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HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668
Home Of The
"Fighting Pirates"

DATE: 5/7/91

TO: PEGGY DOOCEY, WHITE HOUSE RESEARCH

FROM: TIM ALLSTON, SPECIAL EVENTS CONSULTANT

12 PAGES - IF ANY - TO FOLLOW THIS SHEET. PLEASE NOTIFY SENDER OF ANY MISSING PAGES.

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MESSAGE:

AS REQUESTED

VIA FAX

May 7, 1991

MEMORANDUM

TO: Ms. Peggy Dooley
White House Research

FROM: Tim Allston
Special Events Consultant

RE: Requested Hampton University Information

Over the last ten or twelve years, Hampton University has been the scene of a qualitative growth and development phase unprecedented in its history and unparalleled by other modest-size colleges and universities in the country. This phenomenon did not just happen. It happened because of the leadership of the President, Dr. William R. Harvey, the support of the many thousands of loyal alumni, the stewardship and wisdom of the Board of Trustees, and the choice of Hampton by some of the brightest students in the country. Listed below are some of the specifics which support the unprecedented qualitative growth and development.

DEVELOPMENT AND FINANCE

- The endowment has grown from $29 million in 1978 when Dr. Harvey became President to $80 million today.
- Eight new buildings have been constructed.
- Despite seven consecutive years of red ink before 1978, Dr. Harvey has balanced the budget for 13 straight years.
- Hampton University has long been considered the role model for both private fundraising and fiscal accountability and austerity. Upon his start in 1978, Dr. Harvey announced a financial about-face to the then college community stating, "You cannot have one dollar and buy $1.25 worth of groceries. The same is true of Hampton. We must stay within established budgets and run Hampton like a business for educational objectives."
- Hampton University is the largest minority owned and operated business enterprise in the Hampton Roads area, arguably the state, with its approximate 1,000 employees and approximate $60 million annual budget.

- One stern example of its continued role model for African American self-sufficiency and economic development has been the creation of the Hampton Harbor commercial/residential development. This development has 250 luxury apartments and a 60,000 sq. ft. commercial shopping center. Profits from this venture will go toward student scholarships. This means that some young man or woman who may not have had an opportunity to go to college and certainly not come to Hampton will be able to do so from this commercial venture and vision on the part of Hampton University (see enclosed press release).

ACADEMICS

- Since 1978, there have been 24 new degree-granting programs established. These include a heavy concentration in the quantitative sciences, such as Marine Science, Airway Science, Computer Science, Naval ROTC, Chemical and Electrical Engineering, an MBA and other master's degrees in Business, Physics, Museum Studies, and Nutrition.

Overall, HU's strongest academic programs are:

Mass Media Arts - established in 1966 as the first such degree-granting program in both Virginia, as well as at an HBCU; ABC-TV's "Good Morning, America" weatherman Spencer Christian ('70) was one of its first graduates;

Marine Science - inaugurated by Dr. Harvey in 1979, it became the first degree-granting program at an historically black college or university (HBCU), as it takes full advantage of our campus' being bordered on three sides by the Hampton River, Chesapeake Bay;

Nursing - celebrating its centennial year and recognized as Virginia's oldest baccalaureate nursing program, as well as the first graduate program at any HBCU;

Airway Science - begun in 1985 as the first program at an HBCU, now it holds the unique position as the nation's only program at a college or university to directly train air traffic controllers for the nation's airport towers;

the Non-Graded Laboratory School - began as the first such school in Virginia in 1962 by Dr. Martha Dawson (who, at this Commencement, will retire as HU's Vice President for Academic Affairs). This multi-aged homogeneous grouping of elementary students encourages its 186 youngsters to work, achieve at own individual levels. In lieu of awarding grades, parent-teacher conferences are held to review the "skill mastery" of each student. Such a 19-year program closely mirrors President Bush's recent proposals for elementary education;

University 101 (The Individual and Life) - piloted in 1989, it represents a radical departure from the models on which orientation courses are usually based. Its subject matter is derived from students' own experiences as young black Americans and from larger issues affecting society as a whole. As such, the subject matter in certain respects serves as an introduction to the new general education core curriculum. At the same time, the course also offers students a common core of experiences to facilitate their transition to the university environment.

University 101 consists of a coordinated series of units that include "Learning as Innovation," "History of Hampton University," "Science and Technology," and "African-American Art." The course format includes plenary sessions and breakout (small group) sessions. Plenary session presentations are given by Hampton University administrators, senior professors, distinguished scholars from other institutions and prominent individuals with expertise in one of the subject areas that comprise the course. For example, John Biggers, perhaps the greatest living black painter and Hampton graduate, addressed the students on his art.

- the school's Career Planning & Placement Office aggressively prepares HU students for the world of work, both through internships and actual job placements. The Co-operative Education Program component has placed an average of 100 students annually in pre-graduation work internships;

- 86% of all HU students are placed in jobs within 6 months of graduation;

- throughout the 1980's, an average of 80% of graduates were employed, with more than 40% earning salaries exceeding $15,000;

- consistent with national employment trends, the following HU schools possess these employment percentages through the 80's:

School of Nursing	95.8%
School of Business	86.9%
School of Lib. Arts & Ed.	78.6%
School of Pure & Appl. Sci.	70.0%

- throughout the 80's, an average of 22% of graduates attend graduate schools, predominated by Ohio State, North Carolina, Virginia, Howard, Purdue, Stanford, Harvard, University of California at Berkeley, Florida and Texas Health Sciences Center in Houston;

- the predominant professions for recent HU grads are nursing, accounting, management, sales, health care administration and teaching. There is an ever-escalating groundswell of grads becoming entrepreneurs and consultants through the application of their work experience and strong networking opportunities encouraged in the Hampton Family;

- HU's student retention rate stands at 87%; and

- this year, more than 460 corporations and graduate schools came to the campus to recruit HU students.

