REPORTING

Kind of and of Club	Enroll- ment in clubs	Comple- ment reports received	Total number of animals	Total initial weight (pounds)	Total final weight (pounds)	Average cost per pound	Total cost	Total value	Total profit	Number Members	Estimated total number pounds	Estimated total value
<b>PIGS</b>												
Fattening dems.							\$	\$	\$			\$
Growing "												
Sow and litter "												
<b>SHEEP</b>												
Demonstrations												
<b>BEEF CATTLE</b>												
Fattening dems.												
Growing "												
Cow-calf "												
<b>DAIRY CATTLE</b>												
Growing dems.												
Cow-calf "												
<b>MISCELLANEOUS</b>												
Demonstrations												
										Number starting with birds		Produced Eggs
										No. of birds		Doz of eggs
<b>POULTRY</b>												
Demonstrations												

Number of purebred Pigs distributed to club boys-----

" " grade " " " "-----

" " purebred CALVES " " " "-----

" " grade " " " "-----

" " purebred SHEEP " " " "-----

" " grade " " " "-----

" " purebred POULTRY " " " "-----

" " EGGS from purebred poultry distributed to club boys (doz)-----

## RECORDS OF CROPS REPORTED BY FARM MAKERS CLUBS (Negro)

## ESTIMATE FROM CLUBS NOT REPORTING

Kind of Club	Total enrollment	Number of acres	Complete reports received	Total production (bushels or pounds)	Average yield per acre	Average cost per bushel or pound	Total cost of production	Total value of crop	Total profit	Number of members	Estimated total	Estimated total
											production	value
Corn				Bu.	Bu.	\$	\$	\$	\$		Bu.	\$
Peanuts				Bu.	Bu.						Bu.	
Permat hay				Tons	T.						T.	
Irish potatoes				Bu.	Bu.						Bu.	
Sweet potatoes				Bu.	Bu.						Bu.	
Grain sorghum				Bu.	Bu.						Bu.	
Wheat				Bu.	Bu.						Bu.	
Oats				Bu.	Bu.						Bu.	
Peas				Bu.	Bu.						Bu.	
Pea hay				Tons	T.						T.	
Soy beans				Bu.	Bu.						Bu.	
Soy bean hay				Tons	T.						T.	
Velvet beans				Bu.	Bu.						Bu.	
Seed cotton				Lbs.	Lbs.						Lbs.	
Miscellaneous												

Number of bushels of purebred seed corn distributed to club boys \_\_\_\_\_

Number of bushels of other purebred seed distributed to club boys \_\_\_\_\_

How many club members planted catch crops (beans, peas, etc.)? \_\_\_\_\_

RECORD OF LIVESTOCK REPORTED BY FARM MAKERS' CLUBS (Negro)

ESTIMATE FROM  
CLUBS NOT REPORTING

Kind of club	Enrollment in clubs	Complete reports received	Total number of animals	Total initial weight (pounds)	Total final weight (pounds)	Average cost per pound	Total cost	Total value	Total profit	Number members	ESTIMATE FROM CLUBS NOT REPORTING							
											Estimated total number pounds	Estimated total value						
<b>PIGS</b>																		
Fattening Demos	18	13	13	290	1890	\$ -	137	256	119	5	500	50 <sup>00</sup>						
Growing "																		
Sow and litter	1	1	8	65	210	-	24	51	27									
<b>SHEEP</b>																		
Demonstrations																		
<b>BEEF CATTLE</b>																		
Fattening dems																		
Growing "																		
Cow-calf "																		
<b>DAIRY CATTLE</b>																		
Growing dems.																		
Cow-calf "																		
<b>MISCELLANEOUS</b>																		
Demonstrations																		
											<u>Number starting</u>		<u>Produced</u>		<u>No. of Doz of</u>			
											with birds		with eggs		Birds		Eggs	
<b>POULTRY</b>																		
Demonstrations																		

Number of purebred PIGS distributed to club boys ----- 4  
 " " grade " " " " -----  
 " " purebred CALVES " " " " -----  
 " " grade " " " " -----  
 " " purebred SHEEP " " " " -----  
 " " grade " " " " -----  
 " " purebred POULTRY " " " " -----  
 " " Eggs from purebred poultry distributed to club boys (doz) -----

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## LIST OF BOYS MAKING 5 BEST RECORDS

## CORN

Name	Address	Bushels	Variety	Cost per bushel	Net profit	Value of Prizes
Wesbert Powell	Elk Hill, Va	78	Bonne	4.5	\$ 66.05	\$ —
Jack Brown	Sunny, Va, Route 1	71	Casey's	4.2	52.95	—
John Tate	Yale, Va, Route 1	60	Bonne	3.8	51.20	—
Princess Brown	Sunny, Va, Route 1	65	Casey's	5.5	40.85	3.00
George Drew	Sunny, Va, Route 2	60	Qant	6.3	23.20	—

## FRANITS

Name	Address	Bushels of nuts	Pounds of hay	Cost per bushel	Net profit	Value of prizes
Jack Brown	Sunny, Va, Route 1	72	1200	4.6	\$ 76.25	\$ 7.00
Frank Hoode	Elk Hill, Va, Route 1	70	1300	4.4	80.15	—
Fansel Westrom	Disputanta, Va, #3	70	2000	5.5	24.87	—
J. R. Hill Jr.	Cashon, Va, #2	65	1500	4.5	35.75	—
Carlton Fisher	Sunny, Va, Route 1	60	1500	8.0	27.00	1.00

## POTATOES

Name	Address	Bushels	Cost per bushel	Net profit	Value of prizes
James Jackson	Disputanta, Va, #1	70	2.0	\$ 56.00	\$ —
W. J. Hays	Sutherland, Va, #2	65	1.8	53.30	—
Harold Morgan	Disputanta, Va, Route 1	60	1.6	57.40	—
Walt Beasley	Disputanta, Va, #3	34	1.5	38.75	1.00
Jessie Goodwin	Disputanta, Va, #3	35	1.5	30.75	—

## GRAIN SORGHUMS

Name	Address	Bushels	Variety	Cost per bushel	Net profit	Value of prizes
—	—	—	—	—	\$	\$
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—

## LIST OF BOYS MAKING 5 BEST RECORDS

## COTTON

Name	Address	Pounds seed cotton	Pounds lint	Pounds seed	Cost per pound seed cotton	Net profit	Value of prizes

## PIGS - Fattening Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
Russell Bland	Dandron, Va	1	\$ 6.00	\$ 41.25	\$ 10.00	\$ 25.25	\$ 1.00
Zachary Kirkwood	Dandron, Va	1	4.50	22.50	10.60	7.20	50¢
James Wilson	Dandron, Va	1	2.00	17.50	6.25	9.25	—
Wesley Gaitlow	Elleroy, Va +1	1	1.50	15.00	7.50	6.50	—
Cleveland Smith	Dandron, Va	1	4.00	17.00	9.00	3.40	—

## PIGS - Growing Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes

## PIGS - Sow and Litter Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
James Cypras	Elleroy, Va +1	8	\$ 15.00	\$ 57.00	\$ 11.25	\$ 24.75	\$ —

LIST OF BOYS MAKING 5 BEST RECORDS

SHEEP Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

BEEF CATTLE - Fattening Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

BEEF CATTLE - Growing Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

BEEF CATTLE - Cow-Calf Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

LIST OF BOYS MAKING 5 BEST RECORDS  
DAIRY CALF - Growing Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

DAIRY CALF - Cow - Calf Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

POULTRY Demonstration

Name	Address	Number of birds	Total eggs produced	Total value	Total cost	Profit	Value of prizes
			dozen	\$	\$	\$	\$

MISCELLANEOUS Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
			\$	\$	\$	\$	\$

## RECORDS OF CROPS REPORTED BY FARM MAKERS CLUBS (Negro)

## ESTIMATE FROM CLUBS NOT REPORTING

Kind of Club	Total enroll-ment	Number of acres	Com-plete reports received	Total production (bushels or pounds)	Average yield per acre	Average cost per bushel or pound	Total cost of produc-tion	Total value of crop	Total profit	Number of members	Estimated total produc-tion	Estimated total value
Corn	956	816	920	Bu. 22599	Bu. 28	\$ .50	\$ 11199.50	22490.68	11299.10	16	Bu. 450	\$ 450
Peas	71	53	40	Bu. 1685	Bu. 46	.19	320.15	1947.50	1527.35	31	Bu. 1087	1297.75
Peas hay	71	53	40	Tons 50	T. 1	5.00	150.00	500.00	350.00	31	T. 31	450
Irish potatoes	112	12	13	Bu. 710	Bu. 90	.18	127.40	1065	937.20	99	Bu. 448	786
Sweet potatoes	19	8	17	Bu. 578	Bu. 78	.42	242.76	578	335.24	2	Bu. 140	140
Grain sorghum				Bu.	Bu.						Bu.	
Wheat				Bu.	Bu.						Bu.	
Oats				Bu.	Bu.						Bu.	
Peas	51	33	36	Bu. 308	Bu. 10	1.34	434.50	1215.00	780.50	15	Bu. 120	420
Pea hay	5	5	5	Tons 5	T. 1	.02	20.00	75.00	55		T.	
Soy beans				Bu.	Bu.						Bu.	
Soy bean hay				Tons	T.						T.	
Velvet beans				Bu.	Bu.						Bu.	
Seed cotton	11	6	11	Lbs. 3500	Lbs. 750	.02	70.00	195.00	125.00		Lbs.	
Miscellaneous	44	20	24	11800	590	.19	2240.00	4175.00	1935.00	20	1400	175

Number of bushels of purebred seed corn distributed to club boys 46Number of bushels of other purebred seed distributed to club boys 4How many club members planted catch crops (beans, peas, etc.)? 15

## RECORDS OF CROPS REPORTED BY FARM MAKERS CLUBS (Negro)

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Peas	71	53	40	Bu. 1685	Bu. 46	.19	320.15	1947.50	1527.35	31	Bu. 1087	1297.75
Peas hay	71	53	40	Tons 50	T. 1	5.00	150.00	500.00	350.00	31	T. 31	450
Irish potatoes	112	12	13	Bu. 710	Bu. 90	.18	127.40	1065	937.20	99	Bu. 448	786
Sweet potatoes	19	8	17	Bu. 578	Bu. 78	.42	242.76	578	335.24	2	Bu. 140	140
Grain sorghum				Bu.	Bu.						Bu.	
Wheat				Bu.	Bu.						Bu.	
Oats				Bu.	Bu.						Bu.	
Peas	51	33	36	Bu. 308	Bu. 10	1.34	434.50	1215.00	780.50	15	Bu. 120	420
Pea hay	5	5	5	Tons 5	T. 1	.02	20.00	75.00	55		T.	
Soy beans				Bu.	Bu.						Bu.	
Soy bean hay				Tons	T.						T.	
Velvet beans				Bu.	Bu.						Bu.	
Seed cotton	11	6	11	Lbs. 3500	Lbs. 750	.02	70.00	195.00	125.00		Lbs.	
Miscellaneous	44	20	24	11800	590	.19	2240.00	4175.00	1935.00	20	1400	175

Number of bushels of purebred seed corn distributed to club boys 46Number of bushels of other purebred seed distributed to club boys 4How many club members planted catch crops (beans, peas, etc.)? 15



## LIST OF BOYS MAKING 5 BEST RECORDS

## CORN

Name	Address	Bushels	Variety	Cost per bushel	Net profit	Value of prizes
Pickett Hannell	2 1/2 K Hill, Va. #1	78	Boone Co.	.45	\$ 66.05	\$
Jack Brown	Surry, Va. #1	71	Casey's	.42	52.95	
John Tate	Yale, Va. #1	60	Boone Co.	.30	58.20	
Frimrose Brown	Surry, Va. #1	65	Casey's	.58	40.85	3.00
George Drew	Ivor, Va. #2	60	Dent	.63	23.20	

## PEANUTS

Name	Address	Bushels of nuts	Pounds of hay	Cost per bushel	Net profit	Value of prizes
Jack Brown	Surry, Va. #1	72	1800	.46	\$ 76.25	\$ 7.00
Frank Goode	Elberon, Va. #1	70	1800	.44	80.15	
Ernest Everson	Disputanta, Va. #3	70	2000	.55	54.87	
J. R. Hill, Jr.	Carson, Va. #2	68	1800	.45	30.75	
Carlton Fisher	Ivor, Va. #1	60	1500	.80	27.00	1.00

## POTATOS

Name	Address	Bushels	Cost per bushel	Net profit	Value of prizes
James Tucker	Dewitt #1	70	.30	\$ 56.00	\$
W. T. Spoke	Sutherland, Va. #2	65	.48	53.30	
Garfield Morgan	Dewitt, Va. #1	60	.15	51.40	
Wm Peasley	Disputanta, V. #3	34	.15	30.75	1.00
Jesse Goodwyn	Disputanta, Va. #3	36	.15	30.75	

## GRAIN SORGHUMS

Name	Address	Bushels	Variety	Cost per bushel	Net profit	Value of prizes
					\$	\$

## LIST OF BOYS MAKING 5 BEST RECORDS

## COTTON

Name	Address	Pounds seed cotton	Pounds lint	Pounds seed	Cost per pound seed cotton	Net profit	Value of prizes

## PIGS - Fattening Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
Purcell Bland	Dendron, Va.	1	\$ 6.00	\$ 41.25	\$ 10.05	\$ 31.20	\$ 1.00
Zebedes Witherspoon	Dendron, Va.	1	4.50	22.50	10.60	11.90	.50
James Mason	Dendron, Va.	1	2.00	17.25	6.20	11.05	
Garland Fratlow	Elberon, Va. #1	1	1.50	15.50	7.25	8.05	
Cleveland Smith	Dendron	1	4.00	17.25	9.80	7.45	

## PIGS - Growing Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes

## PIGS - Sow and Litter Demonstration

Name	Address	Number of animals	Original value	Final value	Total cost of gain	Profit	Value of prizes
James Cypress	Elberon, Va. #1	8	15.00	51.00	11.40	26.00	

# The Hampton Student

Published monthly by the Students and Alumni of  
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## EDITORIAL

### Calendar

- Dec. 17—Basket-ball—Shaw University  
Dec. 18—Y. M. C. A. and Y. W. C. A.  
Christmas Program  
Dec. 24—Holiday  
Dec. 31—Northern Boys' Club in Ogden  
Hall  
Jan. 1—4. m. Senior Class Exercises  
Jan. 7—Musical Art Program  
Jan. 14—Dunbar Society Program

### Interesting Articles in this Issue of the *Student*

Among the interesting articles in this issue of the *Student* will be found "The Old Order Changeth," "Developing of Race Pride," "Democracy and the Man Farthest Down," "The Negro Organization Society," "Two Negro Actors," "Football in Colored Schools and Colleges," "A Good-Speech Program," etc.

### Greetings! Greetings!

The *Student* wishes for its readers a very pleasant Christmas and a happy New Year.

### A Students' Paper

Those who are connected with the *Student* have tried their best to make the *Student* a real student's paper, one in which the students could express their own point of view on things of vital interest to them. In doing this we have not always published perfect articles, because a student is not supposed to be a perfect writer, but we have tried to give our readers the best writing of the students. This means that there have been, and there will be articles in which we do not all agree with the point of view of the writer, but we are glad to give space in our paper for the other side of any question of vital importance to the student group.

### The Old Order Changeth

During the past few years there has been constant and increasing alarm on the part of some of our good friends regarding this present generation of students at Hampton. As a member of this generation it is my sincere desire to give our friends some idea of what we think of our own precarious future.

In order to get a clear view of both sides it is well that we begin by noting some of the criticisms of this generation of Hampton students. Are the students of to-day as polite as the students of past years? Are they as sincere, serious, and earnest about their work? Have they the missionary spirit of "Not for self, but for others?" Do they live up to the "good old" religious traditions and teachings that are their great heritage? These are some of the matters that seem to trouble our friends and make them doubtful of our future.