ALUMNI AFFAIRS

- since 1871, Hampton has graduated more than 26,000 students;

- HU alums generated more than $618,000 in last year's annual campaign;

- the average alum gift is approximately $235, the highest for all HBCUs;

- although the largest alumni gifts come from the emeritus classes (50 year reunion classes and above), there is an ever-growing body of younger alums who are beginning their alumni-giving pattern, with smaller consistent gifts;

- some of Hampton's more noted alumni are:

  - without hesitation, Hampton's most noted alumnus is Booker T. Washington ('75), founder of Tuskegee Institute (now University) in Alabama (note: Hampton was responsible for the founding of 27 similar schools, colleges and universities - among them St. Paul's College, Bowling Green Academy, Kittrell College and Princess Anne Academy);

  - the Hon. Bernard Fielding ('53) who, as Probate Judge, County of Charleston, SC, is the first black in the Southeast to become a probate judge;

  - the Hon. Cecil B. Patterson ('63), Superior Court Judge, Phoenix, AZ, the state's first black judge;

  - John Sengstacke ('34), owner of the Chicago Defender and a chain of other black newspapers across the U.S.;

  - Ms. Jeri Warrick-Crisman ('52), president/owner of WNJR Radio (Union, NJ);

  - William P. Sykes ('56), director of Administrative Services, State of Ohio; current member, HU Board of Trustees and former deputy director of the Peace Corps;

  - Douglas Palmer ('73), Mayor, Trenton, NJ;

  - Spencer Christian ('70), weatherman, ABC-TV's "Good Morning, America";

  - George Lewis ('63), Vice President and Treasurer, Philip Morris Companies;

  - Dr. Thomas Casey ('48), retired as Vice President and Medical Director, General Electric Company;

  - Rick Mahorn ('80), starting forward, Philadelphia 76ers, NBA;

  - the Hon. Rudolph Aggrey ('46), former U.S. Ambassador to Rumania;

- Wallace C. Arnold ('60), Brigadier General, U.S. Army;

- Arthur Holmes, Jr. ('52), Major General, U.S. Army; and

- Ms. Frankie Freeman ('37), former U.S. Civil Rights Commissioner.

HISTORICAL HIGHLIGHTS

Without any hesitation, Hampton University was a Republican experiment in terms of philanthropy and corporate leadership. When he founded the school in 1868 General Samuel Armstrong, a GOP, successfully enlisted such party stalwarts and philanthropists as George Foster Peabody, William Cameron Forbes, Collis P. Huntington, John D. Rockefeller, Andrew Carnegie, et al, to establish and sustain this school;

- President Bush's visit to HU will mark the 10th visit of a U.S. President (or his designee, as Mrs. Roosevelt came here in '38), the clear majority of whom were GOPs (see enclosure);

- The University Museum, the state's oldest museum, holds the largest collection of African and American Indian art in the South; and

- HU served as an early pioneer of multicultural education and self-help when, from 1875-1922, American Indians were educated on this campus.

THE "HARVEY FACTOR"

When he claims repeatedly that "HU is in the forefront of the American educational enterprise," President Harvey can say so because of his legacy of leadership and accomplishment. In short, President Bush could not have selected a better demonstration of his administration's ideals than Dr. Harvey. A quick thumbnail sketch of his work shows:

- beginning in his first year, Harvey reversed a seven-year pattern of deficit budgets with 13 consecutive years of "black" budgets with modest surplusses;

- having raised more than $53 million for the endowment;
- created 24 new degree-granting programs on undergraduate and grad levels, focused heavily in the quantitative sciences where minorities are historically underrepresented;
- increased the academic standards with a maverick-like, 187-point-SAT-scores increase;
- inspired a 123% enrollment increase, making HU the largest private HBCU;
- introduced a university-wide Read-In campaign, to enhance and underscore a joy-in-literacy atmosphere; and
- re-established the Sunday School program - after a 20-year cessation - to reaffirm the voluntary study of God's Word as a foundation of American values and ethics.

Peggy, I hope that this material will assist you in your preparations. Do not hesitate to call me if needed.

HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668
(804) 727-5231

OFFICE OF THE PRESIDENT

May 6, 1991

The Honorable George Bush
President of the United States
The White House
Washington, D.C. 20500

Dear President Bush:

I look forward with great anticipation to your visit on Sunday to deliver the 121st Hampton University Commencement Address. You have truly provided productive and remarkable leadership over your entire career. I write now to try to influence not only a direction that you might take, but also to suggest a passage in your Commencement speech on May 12th.

The debates over the proposed Civil Rights legislation last year and this year have exacerbated an already difficult situation. The unique American commitment to civil rights became submerged by an even more shrill debate between special interest groups and Washington lobbyists over mind numbing legal technicalities and arcane judicial rulings. Rather than coalescing once again behind Civil Rights legislation which promises fairness and equality of opportunity, our political system found itself mired in conflict.

Your commencement address on May 12 offers you a unique opportunity and forum to begin a national healing and regeneration of racial harmony. No one can question your commitment to black colleges. You were with us before it was fashionable and stayed with us after some thought us anachronisms. Attached you will find a memo that I sent to the Hampton University Community outlining some of the very positive steps that you have taken with black higher education.

Your commencement address, then, is more than just another Presidential appearance; it represents a homecoming which honors Hampton University. I, therefore, hope that you will use this occasion to call upon the enormous moral authority, which is yours personally and yours because of your high office, to call together those who believe they are still the victims of unlawful discrimination -- persons of color and women, the legitimate representatives of employers, to include representatives of the Business Round Table and the Chamber of Commerce, and our legislators and Executive Branch officials, to a Civil Rights Summit with the charge to reach a consensus on the shape and content of civil rights legislation <u>that does not involve quotas</u>.

Because of your justifiable record of support for black higher education, let me suggest that you utilize education as the foundation for calling such a summit. You might say that education is the key because the acquiring of skills is the first step in finding useful productive employment. Education breaks down walls of ignorance, and builds bridges of understanding and respect as opposed to widening chasms. There is perhaps no other foundation--save the Holy Bible--that equalizes fellow man more than the process and acquisition of education. Therefore, education needs to be the focus and the new launch pad for civil rights understanding and agreement.