Now let us take these questions one by one and see if we cannot come to a little closer understanding about them. I say candidly, yes, we are as polite as our predecessors, but in our politeness there is a sort of frankness that some of our friends are not able to understand. Because we do not maintain those obsequious, fawning manners of some of our predecessors; because we do not bare our heads when passing ladies. (It must be remembered that we are now wearing the army uniform and are governed by military rules and regulations which prescribe that a soldier should salute ladies when passing them;) and because we do not go about with a mechanical "grin" on our faces, it does not mean that we are any less polite.

The well-established schools at our homes with their more thorough training furnish us a stronger foundation; consequently when we come to Hampton our education has not just begun as was the case some years ago. We are learning to mix play with work and thereby remove what might otherwise be

a burden. We do not go about with our faces burned in the pages of a text-book trying to make the teacher believe that we are studious. We are just as serious, just as sincere, just as earnest as the earlier students, only we have learned to show these traits in other ways.

When Hampton was founded, it was known as the "Missionary School," partly because it grew out of the missionary life and spirit of its great founder, and was supported by public subscription; and partly because its students went everywhere in the community ministering to the ignorant masses. There were thousands of Negro people just released from the bonds of slavery who knew not what to do with their freedom. The old log cabins were numerous. Going out among these people and teaching them how to live was, at that time, a large part of the Hampton student's work, but to-day, thanks to good fortune, the old cabin is swiftly becoming obsolete. Most of the old people who cannot read and write have children or other relatives who can read and write for them.

With all these outside changes have come changes in the Hampton student's own life—changes in the curriculum, with studies which demand more time for preparation; increased social activities in the way of literary, musical, and dramatic clubs; the desire and necessity of reading more books. Athletic activities are also demanding a place. All of these facts enter into the life of the student of to-day and have taken him away, to some extent, from the missionary work. There still remain a few places where the students do missionary work, but I fear that ere long these places will cease to be frequented by the Hampton student. His schedule is becoming so heavy and crowded that he may be unable to engage in such work much longer.

Then will our friends be broad-minded and look at the matter from all sides before saying that we no longer have the mission-

ary spirit and will they answer this perfectly fair question? Is it better that the Hampton student should come here and be known after leaving chiefly for his missionary work and spirit, or is it better that he should come here and leave Hampton a learned and efficient man capable of holding his own in the educational world of which he is to be a part, and at the same time realizing the importance of helping and serving those about him in any way that he can? Let us hope that the spirit of service to his fellow-men will ever remain with the Hampton student.

It is good not only for us as students of Hampton, but it is good for the Negro race as a whole that we get away from the old traditions of our foreparents with all of the superstitions and ignorance that those traditions carried with them. The student of today is wide awake to the conditions that surround him. Unlike many of the students of old, he is not willing to accept things as they appear to be, but wants to know the details about them. He has not lost sight of the fact that his people are known for their deep, profound religious loyalty, but he has seen some of this professed religion in action. He has seen the apparently deep mourners, the vigorous sister and brother who shout *Amen* and *Glory Hallelujah* at the high points of the minister's sermon. These people he has seen in their daily life and he has asked himself, "What kind of religion is this that bursts into flame at church, but does not follow a man in his daily walk?"

Then, when the student studies the Bible and learns that it is a piece of literature like all other books (not forgetting once that it is the greatest of all literature), that mistakes have been found in its pages, that the various accounts of the deeds of the characters therein are not to be taken literally, that one may still be a Christian and dance and play cards as long as this is done within the bounds of reason,—I say, when the student of to-day compares these views with those

held in the past, do you then wonder that he seems to pull away from his great heritage? There is more freedom, more reason, more chance for progress in these views and because he is living in an age of freedom, reason, and progress, he naturally accepts them. But I do not say that we are not religious. Like all other philosophy, religion is subject to change, though the underlying principles be the same.

Now let us bring this religious phase from a general to a specific situation. There is no better example of modern ideas than our own Y. M. C. A. I shall never forget my first impression of the "Y" Sunday evening meeting during my first year at Hampton. Of the four hundred and fifty boys in school, not more than fifty, and seldom that many, were present at any meeting.

It is no mystery to me now why there were not more boys present. What could be more boring and uninteresting than going to Clarke Hall at six-thirty p. m., after you had already attended two compulsory religious services, and one more to attend after the "Y" meeting. What, I say, could be more uninteresting than to go to the "Y" and hear the same boys Sunday after Sunday tell of how they "came to Christ," of what they had done in the past, and what they intended to do in the future; in other words hear them tell their determination? To those who knew some of those boys only in the classroom and the office, this may have sounded well, but to those who lived among them in their daily life and actions, this was in too many cases pure hypocrisy.

I do not mean to be brutal in my frankness, but I do say that this to me was one of the greatest agencies for teaching the students to deceive the public. Under the old system only a few were getting anything from the meetings and those few were getting very little. To-day, after we have gone through the compulsory services, we can go to the "Y" and hear a good literary and musical program of high moral and re-

lignous value. About two-thirds of the boys attend these meetings regularly.

Now to those who would criticize the present method of the "Y" may I ask, "Is it better to have a meeting which only fifty attend and that fifty accomplish little or nothing that will be of benefit in after life? Or is it better to give such programs as I have referred to, in which several take part, thereby receiving training, and in which two-thirds of the students are interested enough to attend?"

As I have said in the beginning my whole purpose in these lines is not to find fault or to cast any reflections. It is my desire to bring the Hampton student of to-day, and not only the Hampton student, but others of my generation, into a better understanding with those who are alarmed about our present attitude towards the problems of this life. I hope that I have in some measure been successful in this undertaking.

—A. M. SURREIS

### Developing Race Pride

Nothing is so essential to the success of a race as race pride, but race pride comes only through knowledge. One must know something about a race; what it has accomplished and what is possible for that race to accomplish in order to be proud of it.

The words of Mrs. Booker T. Washington, delivered to the teachers during the Summer School and taken from a recent *Southern Workman* editorial are certainly fitting at this time.

"Unless you can get young colored people," said Mrs. Washington, "to be proud of their race, they will never amount to much. As a body of teachers you ought to think how you can best develop this trait, which will lead to independence of character. There are a great many of our men and women who have done fine things, but they are not known to your pupils. How many of them know Sojourner Truth or Harriet Tubman? Then there are Dunbar

and Braithwaite and Pushkin, and many others in literature. Some have stood out politically and some in the field of education. There are the great musicians. How many of your children know about Burleigh? Yet his songs may be heard everywhere on the graphophone. We have great bishops too and fine physicians whom the children ought to know.

"We have a church which is the heritage of the race. It teaches us kindness, toleration, and good will. Our children should be taught to be proud of our church and to support it, and our ministers should try to get closer to the children.

"Bad homes are the curse of the masses of the Negro race. To increase their pride of race, teach your children to work for better homes, and give them also the right kind of recreation. When you have pageants let them be made from the lives of our own great men and women. If we teach these things successfully, we shall develop race pride, independence, and racial integrity."

The words of Mrs. Washington should appeal to every one of us here at Hampton. We are here preparing ourselves to serve our people, and in order to do that in the most effective way we must know our people. This knowledge is not acquired as thoroughly at Hampton as it might be. We are told that at Tuskegee Institute the Senior Class each year has a "Negro Night," at which time the accomplishments and great achievements of the Negro race are fittingly put before the entire student body.

We welcomed the visit of Dr. Carter Woodson and his address, not just because he is an authority on Negro history, but because his coming was a step forward, in acquainting us with some of the race's achievements. And we also welcome heartily the steps taken by the Douglass Literary and Debating Society, in giving us an entire Negro program. The essays and readings given by the members of the Society on the Negro's contribution to literature, art,

science, professions, and citizenship were a credit to any club, and such a program was certainly a step forward in developing race pride. A program of that nature should be given at least once a year; for many of us are very ignorant of the achievements of our own men and women.

### The Negro Organization Society

That which is for the educational, physical, social, and economical betterment of a race or nation, surely should be of interest to every intelligent member of that race or nation. The Negro Organization Society of Virginia, whose motto is "Better Schools, Better Health, Better Homes, Better Farms" is certainly for the betterment in the above ways of the Negro race in the State of Virginia.

This great organization, founded by Dr. E. R. Moton in 1912, has been a wonderful factor in the progress made by the Negro in this State in recent years. When Dr. Moton was called from this school to the Principalship of Tuskegee Institute, Major Allen Washington, his successor here, was elected president of the Negro Organization Society. Under Major Washington's direction the organization has continued to increase in usefulness to the people of this State.

Associated with Major Washington are Dr. John M. Gandy, President of the State Normal School, Petersburg, Va., who is the executive secretary of the Association; Dr. A. A. Graham, of Phoebus, Va., who is chairman of the Executive Committee; and Mr. T. C. Walker, and Mr. Lorenzo White, who are field agents. There are hosts of others connected with the Association, whom I am unable to mention here. Below we are quoting the "Purpose" and "What Has Been Done" from the Bulletin of the Organization.

#### PURPOSE

To build better school houses, lengthen terms, create and promote a general interest in education and co-operation between the school and community.

To improve the health of the people by enlightening the public on the causes and prevention of diseases; and by seeking to establish better health conditions at home and at all public meeting places.

To secure co-operation among farmers in buying and selling products, enlighten their conscience to the necessity of better methods in farming; and to encourage land buying.

To wage an unceasing campaign for better homes and better morals; and thus to develop a higher type of citizenship.

#### WHAT HAS BEEN DONE

The Society began its actual work August 1, 1912, with a vigorous campaign for school improvement and disease prevention. This campaign opened the eyes of many of our people to the possibilities for community improvement which lay at their very doors. Following this many new school buildings were erected and the sentiment created for general community improvement has been steadily increasing.

In 1916, The Society became the State organization for Colored School Leagues and since that time more than a hundred leagues that were languishing have been revived by the Field Agent and more than three hundred have been assisted in their work. A total of four hundred were thus reached personally and many others less directly since the organization has been formed.

The eight annual clean-up campaigns have induced a total of more than 500,000 Negroes to make their homes sanitary. As an aid to this movement the State Health Department published our Health Handbook for Colored people and during the eight campaigns 240,000 copies were distributed.

Educational and health campaigns have been made through many portions of the State by the Society's agents. Special campaigns for social uplift were made throughout South-west Virginia in 1913, through the Shenandoah valley in 1914, and the northern neck in 1915; along the James 1916 and 1917 and Northern and Western Virginia 1919 and 1920. A similar tour was made in September of this year through the Piedmont section of the State. Several farmers' conferences have been organized and others addressed. A special effort to secure co-operation among the Negro farmers has been fruitful of good results.

In its effort to educate the masses of our people in the means of disease prevention more than three hundred thousand health bulletins have been actually placed in the hands of the people; more than four thousand persons have signed the health creed and pledge, and to them the State Health Department sends the Health Bulletins as they are published.

The Negro Organization Society assisted the Virginia Anti-Tuberculosis Association in founding of the Burkeville Sanatorium for colored people, having raised through the sale of tags \$2000 for that purpose.

### "The Union Gazette"

We welcome to the reading public *The Union Gazette*, a new magazine published by the students of Virginia Union University at Richmond, Virginia.

The first number of this new magazine reached our hands a few days ago. It is a very interesting number and we hope for it much success. Student papers are so rare in our colored schools and colleges, that one is compelled to feel proud when he sees another added to the list.

### An Anatomical Query

Where can a man buy a cap for his knee  
Or a key to a lock of his hair?  
Can his eyes be called an academy  
Because there are pupils there?  
In the crown of his head, what jewels are found?  
Who travels the bridge of his nose?  
Can he use when shingling the roof of his mouth  
The nails on the end of his toes?  
Can the crook of his elbow be sent to jail?  
If so, what did he do?  
How does he sharpen his shoulder blade?  
I'm sure I don't know, do you?  
Can he sit in the shade of the palm of his hand?  
Can he beat the drum of his ear?  
Can the calf of his leg eat the corn on his toes?  
Then why not grow corn on the ear?

—Indian Leader

### The Thanksgiving Hockey Game

One of the most interesting and exciting hockey games ever witnessed on the Hampton Campus was played between the Classes of 1922 and 1923 on Thanks-

giving morning. An unusually large crowd of rooters surrounded the field cheering with all their might for their different teams. The game was one that kept you on your toes every minute from the time the whistle blew to start the game until the very end. The first half ended with the score 3 to 0 in favor of the 1923 Class. The second half told another story. Both teams entered the field with a determination to give their best for the classes they represented.

The 22's made the first score and continued to score, mid shouts and yells of their supporters, until the score stood 3 to 3. After much hard fighting the 22's broke the tie and won a well-played game.

Both teams are to be congratulated on their team work; while the 23's appear to have excelled in teamwork, the 22's were able to produce the timely drives that made them the winners.

### LINE-UP

22's—4		23's—3
C. Spaulding	C. F.	F. Reeves
P. Brown	R. I.	M. Phillips
M. Ricks	L. I.	M. Smith
L. Smith	R. W.	T. Gee
N. Byrd	L. W.	T. Howard
S. Simmons (capt.)	C. H.	L. Truehart
L. Upshur	R. H.	A. Bryan
N. Foster	L. H.	O. Terry
M. Windsor	R. F.	S. Whitlock
Y. Simpson	L. F.	C. Harris
E. Truman	G.	V. Collins

### Inter-class Football

The Work-Year team defeated the Whittier team on Thanksgiving Day; score 18-3.

On Nov. 26 the Work-Year team also defeated the strong team from Shellbanks by a score of 6-0. This was the first time that a Shellbanks team has been defeated by a Work-Year team for a number of years.

On Dec. 3 the Preps went down in defeat before the "25's" to the tune of 15-0.

**Zimmer Harp Ensemble and Mr. Raymond Simonds, Tenor, in Concert**

The Musical Art Society of Hampton Institute began its activities as a recognized organization of the Institute by presenting in recital the Zimmer Harp Ensemble and Mr. Raymond Simonds, tenor, of Boston, on Saturday evening, November 25. Miss Nellie M. Zimmer, solo harpist, Miss Carolyn W. Rice, harpist and pianist, and Miss Adele E. Graves, harpist, comprised the ensemble.

It was the only time that a Harp Ensemble has ever appeared at Hampton and the appreciably large audience evidenced its delight and interest in the rare and exceedingly well-rendered program by its hearty applause of each number.

The program was well selected so as to exhibit the unusual qualities of the harp over other musical instruments. "Old Irish War-Mareh" by the Harp Trio and the Fantasia from "Carmen" by Bizet-Thomas, played by Miss Nellie Zimmer, solo harpist, and Miss Carolyn W. Rice as piano accompanist, were especially interesting numbers. Other enjoyable numbers were "Gavotte" by Bach and "Old Black Joe," both played by Miss Zimmer.

The sweet and delicate touch of Miss Carolyn W. Rice as piano accompanist added greatly to the effectiveness of the program. Mr. Raymond Simonds has a melodious and sympathetic voice. Although not very strong, it is well placed and well controlled at all times. Some of his numbers were made more enjoyable by the harp accompaniment. This was especially true in the Recitative and Air from Handel's "Xerxes."

His interpretation of the Negro Spirituals "Go Down, Moses" and "Swing Low, Sweet Chariot" by Burleigh were very good and somewhat unusual for singers of his race..

-A. M. BURRISS

**A Good-Speech Program**

On Thursday morning, December 1, a number of students, under the direction of Miss Watts and Mr. Bailey, gave a short program in Ogden Hall at the regular eleven o'clock Assembly. The object of the program was to present vividly the advantage of good speech and a large vocabulary, the necessity of eliminating words, pests, redundant expressions, and slang.

Interesting speeches were given by Mr. Andrew Burriss, Miss Lillian Smith, and Mr. Stewart Whiting. The next thing represented was several over-used words, and it was shown how easily the continual use of these words could be avoided by the use of synonyms. Each word represented was written on a tag and attached to the student who was to represent it. Some of the most important "tired" words (as they were called) were Nice, Awful, Wonderful, Fine, and Very. Mr. Elmo Williamson of Norfolk, playing the role of "Awful," and Mr. E. L. Dabney, of Phoebus, playing the role of "Wonderful," proved to be very striking characters. It may be stated here that both Mr. Dabney and Mr. Williamson are talented young men, as the former has almost completed a whole course in shorthand, and the latter is an "all star" in economics.