In my judgment, the call for such a Civil Rights Summit (on this occasion) would serve a number of useful purposes. First it would enable you to reaffirm your commitment to equality of opportunity. Secondly, it would send a clear message that your administration is interested in a very proactive way in exploring and moving off center the complicated debate surrounding the failure to gain consensus on the proposed civil rights legislation. Thirdly, I believe your commitment to expanding the frontiers of educational opportunity can be used as a forceful rallying call to gain broad political consensus for the type of legislation you can endorse. Fourthly, the call for such a Summit silences unnecessary criticisms and opens the door for constructive reconciliation. I hasten to add that I would be pleased to assist you in any manner to help you convene such a Summit and advance its strategic goals and objectives.

I believe it a national imperative that you make it clear that minorities and women who support Civil Rights legislation are not the enemy of society. Rather, all individuals are equal participants in the American drama, and all views and opinions are entitled to a respectful reception. By this action, you can achieve an even larger historic status as a national healer. This step can constitute a defining moment in renewing the commitment to fairness and elevating the national debate over civil rights. You can make it clear that the government's role is not to dole out preferences, but to serve as the facilitator of the dialogue and the forger of the consensus. By this act you may make May 12th and Hampton University synonymous with one of the most important domestic achievements of your Presidency.

With all good wishes,

W. R. Harvey

William R. Harvey
President

WRH:wr

Hampton University News Release

#11 (9/13/90) FOR IMMEDIATE RELEASE

HU PRESIDENT WILLIAM R. HARVEY HONORED BY WHITE HOUSE INITIATIVE

Washington, D.C. - Dr. William R. Harvey, President of Hampton University, was honored on Monday by the White House Initiative on Historically Black Colleges and Universities for his outstanding leadership in the areas of endowment building and economic development that have garnered profitable resources for Hampton University".

Dr. Harvey was presented the award by Assistant Secretary for Education Leonard Haynes, III, on behalf of President Bush and Secretary of Education Lawrence Cavazos at a luncheon held in Washington. Robert K. Goodwin, Executive Director of the White House Initiative on Historically Black Colleges and Universities said that Dr. Harvey received the award " in recognition of his tireless efforts and outstanding management which have helped ensure continuous growth and economic development in the entire Hampton University Community."

-more-

2-2-2-2 HU

He added, "More of us need to take note of Dr. Harvey's success with the thought of learning what we can to improve other situations."

It was noted specifically that Dr. Harvey worked to increase Hampton's endowment from $29 million in 1978, when he became president, to approximately $80 million where it stands now. During the last decade, a $30 million 5-year fund-raising goal realized approximately $46.4 million in 2 1/2 years. Additionally, he pioneered the use of alternate sources of revenue for Black colleges and universities through the development of a $14 million shopping center and apartment complex called Hampton Harbor located on the campus. Profits from the project are targeted to support student scholarships and faculty salaries.

Dr. Harvey is an appointed member of the President's Board of Advisors on HBCUs. Other members of the Board include Dr. Caspa L. Harris, Jr., President of the National Association of College and University Business Officers (NACUBO); Dr. Dorothy I. Height, President of the National Council of Negro Women (NCNW); Mr. John Carter, immediate past President and CEO of The Equitable Financial Companies; Dr. James E. Cheek, President Emeritus, Howard University; and others.

U.S. PRESIDENTS VISIT TO HAMPTON INSTITUTE

1. President Hayes, Republican - May 23, 1878
2. President Arthur, Republican - May 13, 1882
3. President Ulysses S. Grant, Republican - visited after retirement from office. (3/4/69-3/3/73)
4. President William McKinley, Republican - visited
5. President James A. Garfield, Republican - visited 1881
6. President Theodore Roosevelt, Republican - visited July 1906
7. President William Howard Taft, Republican - President of Board of Trustees
8. President Woodrow Wilson , Democratic - Founders Day Address, 1897
9.
10. Mrs. Eleanor Roosevelt - 1938 (Represented her husband)

OFFICE OF
PRESIDENTIAL ADVANCE

COVER PAGE

TO: Cristina Martin

FROM: C. Ray Hampton, VA

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MESSAGE:

Info on Ms. Dinee Riley
from Hampton University.
Highest Grade A. Average Student.

Craig K

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P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

Thank you Dr. Harvey. All the members of the Hampton University administration, and especially the Hampton Class of 1991. It's great to be here.

Southern Workman.

DEVOTED TO THE INDUSTRIAL CLASSES OF THE SOUTH.

OL. VII. HAMPTON, VA., JUNE, 1878. NO 6.

outhern Workman,

ISSUED MONTHLY.

. C. ARMSTRONG, } *Editors.*
. W. LUDLOW, }

s. M. F. ARMSTRONG, } *Regular*
. W. N. ARMSTRONG, } *Contributors.*
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J. F. B. MARSHALL,
Business Manager, Hampton, Va.

PREMIUM.

r one year's subscription to the HERN WORKMAN, *we will send to one who shall forward five cents postage, a neat pamphlet entitled bin and Plantation Songs, as Sung he Hampton Students," containing ages of original negro music, with ls in dialect.*

ese songs, arranged by Prof. T. P. er, were sung in the three hundred rts, throughout the United States, by the Company in 1873-4-5. The s are sold at forty cents apiece.

REPORT OF THE PRINCIPAL OF THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

Hampton, Va., May 23d, 1878.

e Trustees of the Hampton Normal and Agricultural Institute.

NTLEMEN: In April last this insti- completed its tenth year. The first was the purchase, in June, 1867, é "Wood farm" of 160 acres for 00.00. On Oct. 1st, of the same ground was broken for tempora- uildings, and on April 1st, 1868, ol opened with fifteen boarding stu- s, and one teacher and a matron. ie farm was soon reduced to 125 acres ie sale of outlying lots, but was in- ed in 1872 to 197 acres by the pur- e of 72 acres of the 'Segar" estate, ning, with one tenth of the proceeds e sale of the Agricultural land scrip ved by law for that purpose. ie first payment of $10,000.00 was by the Hon. Josiah King of Pitts- h, Pa., executor of the estate of Mr. iam Avery of that city, whose legacy 50,000.00 left in 1858 for negro edu- n has been most wisely used in a way ttle dreamed of. The remaining 0.00 was paid by the American ionary Association of New York who the property, and were responsible he school till the year 1870, when the ral Assembly of Virginia granted it eral charter creating a Board of Trus- to whom the Association transferred roperty upon condition that its relig- teaching should forever be evangeli-

There is, however, a majority of no on the Board.

is Association could not spare more s from its great work in the South. Freedmen's Bureau was appealed to and $1,800.00 were granted from its construction funds. Two wooden barracks, each 140x24 feet, on whose site, very nearly, Virginia Hall now stands, with other needed work were commenced and soon exhausted the government grant. Operations would have been suspended had not the late Mrs. Stephen Griggs of N. Y. City, an entire stranger, presented, through the American Missionary Association, out of a moderate competency, the sum of ten thousand dollars. From this turning-point the life of the school seemed assured.

Indeed, from the first it has had a steady growth, sometimes passing through difficulties in ways that have seemed mysterious.

General O. O. Howard, Commissioner of the Freedmen's Bureau, made successive grants for building and repairs amounting to $58,327.89. The Bureau ceased to assist in 1870. The Trustees of the Peabody Fund have given since the school opened to June 30, 1877, $6,300, viz.: $800 annually to 1876—$500 in 1877.

On the foundation thus laid the benevolent of the North have, in ten years, expended for permanent improvements $150,000.00, and are giving for current expenses an average of $24,000.00 yearly.

In 1872, the State of Virginia designated the Hampton Institute as Trustee of that portion of the Agricultural land fund which was assigned to the colored people, namely one-third of the proceeds of the sale of 300,000 acres. The amount, $95,000.00, less one-tenth expended for land, was invested in State bonds at a low figure, on which full interest has been paid. The State holds the principal and reserves the right to withdraw it, but has yearly paid the liberal sum of ten thousand dollars as interest money, over twice the amount required by the Act of Congress making the grant.

FINANCIAL.

The annual running expenses of the institution are now estimated at $34,000.00. They are met as follows:—

Donations for general purposes, $5,600; Annual Scholarships, @ $70.00 each, $13,000; Personal Aid to Students, $2,500; Interest on Endowment Fund, $2,500; State Aid, Interest on Land Scrip Fund, $10,400.

Aside from state aid our income is principally from the cities of Boston, New York and Philadelphia, and from Massachusetts and Connecticut. New Haven, Hartford, and Providence, R. I. are generous auxiliaries.

For one-half of our income there is no guarantee whatever; yet support is morally certain from the confidence of friends both North and South.

There is, however, need of an endowment fund of more than two hundred thousand dollars, the interest of which would lessen the severe and, in more ways than one, costly labor of collecting income, give the school a life of its own, independence of any one man's life or power, and better secure it against exigencies.

The condition of the freedmen called for complete educational machinery; the higher schools devoted to their welfare have not, as in the case of the whites, been a part of the growth of the race. They bring to bear a force from without; they do not express negro sentiment; they intend to create it; they are no product of negro civilization; they are aiding to establish it. Hence the need of powerful, well-equipped institutions to act on a vast, ignorant mass of people easily deluded and possessing immense power for good or evil to themselves and the country.

For the past ten years, a great part of our resources has gone into building and outfit. This work is nearly done. The school is, substantially, built up, out of debt, and in good working order.

The next thing is a solid financial foundation.

INDUSTRIAL.

The following is a list of school industries:—

The Farm, with bone grinding, grist mill, soap making, blacksmith's shop, butcher's shop, and milk dairy.

The Engineer's Department, with knitting machines, broom shop, shop for iron work, rag-carpet weaving, and carpenter shop.

Girls' Industrial Department, for making and mending garments, and learning to sew by hand and machine.

Household work, including washing, ironing, table duty, and cooking lessons for the girls.

The details for work this year have been as follows:

Girls. Housework, 98; Industrial Room, 52; Knitting Machine, 21; Laundry, 24; Weaving Rag-Carpets, 1; Cooking, 20; No work has yet been found for day scholars, 32.

Boys. Farm, 91; Painters, 1; Carpenters, 5; Broom Making, 2; Steam Engine, 1; Bone Mill, 2; Shoemakers, 4; Janitors, 8; Knitting Room, 6; Blacksmiths, 1; Office duty, 3; Mail-Carrier, 1; Green-house, 1; Waiters, 16; Laundry, 5; General Duty, 5; Employed by teachers, 2; Day-scholars on orderly duty, 33;

Students' earnings have been as follows.

1875-6. 101 Boys, $5,982.04; 59 Girls, $1,647 93; total, $7,629.97.

1876-7. 125 Boys, $7,440.79; 73 Girls, $2,139.56; total, $9,580.35.

1877-8 (est'd). 138 Boys, $8,934.28; 87 Girls, $3,302.47; total, $12,236.75.

Average earnings in 1875-6, Boys $59.23 each, Girls $27.92 each.

Average earnings in 1876-7, Boys $59.53 each, Girls $29.00 each.

Average earnings in 1877-8, Boys $64.75 each, Girls $37.96 each.

The problem of the school, industrially, is,

1st, To make labor as instructive as possible.

2d, To turn it to the best account.

By giving each student one and a-half or two days of work each week and four whole days for study (by having a detail of one-fifth out each school day, and all or one-half on Saturdays), his mental interests do not suffer materially; he is physically better off, is able to pay about one-half—in some cases the whole—of his personal expenses, is better fitted to take care of himself and becomes more of a man.

Labor schools are expensive. We do not expect our industries as a whole to pay. They are primarily educational, yet they have, under the circumstances, done well this year, and, in time, some of them will, I think, be remunerative; but that is not the point.