The last and most interesting feature of the program, was the leading away of a number of word-pests, by the Pied Piper, Mr. James Blow. A hurry call was sent out by Miss Lacy Trueheart, and Miss Theresa Gee, for help in ridding themselves of such words as Ain't, Can't, Haven't none, Ain't got, Jam, and "I done." Mr. Blow, dressed in his scarlet coat, his best serge trousers, and wearing his hobnail shoes, eagerly responded to the call, and with the help of his bugle finally succeeded in ridding Hampton Institute of all word pests.

-W. L. ADAMS

### An Appeal to Reason

Our Hampton fair is beckoning thee  
Her many beauties there to see:  
My friend you will regret some day  
If you have never come this way.

Here there are wonders to behold  
In words that never can be told:  
And there are treasures too in store  
For all true seekers at her door.

Then why not come, her call obey  
Instead of drifting on your way;  
She will be glad to greet you too  
With spirit that is ever true.

Young man, why not to-day decide  
To take this step in manly pride;  
Do not delay until too late  
To enter Hampton's golden gate.

—PERCY JACKSON

Who learns and learns, but acts not  
what he knows,  
Is one who plows, but never sows.

### Y. W. C. A.

The Training Conference for Colored Secretaries of the Young Women's Christian Association is being held for three weeks at Hampton Institute.

There are representatives from the following states—Pennsylvania, Maryland, District of Columbia, New York, New Jersey, Ohio, North Carolina, South Carolina, Virginia, Georgia, Tennessee, Texas, and Missouri.

The colleges and schools represented are Ohio Wesleyan University; Chicago University; Shaw; Atlanta; State Normal School, Westfield, Mass.; Ohio University; Oberlin; Langston University; Washburn; Howard; Washington Normal School; Columbia University, Tuskegee; Fisk.

These young women are all employed as officers in city associations and have come into the Y. W. C. A. out of such professional work as teaching, physical culture training, club and recreation work, United Charities, and stenography.

### The Prize Speaking Contest

The annual prize speaking contest was held in Ogden Hall Saturday evening, December 3, 1921.

The contest was an unusually interesting one from every point of view. A large audience of both visitors and students were present, and showed their satisfaction by their hearty applause. Mr. J. H. Calhoun, Jr. who delivered "The Explorer," by Kipling was awarded the first prize of \$15.00; Mr. J. T. Jones, who gave a "Selection from Jean Valjean" by Victor Hugo, was awarded the second prize of \$10.00; and Miss Annie B. Wilson was awarded the third prize of \$5.00. Miss Wilson gave the "Toiling of Felix" by Henry Van Dyke.

The contest was a very close one, and the losers as well as the winners deserve to be congratulated for their excellent presentations.

The entire school is certainly indebted to Miss Mary W. Nettleton, Mr. J. E. Bagley, and Mr. S. W. Phraner for making these worthwhile contests possible each year.

### Agricultural Projects

What are those plots of land on the road to Whittier? In one, there is a crop of potatoes; another has potatoes, corn, peas, beans, onions, tomatoes, and cotton in it; another has nothing but a crop of weeds and some dried corn stalks; and still another has crops of sweet potatoes, corn, and cabbage. What are those hens, pigs, and heifers doing at the model barn away from the rest of the farm animals?

All these plots and animals belong to students and not to the school. These projects are used in connection with the classroom work. The first-year students have a crop-raising project to correlate with the major work in farm crops. To correlate with the major work of the second year the project is in animal hus-

bandry. In the crop project each student rents one-half an acre of land so that first-hand experience can be obtained in the best methods of crop production. Such crops as will grow during the winter are planted in the fall. The remainder of the time is spent in deciding what crop or crops to plant, and when and how he will plant in the spring.

When spring comes the student buys fertilizer and seed as his first real step in the actual work on his project. He hires a horse from the barn and hitches him to almost any kind of an implement fit to run a furrow. Twenty or thirty rows are laid out; some are very straight and others it would break a snake's back to follow. After the furrows are made, the student carefully distributes his fertilizer and drops his seed potatoes, if that is the crop he wishes to plant. The would-be farmer next covers up his twenty or twenty-five dollars' worth of seed. After entrusting the investment to Mother Earth for a few weeks the student starts doing all he can with cultivator and spray machinery to make his yield as big as possible.

The results obtained from the projects vary almost as much as do the kinds of crops. One fellow last year dug a crop of potatoes worth eighty dollars, another dug a crop of potatoes worth five dollars, and another raised a crop of corn from which a grasshopper could kick every tassel.

In the animal projects the conditions are very different. The crop projects called for a small investment, plenty of work, but not very deep concern about the matter as a whole. With animals a greater responsibility is vested in the students, for they actually own the animals. This project calls for regularity in feeding and caring for the animals. It is not possible to put anything off until the next day as could be done with a crop. This is the first year of the ani-

mal projects; so not very much can be said about them. Next fall some very interesting reports will be made as each student is required to keep accurate accounts of every detail. Accounts are also kept of the crop projects.

The question might be asked, "How do the students finance the projects?" The total valuation of hens, pigs, and heifers is about \$600. And they will consume about \$700 worth of feed. At first every thing is paid out, with no return, but later the project begins to pay for itself. To carry on our projects we act in the same manner as anyone starting in business. We borrow money by signing notes payable with interest on a certain date. Insurance on the animals, rent for the barn, and all feed bills must be paid by us. Besides this we must receive a labor income, as we spend a considerable amount of time in feeding and caring for the animals. The projects run for a year, and during the year there will be live pigs, dressed pork, eggs, chickens, milk and calves for sale.

There are many benefits obtained from the projects, some are educational and others financial. You can have a project of your own, if not in agriculture, then in something else.

—H. D. J.

#### Summary of Lecture by Dr. Carter G. Woodson on "Democracy and the Man Farthest Down"

The purpose of Dr. Woodson's lecture was to show the elements of democracy and its relation to Negro history. Democracy is the ideal to which all men ought to aspire. The name "Democracy" does not always mean true democracy, for in what we call democracy, there is, sometimes democracy for only certain classes. Athens was called a democracy, but it held slaves, and that showed that it was not real democracy, but only a democracy for certain classes. Rome.

France, England, and many others have worked well towards this end, but none of them have attained democracy. We have, in the United States, come nearer democracy than any of the rest, and the means by which we approached it are found in the life of the frontier. By "frontier" is meant the process by which the country was developed. It was the safety valve for American life. In Europe they try to establish democracy with monarchical remains, but in America the frontier is the basis we have built upon. In Europe the people usually for low in the footsteps of their forefathers, the son takes the trade of the father, and the son inherits the fortune of the father; if he left none, then the son would be likely to have none. But in America there is no such conservatism; a man may be a pauper to-day and a millionaire tomorrow, a condition which Europe has never known.

There are three important things that characterize American civilization in contrast to European civilization. The first is that we do things on a large scale; second, we have learned to love liberty because it was developed in America; and third, we believe in progress; doing things and wanting to get on to something better.

However, our democracy is passing away because the arable land is giving out. The immigrants, instead of going to the frontier, are stopping in large cities. These immigrants have caused many problems. They have become discontented and under these conditions, socialism breeds.

Our democracy has now reached the point of radicalism, because we find no remedy for our conditions and the people resort to illegal means. Radicalism has all sorts of supporters; it manifests itself in the unusual demands of the trade unions, and the many outbreaks of violence and bomb plots. It has appealed

to the Negro. The radicals tell us that we have failed to become unionized, and are therefore allied with the capitalists. Accordingly the doors of the American Federation of Labor have been opened and the color line erased, but there is still a color line in the local unions. The American Federation of Labor takes in Negro unions, but the local unions will not take in Negro individuals. The Negro easily forgets wrongs done him, and it is a good thing. The labor unions will forget when we become organized with them to combat capital, and then we will face a condition of radicalism. It will not be violence, for we don't act that way, we will do it with the vote. But it does not matter what sort of government may be established, the Negro cannot hope to enjoy it until he learns to contribute as other races do.