In respect to its manual labor feature, the school has been considered an experiment. A fair conclusion is this: If its friends are ready to pay the increased cost of giving a practical education, by training both hand and head, the work can be done here and the student will be fitted for life far better than he would be without that drill.

The success of our graduates is due, in a large degree, to the common sense and clear ideas with which those who work their way are imbued.

The increase of students demands increased facilities for giving them employment, but few are willing to aid directly in this department.

To the question, Do your graduates become farmers or mechanics? I reply that they generally buy land, and have frequent use for their agricultural training. As they can teach usually less than half the year, this practical knowledge is indispensable. Very few take up farming exclusively, as teaching pays better.

OF GRADUATES AND STUDENTS.

The total number of admissions during the past ten years has been 937. Of these, 277, including this year's class, have taken a full course. Generally speaking, one-third of those we admit, leave too soon to be improved, about one third graduate, and the remaining third also are decidedly benefitted. Poverty, sickness, home troubles, limited capacity and bad conduct account for the shortened course of many. A large majority of our non-graduates are doing good work as teachers. Not much labor has been wasted. The dullest students have often proved efficient as teachers. Last winter 125 reported themselves as in active service. Many we hear of indirectly and at long intervals.

Being able to teach, and teachers being in demand, students, at graduation, or after the second and sometimes even after the first year, are independent. It seems impossible to supply the need of colored teachers in this and other Southern States.

Sessions continue from three to six months, and salaries, in country places, are from $25.00 to $35.00 a month payable in orders on the County Treasurer, who cashes them in from three to fifteen months There is often distress and discouragement from this delay. Teachers are compelled to discount their small wages @ from 10 to 25 per cent. and serious injury to school interests is likely to result. In the cities wages are better, sessions continue for eight and ten months, and payment is more prompt.

The value of the free school systems of the South depends on the supply of teachers; those trained by Northern educators are universally acceptable, because carefully taught morally as well as in book knowledge, and not disposed to take an active part in politics. There is no "chasm" between the graduates of the higher negro schools of the South and the patronage of the school officers of the states. The real trouble of colored teachers is with a class of preachers, politicians and editors of their own race who resent the introduction of intelligent ideas into religion and into the relations of life. They could easily be conciliated by substituting Latin for labor. The colored people at large and their leading men, as a whole, are most appreciative and give the school and its graduates the heartiest support. But negro opposition is no novelty.

It is as much a national as a race interest that the negro race be elevated. The success of the negro teacher indicates the way it is to be done. In ten years not a serious grievance has been reported by a student to this office; nor a complaint by a state officer of the conduct of a teacher. Troubles and annoyances have occured, but nothing like "outrages."

It remains to push carefully selected and fitted colored youth into the field. There are, at the South, thousands of them of excellent capacity and spirit, who would, were the way opened, work for their race, and be welcomed and encouraged by good men of every class.

Hampton graduates find it easy to secure general confidence and respect.

To the question, then "What becomes of your graduates?" we answer: Not less than ninety per cent. have tanght school. We are satisfied that eighty per cent. were teaching last winter, and that the large majority will devote themselves to the good of their people. Those who do not teach are generally working for themselves or others. I know of but few worthless ones. There seems to be no general tendency to relapse from the tone given to their lives at the school. I have observed in many, a moral growth after graduation, the reaction of right life upon character. That some will

(*Continued on page 44.*)

ANNIVERSARY DAY AT HAMPTON.

The Tenth Anniversary of Hampton Institute was celebrated on the 23d of May. It was marked with peculiar interest, as being the tenth, and by the presence of President Hayes, who thus confirmed the pledges of his inaugural, and his repeated declarations of his interest in education and the progress of the colored race. A very large number of visitors attended, some of whom came, no doubt, chiefly to see the President, though his coming was not announced, but all of whom seemed greatly interested in the school and its exercises.

The President was accompanied by two of his cabinet, Hon. G. W. McCrary, Secretary of War, and Attorney General Devens, also by his son, Mr. Webb C. Hayes, Col. R. K. Rogers, private Secretary, and Mr. R. A. Evarts, son of Secretary Evarts, and five ladies. The President's party was accompanied from Baltimore by Hon. S. M. Shoemaker, Rev. C. R. Weld, Enoch Pratt, Esq., Mr. Matthews of the Baltimore *American*, Messrs. John L. Thomas, Harvey Shriver, R. P. Bland, H. C. Cramp, E. Carrington, E. H. Stimson, C. K. Wild, and several ladies.

Besides these, among the visitors were many whose names are prominent in the North and South. Of the trustees of the school, were present, Rev. M. E. Strieby, D.D., New York, Hon. R. W. Hughes, Norfolk, Va., Hon. Alex. Hyde, Lee, Mass., Rev. Thomas K. Fessenden, Farmington, Conn., Mr. Robert C. Ogden, Brooklyn, N. Y., Mr. Samuel Holmes, Montclair, N. J., Mr. Anthony M. Kimber, Philadelphia, Hon. Edgar Ketchum, New York, Mr. Z. S. Ely, New York, Dr. Lewis H. Stiner, Baltimore (State Senator), Rev. A. N. Arnold, D.D., Pawtucket, R. I., Judge F. N. Watkins, Farmville, Va., Rev. J. H. Means, D. D., Boston, Mass. Of the Curators, were present, Col. Thomas Tabb of Hampton, Mr. J. H. Holmes, Richmond, A. Kenan, Petersburgh, Rev. William Thornton, Hampton, and Rev. John M. Dawson, Williamsburgh (State Senator).