We think too much of what ought to be done for us instead of doing for ourselves. Nobody can give the Negro his rights; he must be worthy of them. In order to obtain this democracy, there are four important things we need and must have. The first need is to obtain economic independence which is the first step and will come only through conquest. Indeed we have done much in this way, but we have not done our portion. We have many good organizations and business enterprises, but they are not in proportion to the ten millions of Negroes in the United States. We must become self-sufficient and this will rest upon the Negro's developing business in which he can give some other Negro employment.

We need next educational independence. Many of our leaders, and others as well, criticize Hampton and Tuskegee for the course taken by these institutions, but as long as white people pay for our education they will decide what must be taught. Until we learn to support our education we cannot be self-reliant. The people up North are becoming tired of

keeping us, and expect us to do something ourselves. We are doing this in some places. Not long ago, Wilberforce University was in desperate straits for money and there was talk of turning it over to the State, but some of the people said "No!" and went to work and raised \$50,000 for this institution and kept it in the hands of Negroes. But this is not enough. There must be more of it, and we must demonstrate what we are able to do.

We need to develop a press. We have a few good publications, but we do not read them enough. There are 10,000,000 Negroes in the United States and not one daily newspaper. It is our duty to develop not only a press, but also a literature. There are things in the Negro that must be developed and from which we will gain unlimited inspiration.

Lastly, we should keep records. Our ancestors laid a foundation for us and some of us have not done as much as they. We have had wonderful men in our race and we should keep a record of them. If we do, then we can stand up with the other races and enjoy the blessings of democracy. We have a history of our people of which we can boast. We are not an inferior people, but a people who have been set back. We shall convince the world of our history and then we will be recognized as men

—JOHN H. CALHOUN, JR.

#### Football in the Colored Inter-Collegiate Association

The 1921 football season was without doubt one of the greatest that the C. I. A. has enjoyed. Great interest in the sport was indicated by the size of the squads of the different schools and the crowds attending the important games. Union University went through the season undefeated. Howard and Lincoln lost one game each. The feature games of the season were, probably, the Howard-Lincoln and the Union-

Hampton games. Lincoln that had bowed to defeat at the hands of Union came back and decisively defeated Coach Morrison's warriors, the 1920 champions, 13-7. Union decisively defeated Hampton 14-3.

Howard University was hailed at the opening of the season as the possible champions of 1921, as its team was practically composed of players from its 1920 team. Under its mentor, Coach Morrison, it started out for the championship goal but was stopped by a better team in its last game. West Va. Collegiate Institute, not yet a member of the C. I. A., was the only team that checked Howard's onward rush before meeting Lincoln. The West Virginians were able to hold Howard to a three-point margin. Howard was aggressive and very alert. In the backfield Howard boasted of such shining lights as Kean, Doneghy, and Payne, and on the line Smith, Nurse, and Brooks.

Lincoln started the season with a few of its old players missing and with a new coaching system brought to it by Shelburne of Dartmouth. It was able to go through the season without suffering but one defeat. This team used the famous Dartmouth shift very effectively. The strong Wilberforce team was defeated by a large margin. Lincoln met three teams of the C. I. A. and won from two of them. The outstanding men were Parr and Laws of the backfield. Fumbling was one of Lincoln's greatest weaknesses in its early games.

Union, which boasted a strong team last year, lost very few men through graduation. The team went through the season undefeated. It won three of the C. I. A. games played. Union, although it did not play Howard and a few of the other members of the C. I. A., can claim the C. I. A. championship. The outstanding men were A. C. Jackson, Gregory, and C. Jackson in the backfield and Waller on the line. Coach Martin is responsible for the success of this team.

Hampton had a disastrous season as far as the winning of games is concerned. It started the season with entirely new men, with the exception of three, and a new coaching system. Its weak spot was the backfield as shown in every game played. The line, although lighter than any line met, held its own and in most cases outplayed the opposing lines. The team as a whole was slow and non-aggressive. The bright spots on the team were Dabney, the former All-American center, T. T. Colman and Gayle on the line, and Gunn in the backfield who is a consistent punter.

Shaw University had a heavy team composed of well-built men, but due to its late start in training it did not make a very great showing. Shaw played two C. I. A. games and lost both of them. The star of the team was Williams in the backfield. Coach Hucles has the material for the making of a great team for 1922.

Virginia State Normal (Petersburg) had its football season cut short by a quarantine. Virginia Normal made a good start under the guidance of its mentor, Coach Watson, and would have made it hot for the other teams on its schedule had the quarantine not interfered.

Lynchburg Seminary and College, a baby in the C. I. A., had a heavy, wellbuilt team of football veterans that played a strong defensive game. Poor generalship was the greatest cause of its poor success. It lost both of the C. I. A. games played and dropped one outside game to St. Paul. Later in the season it got up its fighting spirit and put a 3-0 defeat over the strong West Virginia Collegiate Institute team. From now on Coach Hunt intends to make some very serious trouble for the old members of the C. I. A. The Seminary is fast coming to the front.

In looking back over the past season there appears a full supply of extraordinary backfield men. Most of the teams had some good backfield men. The shining lights were

Keane, Dunegby, and Payne of Howard; Gregory, A. C. Jackson, and J. Jackson of Union; Parr and Laws of Lincoln; Williams of Shaw; Watson of Lynchburg Seminary and College.

Each team had a good center. The most aggressive center was "Red" Dabney of Hampton who was in or near every mixup. He stopped plays on the line, behind the line, and around the ends. He had a close second in Waller of Union. Howard, Lincoln, and Shaw had strong centers, who figured considerably in the success made by their teams. There were a host of good guards, but just one who stood out above the general run of guards. Smith of Howard was the outstanding guard. To name others would be just to state the line-up of the different teams.

The tackle positions can boast of no extraordinary men. There were good men filling these positions but that aggressiveness which places a tackle out above the others was absent. Nurse of Howard was the outstanding end. There were many ends who were good along one line or another, but no other who stood out above the rest.

The officiating in the C. I. A. is improving. This is due in part to the studying of the rules and to the entrance of new blood in this field. The officials have been fearless and have penalized where penalty was due. There will be very little if any trouble arising, if the officials will realize that they are employed to uphold or protect the integrity of the game, and not to help the team that employs them. Very few, if any, coaches of to-day wish to use the method of winning games by the aid of officials. Not very long ago the writer was talking to a coach in the C. I. A. and this coach stated that he had refused to use an official because that official had a tendency to make rulings favorable to his team. A coach hates to see his team penalized, but he likes to know, should his team win or lose, that the victory or the defeat was one that could not be at-

tributed to the biased ruling of the officials. The official who is alert to the infringement of the rules and mete's out the penalties regardless of the teams or play involved will be greatly sought after for the important games.

In the games of the past season there has been too much piling up on prostrated players. Penalties for this should be given, whether intentional or accidental. It is very easy for a player to dive over a prostrated man if he wishes. Diving over shows good sportsmanship and should be encouraged by the official doing his duty. Holding and the use of hands by the offensive players are things that we hope our officials will be more alert to detect the coming year.

Coaches, players, and officials should look forward to and work toward making the 1922 season the best ever in regards to good sportsmanship and clean-cut playing of the game.

—GIDEON E. SMITH  
(Assistant Physical Director)

### Alumni Notes Interesting Negro Actor

The following article of interest was taken from the *Congregationalist* of recent date:—

"One of the most valuable interpretations of Negro history, slavery, and the rise of race, will be seen at Symphony Hall, Boston, on Tuesday evening, November 29, in the All-Negro Pageant, 'The Answer' which will be staged by a gifted young woman who was born in Africa, has received her education in England, and by a romantic turn of events will soon go back to Africa as the wife of Kamba Simango, a product of American Board Mission Stations in Africa. Mr. Simango will have a share in the dance of the African Warriors, which is to be a feature of the pageant, and Miss Easmon will give an interpretative dance similar to the one which she gave in

England not long ago before Queen Alexandra.

Miss Easmon's family have been government officials and have held professional positions in the district of Portuguese East Africa for generations. It was in the interest of an industrial school for girls at Sierra Leone with which she has been associated with her aunt, Mrs. Adelaide Casely-Hayford, that she came to this country, full of the ambition to carry back to the girls there a knowledge of the crafts which she has developed in England, but which she originally acquired from the African craftsmen themselves.

"Mr. Simango, on the other hand, was over 15, almost a man when he first heard of the alphabet. He lived in the Beira district of Portuguese East Africa and it was through Rev. F. R. Bunker, an American, that he acquired the rudiments of his education. He went through many hardships in making his way to the Mount Salinda Mission in Rhodesia, where he was trained in cultural and industrial work conducted by the missionaries there, and after graduating there, he went to Hampton Institute, helped in part by money which an American Board teacher at the mission had herself raised for him. \* \* \* He is now at Teacher's College and his instructors say of him, 'There is no class that he could not enter.'"

Those of us who have been here for a number of years know Mr. Simango, and are proud of the progress he is making. We hope for him much success in all of his undertakings. Those of us who were in school last year also remember with pleasure the interesting African exhibits and speeches presented to us by Miss Easmon, and Mrs. Adelaide Casely-Hayford during their visit to Hampton. We were and are especially proud of these two ladies, because they are the first native African ladies we have had the pleasure of meeting. They have our hearts' best wishes for

success in the work they are undertaking for the African girls.

Mr. William I. Gibson, 1920, is a student at Ferris Institute, and he writes that thus far he has made an average of 95½ per cent in his classes. Mr. Gibson is a member of the "Varsity Football team" but, owing to some slight injury, will be unable to play the rest of the year. There are thirteen Hampton men at Ferris Institute this year.

A classmate, Mr. Edgar W. Milby, 1920, who remained last year for a special course in manual training and athletics, is teaching handwork to a class of sub-normal boys in the public schools of Atlantic City, N. J. Mr. Milby feels that the work is starting in an encouraging way.

Still another member of the class, Mr. James W. Green, who taught carpentry and manual training at the County Training School, Huntsville, Texas, last year, has taken a similar position in the State Training School for Negro boys at McAlester, Oklahoma. This is a school for delinquent boys and is an unusually well-managed institution.

A letter from Mr. James A. J. Turner, 1919, states that he has also taken a position in Oklahoma. He has accepted a position in the public schools of Shawnee. A fine new school building has been erected and funds have been given for a manual-training department. Mr. Turner hopes to have this department open the first of the year.

Mr. John C. Coates, a classmate, writes from Boston University, where he is attending school, "My course is that of Business Administration, which is more or less a continuation of the Hampton Institute Business Course. Frederick T. Wheelock and I are in the same course."

Another Hampton man who is a student at Boston University is Mr. Ernest F. Anderson, 1919, who was at Tufts College last

year and is continuing his pre-medical course at Boston University.

A number of former Hampton men who are now at Howard University, were here at the Hampton-Howard game this fall, and among them we noticed the familiar faces of Mr. Lawrence A. Lee, 1917, and Mr. H. Herley Brooks, an ex-student of the same class. Both men were students in our carpentry department and are now taking a four-year course in architecture at Howard. They have already begun on the second year of the course. Of the Hampton graduates who have entered Howard this fall may be mentioned Messrs. Edgar A. Long, 1921, Hillary C. Wright, 1919, E. Bernard Ward, 1918, and Russell W. White.

Miss Sarah C. Williamson of '21 writes from Rochester, N. Y., where she is spending one year preparing more thoroughly for college work, that she is kept very busy with her class work, and her work at the City Association, but finds time to help in the Young People's Society at one of the churches in the city.

Miss Williamson was very active in the social and religious work here, and we are pleased to know that she is able to continue this important work while preparing for college, and we are also proud to know that she is joining the host of progressive Hamptonians who are seeking a higher education.

Miss Juanita Rogers of '21 is head of the Domestic Science Department in the graded school of Greenville, S. C., her home city. Miss Rogers is having the pleasant privilege of introducing the work into the graded schools.

We are sorry not to have Mr. James E. Spratley, ex-student 1921, with us this year, but he is to be congratulated on the fine business opening which he has secured. Mr. Spratley is receiving teller in the Metropolitan Bank and Trust Company of Norfolk,

Va. This bank was formerly known as the Brown Savings and Banking Corporation, one of the largest colored banking institutions in the country. The company has recently moved into a fine new building on the corner of Church and Queen Streets, and the name has been changed to the Metropolitan Bank and Trust Company.

Four members of the Class of 1921 are teaching at Penn School: Miss Arabelle Washington and Miss Catherine Gregory, who graduated at Penn School before coming to Hampton; Miss Madge C. Joiner and Miss Eva C. Mitchell. They are enthusiastic about the work and eager to do their part in making the school what it is striving to be—a great power in the community.

Miss Emma Davis, '21, is spending the winter at her home in Buchanan, Va., where she is putting into practice the art of home keeping for her little brothers and sisters.

Mr. Ulysses S. Elam, who pleased us on so many occasions with his rich baritone voice during his stay here, and who is studying music in the New York Institute of Musical Art this year, made his first appearance as a soloist in New York City on November 20, in the Y. M. C. A. Auditorium. Mr. Walter Baker, a musical student of Hampton Institute, and who is also a student at the New York Institute of Musical Art, played the accompaniment for Mr. Elam. This duet has been given again since the above date, and it appears that these young men will make a real team.

We are publishing below a letter from Mr. James W. Green of the Class of '20, who is teaching at the State Training School for Negro Boys at McAlester, Oklahoma.

"The Editor

*Hampton Student*

Dear Sir:

"I have just received my copy of the

*Student* for November. I wish to congratulate you and your associates on the excellent publication. The *Student* is now a magazine worth while and is a real credit to Hampton's student body. I see nothing ahead but success for it.

The excellent collection of material in this issue is very interesting, especially the letter from Mr. J. Moses Johnson. I believe there is something in Mr. Johnson's writing that touched the heart of every Hampton graduate as well as student. I should like to emphasize what he says about going out into the world and finding others who are prepared and striving for the same goal as yourself. One meets them every day. The struggle to keep ahead now is a hard one. Hampton's training is peculiarly and especially good in all walks of life; therefore I join Mr. Johnson in saying to the students of Hampton: take in all that is given you, and all besides that you possibly can."

On November 12, in Hampton, Va., occurred the marriage of Miss Susie G. Weedon, 1915, and Dr. Arthur J. Wells, 1914. A reception was held at their residence, South Street, Boulevard Terrace, Norfolk, on November 24. Mrs. Wells has done excellent work as a primary teacher and has taught at Penn School the last few years. Dr. Wells is a rising young dentist of Norfolk and has a very well-equipped office in the new Attrux Theater Building on Church Street. The young couple start out with very happy prospects and with the good wishes of a large number of friends.

Another recent marriage is that of Miss Martha J. Whitlock, 1917, to Mr. Luther W. Bradley. They are living at Perkinsville, Goochland Co., Virginia.

Truth and love together gives us the meaning of God. Truth is the divine body and love is the immortal soul.

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NEWPORT NEWS

**NEGRO AGENTS ARE**

**VIRGINIA ASSETS**

**Extension-Work Officials Commend Them for  
State-Wide, Far-Sighted Work**

**NEGROES ARE CO-OPERATING**

**Over 30,000 Men, Women, and Children  
Are Helped Annually**

By Wm. Anthony Aery

HAMPTON, VA., Dec. 1922 Negro extension work in Virginia, which is carried on in 30 counties by 23 farm- and 7 home-demonstration agents, with 4 district agents, all of whom are colored, under the direction of the Virginia A. and M. College and Polytechnic Institute of Blacksburg and the U. S. Department of Agriculture co-operating, and which reaches annually 30,000 men, women, and children, will receive Virginia appropriations, July, 1921, to June, 1922, amounting to \$43,000, according to a recent statement made by John B. Pierce, a Hampton graduate, who is the field agent for the Negro county-agent work in Virginia and six other Southern states, before the agents' annual four-day meeting which was held at Hampton Institute on "Aims, Methods, and Results of Extension Service."