Among the guests were, also, Mrs. E. L. Youmans of New York, Mrs. Walter Baker and friends of Dorchester, Mass., Miss M. A. Longstreth of Philadelphia, Mrs. C. Boswell, Mrs. E. G. Sessons, and Rev. F. S. Hatch of New Hartford, Ct., Mr. G. E. Brown of Boston, Hon. Chas. Kimball and wife, of Lowell, Mass., Capt. R. K. Pratt, U. S. A., Rev. John Harding of Springfield, Mass. (representing the Springfield Republican), Rev. Mr. and Mrs. Hall of Brooklyn, N. Y., Miss Day of Elizabeth, N. J., Dr. A. T. Ball, Mr. Willmott Williams and Mr. and Mrs. E. G. Bartlett of New York, Misses L. and E. L. Austin of Philadelphia, Mr. Clark (Max Adeler) of the Evening Bulletin, Philadelphia, and Messrs. S. C. Hubbard and John Aitkin of New York.

From nearer home, two excursion steamers brought a large number of visitors from Norfolk, about two hundred and fifty in all. Among them were Capt. Truxton, U. S. N., with a party of ladies and officers from the Navy Yard, General Groner and family, General T. H. Webb, Captain and Mrs. Pegram, Capt. Taylor, Mrs. Capt. Boutelle, and Mr. A. F. Cunningham.

From Fortress Monroe, General Getty, General Upton, Major Calif, Major and Mrs. Campbell, and Lieuts. Zalinski, Clark, Smith and Paddock, with other citizens and ladies.

From the Chesapeake National Soldiers' Home, were present, its governor, Capt. P. T. Woodfin, Dr. Hare, and others. The school is indebted, as in former years, to the courtesy of Capt. Woodfin, who placed his yacht and other conveyances at its disposal, and also to the Quarter Master, and Mr. Phœbus, proprietor of the Hygeia Hotel, for similar favors.

Hampton was represented by leading citizens of all classes, the ministers of the white and colored churches, and its Northern and Southern residents, all of whom have manifested a spirit of cordiality and good will toward the school.

The colored race was well represented by the parents of the graduating class, leading clergymen and prominent colored citizens of Hampton, Portsmouth and Norfolk, and colored visitors and friends of the students from a distance.

THE ORDER OF THE DAY

was very much as usual with some interesting variations, however. The morning was devoted as always to the examination of the graduating class, and the ordinary recitations of the other classes. The visitors, among whom were the President and his party, who arrived about ten o'clock, going as they liked from class-room to class-room, or scattering over the place to inspect the buildings and various industries. The farm was represented by a goodly show of vegetables, fruit and sheaves of waving grains, and, as at the last anniversary, two knitting machines were running on a platform built up for them by a stairway in the Academic building, and attracted rather more than the usual group of visitors, because one of the operators was an Indian, who worked as deftly and cheerfully as if such peaceful occupation had been the chief pursuit of his life.

The senior class was examined in Book-keeping, Universal History, Arithmetic, Algebra, Civil Government and the science of Agriculture and Agricultural Chemistry.

The recitations of the other classes embraced Arithmetic, Geography, History of the United States, Reading and Spelling, Physiology and Natural Philosophy. The Seniors passed very creditable examinations. As usual, the class in Agriculture attracted most attention, from its novelty and practical bearing. The greatest throng, however, was found very naturally in the class-room of

THE INDIANS.

Our readers may be as interested as the visitors were in the roll-call of this class. It consists of

CHEYENNES:—*Ma-ah-chis, Soaring Eagle; *Cow-way-how-nif, Little Chief; Mar-cu-vekist, Howard Charlton; We-ho-no-cas, White Man; Nu-ne-cas, Kohoe; *Nan-hi-yurs, Matches; Tich-ke-mat-se, Squint Eyes; Pa-a-cys, Nick Pratt; Nock-ko-ist, Bear's Heart.

KIOWAS:—*To-un-ke-ah; Etahd-le-ah; Ohet-toint; Tsadle-tah; Koba.

ARAPAHOE:—*Nar-cu-bo-ist, White Bear.

Those whose names are marked with an * are to be transferred in September to Bishop Whipple's school in Minnesota.

Having been at Hampton but five or six weeks, their knowledge of English, and so forth, had been chiefly acquired at St. Augustine. Their former commandant and good friend, Captain Pratt, who came to see them examined, says, however, that they have perceptibly improved since they came, particularly in distinctness of speech—and who is a better judge of them than he? He declares himself more and more convinced that they are in just the right place, and remarked, "If I had known you would take my speech down that I made when they first came, I would have explained more fully just why I said I was sure there would be no trouble between them and the other students. It is, that they have come with a purpose. They have come not to quarrel, but to study and work. And when they have a purpose, they stick to it. Then, all are too busy here to quarrel. When people are kept busy they do not quarrel." The Indians were examined in spelling, reading and writing and geography. The general atmosphere of excitement around them seemed to rouse them out of their ordinary shyness before visitors—for shy they are, and capable of blushing, conventional ideas of Indian equanimity notwithstanding—and they answered questions, bounded states and spelled their long names with a wide-awake celerity and smiling eagerness that brought frequent responsive smiles from the interested throng about them.

Any incidents concerning these Indian students will no doubt be interesting to our readers at this early stage of their connection with the school, and one may be told which will illustrate their characteristic, as Capt. Pratt says, of sticking to their purpose. The use of tobacco in any form is contrary to the laws of the Institution. The rule was explained to them, but it was thought to be scarcely possible that they could be brought to yield their consent to it. They stood in solemn silence for some time, then one looked up and with one quick gesture of his hand across his lips, as if striking a pipe away, and a short ejaculatory grunt, indicated, in the most expressive manner possible, his resolve to give up the Indian weed. One after another followed, after due deliberation, the last one taking quite a while to bring himself to the point, but finally all had given their consent, and Captain Pratt says that after they make up their mind to a thing it is made up and they do not like even to be asked again about it. They have certainly kept to their resolve thus far with a firmness which would do honor to any man.

The Indians have quite a remarkable natural talent for drawing and painting, in their own peculiar style, which reminds one of Egyptian art, and they are allowed here, as they were in St. Augustine, to paint pictures and fans for sale, the money going to themselves and used for clothing. Many of the visitors took away such mementoes of their visit. But though fond of painting wild hunts, and war dances, and grand battles, they are not fond of recounting their own savage deeds, and confided to Captain Pratt that they do not like to be asked by visitors if they have scalped and killed people. It would be best certainly to avoid such curious questioning and let their dead past bury its dead and its tomahawk.

THE PRESIDENT'S SPEECH.

At noon the graduates marched, as usual, to their dinner, escorted by their schoolmates and the school band, and the invited guests of various colors and sections sat down on the broad piazza of General Armstrong's house, and under the trees on the lawn, to refresh themselves with a lunch, after which President Hayes, in response to an invitation which expressed the desire of all present, made the following excellent speech, from the steps of the piazza.

"The announcement that I am to make an address is unexpected, and of course it must be without premeditation. We all must have been very much interested in what we have observed. When now about one-half through, as is usual in such cases, we assume that the one-half that remains will be more interesting.

In some entertainments, we are assured that the second half is better than the first. If this is the case to-day, I am sure we may congratulate heartily, the teachers, the pupils, the patrons of this Institution.

Whenever I am called upon to talk to our newly made citizens—to young colored people especially, I always feel like giving them good advice. It is so easy, you know, to give advice. We all do it,—we like to do it. Now there rests—evidently—on this generation of American people, a great duty—the duty of educating this people lately freed from bondage, to rear them up to the full status of American citizenship. I am very glad to learn that the State of Virginia has contributed so largely—$10,000 yearly—to this great duty, and that there are such large voluntary contributions to it in support of this institution. And what we have seen here shows that both sides of education to citizenship are attended to here. Knowing how to work to support oneself is an important part of civilized life. The man who cannot earn a home for himself—who cannot lay up something against a wet day, is not quite prepared for American citizenship. So this is what I have to say to my colored friends: You have learned to work. In these two hundred years that you have been in America your people have done a great deal of work. Now learn to save. The question all intelligent people interested in your progress ask is, Do they accumulate property? Do they pay taxes? Do they own homes? The great Doctor Johnson said, 'Frugality is the daughter of Prudence, the sister of Temperance, the mother of Liberty.' Remember there is no independence to be gained without frugality. I said about this same thing the other day to the students of Howard University. The real way to get this glorious privilege of independence is for every young colored man to learn to labor and to save. As Burns says:

> 'Not for to hide it in a hedge,
> Not for a train-attendant;
> But for the glorious privilege
> Of being *independent*.'

Now, this is a simple thing, but it is the real thing. If you earn $10—save a little of it. If you earn $100, save more. The difference between spending all and saving something is the difference between misery and happiness. I was riding with a friend of mine the other day, and talking about this, and he reminded me of the words of that great moral philosopher in whose mouth Dickens puts a better expression of this truth than I can give. *Mr. Wilkins Micawber*—you know, who said to David Copperfield—

"My other piece of advice, Copperfield, you know. Annual income twenty pounds, annual expenditure nineteen nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery. The blossom is blighted, the leaf is withered, the god of day goes down upon the dreary scene, and—and in short you are forever floored."

And this is all I have to say to you: Be determined to work—to earn—to save.

And let all of us, in any event, join in a prayer that this Institution may be blessed in its endeavors—that its pupils, its teachers, and all its friends may be blessed."

The procession was then formed, headed by the officers of the school and the Presidential party, and marched to Virginia Hall chapel, which was soon filled to its utmost. Crowds are likely to be over-estimated. At least twelve hundred must have gathered to listen to the afternoon exercises, which were conducted according to the following programme:

MUSIC. Chorus: "Men of Harlech."

Salutatory. Essay. - Suggestions to my Classmates. Catharine Fields, Hampton, Va.

Essay, - - The Dangers of Universal Suffrage. Jacob T. Brown, Hilton Head, S. C.

Selection, - "Telling the Bees." - *Whittier.* Dixie Clementine Lumpkin, Williamsburg, Va.

MUSIC. Plantation Songs.

Essay, - - - - Homes for Our People. Angelina Tallifferro, Lynchburg, Va.

Dialogue, - "The Swiss Patriot" - *Sheridan Knowles.* WILLIAM TELL, Thos. W. Bolling, Charles City Co., Va. ALBERT, Wm. H. Daggs, Washington, D. C. VERNER, GESLER, Wm. H. Johnson, Petersburg, Va.

MUSIC. Glee: "All Among the Barley," *Stirling.*

Essay, - The Present Condition of the West Indies. Thomas Reese, Kingston, Jamaica.

Selection, - - "A Dutchman's Dolly Vardan." Caspar Tiltus, New York.

MUSIC. Glee: "Hark, the Lark." *Cooke.*

Debate - How can we do Most Good for Our People,—as Farmers, Ministers, or Teachers?

As Farmers; Charles H. Jones, Salisbury, N. C.
As Ministers; Jos. S. Davis, Pittsylvania C. H., Va.
As Teachers; Valedictory, } Charles A. Anderson, Staunton, Va.

MUSIC. Plantation Songs.

Post Graduate's Address, - Who are Needed in Africa? James C. Robbins, Bristol, R. I.

PRESENTATION OF DIPLOMAS.

MUSIC. Plantation Songs.

The music, which has been directed this year by Mr. Charles G. Buck, formerly of the Mendelssohn Glee Club of New York city, was particularly good. The old English glees, sung without accompaniment, were delightful, and highly appreciated by the audience. Several of the original band of Hampton student singers, now graduates, had returned, and the Plantation songs rang out with the old fire.

The readings were good, and the essays and speeches were marked by good common sense, and a very fair average of excellence.

Fifty-four seniors received diplomas, twenty young women, and thirty-four young men. The diplomas were presented by the president of the Board of Trustees, Rev. M. E. Strieby, D. D., with the following address to the graduating class.

"My young friends, a fair field and chance are the right of every human being, and almost all men are willing to grant that right, and most, a little more. If a man falls into the water, or drives his team into a ditch, almost any one who passes by will turn to and work hard to help him out and set him on his feet again. There is a very general instinctive desire for fair play among men.