"When we began this demonstration work," he said, "we had no local aid in any county. Now every county helps and 80 per cent of this aid comes from public funds. The vital need of colored people is better home life."

**State Director Speaks**

John R. Hutcheson of Blacksburg, who is the State director of extension service for Virginia, declared that "the battles of peace that American farmers are facing are harder than the battles of war that most of them faced."

Director Hutcheson paid a warm tribute to the colored Virginia agents, "who are trying to bring about the kind of farming conditions that we want and should have in this country." He added: "Hampton Institute, the State Agricultural College, and the U. S. Department of Agriculture are trying to adjust these conditions."

**Better Farming Is Needed**

Dr. James E. Gregg, principal of Hampton Institute, in opening the conference, summarized the world food situation, as recently stated in "World Agriculture" by E. M. East of Harvard. "There are about 1,750,000,000 human beings on the earth to be fed - 1,750,000,000 human engines to be stoked with food three times a day. It is estimated that about two and one-half acres of land are commonly needed to support each individual. There are approximately 1,300,000,000 tillable acres of land in the world, of which not half are being cultivated. The maximum population which the earth can be expected to support is 3,000,000,000. We have not reached that figure yet, but we are nearing it."

"Since it will become increasingly difficult to get the food that is needed, good farming is going to be more than ever necessary. We must mix more brains into our work. We are rightly giving more attention to co-operative buying and selling. There is the need of improving community life and of bringing people together. The farmer must be made to feel that he has real neighbors in thought and feeling. This improvement in country life is an all-around thing; it touches not only material things, but also religion, family life, and every-day, old-fashioned industry."

Negroes Help the South

Virginia's leadership in colored farm-demonstration work was vouched for by I. O. Schaub, field agent for the States Relations Service white work in Virginia, North Carolina, West Virginia, Tennessee, Arkansas, and Louisiana, who quoted Director Hutcheson's note on submitting the Virginia program to the Federal officials: "I want to call your attention to the program of the Negroes of Virginia: you will not find any better in the State."

"There are today in the Southern states 165 or 170 Negro men and women," said Professor Schaub, "who are working primarily for their race and are teaching farm men and women to know what to do and how to apply commonsense to their every-day business. White and colored agents are mutually helpful to each other. The white Virginia agents made a fine showing at Blacksburg, but they did not beat the colored agents, when it came to conducting a meeting and putting over a job."

Negro Farmers Make Good

That those men and women who go out to do demonstration work and help in solving problems of the home and farm, must be equipped with agricultural information, as well as with agricultural inspiration, was the conclusion stated by W. A. Lloyd, Washington, D. C., who is in charge of county-agent work, North and West, U. S. Department of Agriculture.

Mr. Lloyd reported his impressions of the Negro thrift which he saw in the neighborhood of Tuskegee Institute and the improvements which he noted among the Negro farmers of the Carolinas, Georgia, and Alabama, after an absence of twenty years.

"There came to me," he said, "a vision of the New South that is being created by people like the farm- and home-demonstration agents. We need institutions like Hampton and Tuskegee. We need to begin to train young men and young women in the college itself for this work, which is very rapidly coming to be a profession. Those who go out to do county-agent work must be filled, not only with enthusiasm, — because enthusiasm burns out, — but also with knowledge."

Boys' Club Work Succeeds

Negro boys' club work in Virginia, which is now done on a state-wide scale, was warmly commended by Federal and State officials of the States Relations Service who are responsible for supervising and developing extension work.

I. W. Hill, Washington, D. C., who is in charge of boys' club work in 15 Southern states, said: "Teach the boy modern farm practices and he will follow them for a life-time. Guide and direct young people's social recreation in proper lines. Organize all the forces in your community and turn them into this extension work to make the life of the boy and girl what it should be."

Boys' Exhibit at State Fair

C. C. Burr, Blacksburg, Va., who has charge of boys' club work throughout Virginia, said that he could not refrain from thanking the county agents "for the wonderful exhibit" which they had sent to the State Fair this year from the colored boys of Virginia. "It excelled in quality and quantity," he said, "the splendid exhibits you have made in the past. That exhibit is a means of promoting the work among your people in two ways: it is a means of advertising to the public at large what you are doing and it gives you an excellent means of demonstrating to the public very forcefully the constructive work which you are doing with the boys. Then, too, the prizes and attractive ribbons are unquestionably an inspiration to the boys. It is my purpose that we continue the State Fair exhibit for your club boys."

C. G. Greer, Albemarle County, and H. D. Lemon, Gloucester, reported on the bank accounts which their boys had started; Matt Jones, Sussex, stated that on account of the record made by his boys at the State Fair, the advisory board had bought seed corn for 77 boys. Other addresses on boys' club work were made by G. E. Oliver, J. L. Charity, and J. E. Bagley, all of whom are colored district agents.

#### Home-Demonstration Agents

The home-demonstration agents' program follows: "Raising Poultry for Profit," F. S. Gammack, Hampton Institute; "How the Home-demonstration Agent and the Y. W. C. A. Can Co-operate," Adela S. Ruffin, Richmond; "Work of the Home-demonstration Agents," Mrs. M. M. Davis, Blacksburg, in charge of State home-demonstration work; "Household Arts in the Home," Caroline D. Pratt, Hampton Institute; "Knowing the Needs of Girls," Carrie Alberta Lyford, Hampton Institute; "Girls' Club Work" and "How to Conduct County Rallies," Hallie L. Hughes, Blacksburg, in charge of Virginia girls' club work; "Rug-making," Sarah White, Hampton Institute; "How to Can Meats," Margaret Fuller, Hampton Institute; and "Helping American Homemakers," Florence E. Ward, Washington, D. C., in charge of extension work with women, North and West.

#### Hampton Institute Co-operates

The Hampton Institute Agricultural School, of which Warren K. Blodgett is the director, co-operated with the colored Virginia agents by offering these additional addresses and demonstrations: "How to Reach the Public through the Press," Donald T. Fenn; "How to Determine the Cost of a Crop," Allen B. Duggett and W. K. Blodgett; "Buying, Planting, and Pruning Fruit Trees" and "Spraying Rules" by Daniel Scott; "Economical Foods for the Family Cow," E. S. Moberg.

Other Hampton Institute speakers were: Allen Washington, commandant of cadets and president of the Negro Organization Society of Virginia, who spoke on "Fighting for Good Health"; Charles E. Williams, physical director for boys, "Recreation for Young People"; J. L. Blair Duck, director of extension service, "What Hampton Is Doing at Home and Afield"; and Elizabeth Hyde, lady principal, "Education for Life." Hampton's entire plant was put at the disposal of the visiting agents and speakers.

#### Helping American Homemakers

Dr. C. B. Smith, Washington, D. C., who is chief of the extension work for the States Relations Service, sent a message of greeting and encouragement to the 30 colored Virginia agents, through Florence E. Ward, who is nationally known for her studies, "The Farm Women's Problems" and "Status and Results of Home-demonstration Work in Northern and Western States," and her addresses before large groups of men and women. Miss Ward spoke on "The Great Human Crop - the Crop of Children."

That the homemaker, who works ten to thirteen hours a day, helping to care for the great human crop of children, is a larger class than any other class of workers, larger than the workers in all other industries, and yet is reported by the census takers under the heading "no occupation," although she is also a full partner in the farming business, was Miss Ward's graphic summary of America's most serious economic and social problem. Miss Ward gave a summary of facts.

"In the U. S. Department of Agriculture more is being spent for poultry than for home economics; more for the feeding of cows than for the feeding of children. In 1914 there came the first legislation which ever mentioned the American home. It stipulated that a certain sum of money should go into the country homes of America to help train farm women to become more efficient. The next step in agriculture, from the economic standpoint, is to build up the American farm home. In the country there must be a center of life, warmth, happiness, contentment, amusement, good reading, and the spirit of hospitality. The home is the greatest educational institution in the world. Our great job is to help the average family to gain a margin and to spend that margin wisely."