Now, I believe this is true in regard to the efforts now making in behalf of your race. In the attendance here to-day the Government of the United States is represented by its presiding officer. The old mother State, Virginia, is represented by the noblest of her sons and daughters, and more substantially by her noble gift of $10,000 a year. The South is represented. Southern people are coming more and more every year to recognize the effort made here in your behalf. And the North is represented by the many of its best people who come here to visit you, or teach you. Many noble hearts are seeking your good. These are represented here to-day.

You have had this help, and now you are going out to use what you have gained. You will no longer have these opportunities of aid, these helpers all around you.

We may all come here next year, President Hayes may come perhaps, other of your friends will come, but you will be far off. Your teacher will be here—the school work will all go on as usual, but you will be off in the field, hard at work, alone. You are going forth, and I feel I speak the sentiments of this assembly of your friends in saying that you give us evidence that you go forth to do a noble work for yourselves and for your people, and when I give you these diplomas, it is in evidence to you that we believe this.

When you are far off, in the lonesome places where your work is, remember this day, and these people, to cheer and comfort and encourage you in your work. And remember, too, that wherever you are the eye of God is upon you, not to mark your failures only, but in tenderest pity for your weakness.

By the judgment of your teachers, and in evidence of their opinion of you, I am authorized to-day to present you these diplomas."

After the distribution of the diplomas, General Armstrong remarked,

"I am very sorry—it was my mistake—that the Senior class did not hear the noble and earnest words of the President in front of my house. I asked him to speak there, thinking that some might have the opportunity of hearing him who would not be able to here. It would not be fair to ask him to speak again,

of course, but we shall have the pleasure of listening to the Attorney General of the United States—General Devens, whom I have the honor to introduce to you."

General Devens responded.

"It is very embarrassing, after so polite an introduction, to come forward with the full consciousness that I cannot come up to the complimentary notice. But I must express the very great satisfaction I have experienced here in all I have seen to-day.

"It is now fourteen years since I was here lying for three months over in Chesapeake Hospital—which is now the Soldiers' Home, but was then a hospital for officers—after the battle of Cold Harbor. The same nature lies around me to-day. The Hampton River slips lazily to the sea, the ardent Virginia sun spreads its effulgence over the broad roadstead. It is the same sea of molten silver—large enough then as now for the navies of the world, filled now as then with great ships. But now they are the ships of peace, bearing the wealth of nations, the commerce of the world. Then they were the iron-clad messengers of war and death. And on this Peninsula all is changed, so wonderfully changed. In Chesapeake Hospital then, were five or six hundred wounded officers; on this place, three or four thousand wounded men. What a change. The tents are struck, the bugles have sounded their last note of war on this peninsula. (appplause.) I rejoice that on the spot where those brave men lay suffering, rises this institution of learning.

There is a Greek story that Cadmus sowed dragons' teeth in Greece, and there sprang up from them a terrible harvest of armed men for conflict and battle. But on these fields where hostile armies camped, and the dreadful seeds of war were sown, I rejoice that this institution has sprung, devoted to liberty and learning. That is a noble monument which Miss Dix raised in the cemetery here to the brave men who fell fighting for their country's liberty and yours. But I thought as I looked up to it to-day that a more beautiful one had been raised here to that army, which vindicated the authority of a President elected by all the forms of law—which stood for the country's honor, for the liberty of all men. It seemed to me that a nobler monument than brass or marble or granite, is an institution like this, built for instruction; so well and so strongly built, and to last, and to carry forward the benefits of instruction from generation to generation. I recall the language of a brave officer whom I knew well, who was welcomed on the battlefield of Gettysburgh by every one who saw him with, "How glad I am to see you are come." "Yes," he replied, "I've come, and I've come to stay." And stay he did, and sleeping on the battle-field, awaits his just reward. I am glad that this Institution has come to stay. I am glad to see these college walls so well and strongly built, to give shelter to those who seek instruction for hundreds of years.

I see above me the name of John C. Whitin inscribed upon this marble on the wall, as giver of this chapel to your Institution. I know John Whitin well, and his brother Paul—they are two of the noblest men, and most successful manufacturers, of this country. And I know that they never did a piece of work in the world which they did not mean should last. So this Hall is placed here that it may last.

Now my young friends who are about to go out from his Institution: after all, all that can be done in the way of material aid to an institution like this is of little importance in helping it compared with the results it can show. By its fruits is every work known. Every institution can show reasons for its existence, only by the sort of men and women it turns out for the duties of life. How long would the military institution at West Point stand—over which my brother the Secretary of War presides,—if the American people did not see that it turns out competent officers, brave and honest men? And no Institution after it is once fairly established, can stand except on its own character, and the character of the men or women it sends out into the world. I believe that, up to this time, this Institution has done all that could be expected of it. Notwithstanding all the help that has been given there are still great difficulties before it, I know, but we are entitled to say that the experiment has succeeded, and that it will continue to succeed.

I wish I could give you one word of encouragement which would be of use to you, which you could carry away and lean upon. For there is no more interesting occasion than that when young men and women stand thus together as fellow students for the last time, in one moment more to separate forever. One would say to such, Be of good cheer; take up the burden of life hopefully; do your duty manfully, cheerfully.

I wish you had heard the good words of advice of our President. I shall not presume to add to them more than my own good wishes. I am sure that I speak the feelings of all here present, when I wish you all success, prosperous, happy lives, and something better than prosperous lives—manly, womanly, heroic lives. Then, if success comes, well; if not, the brave heart within you will enable you to bear safely up against any ills this life is heir to."

Amid the loud applause which followed this speech, a call for "the President—the President!" was raised by some insatiate American sovereign, and the President very kindly responded, seeming glad, indeed, to add a few more cordial words to those he had already spoken. He said—

"Friends: I came here this morning, as I think we all did, with very friendly feelings and favorable impressions of Hampton Institute. I may not at this time detain you in attempting to describe what I have seen and heard that enables me to feel sure that all who came will leave with feelings more friendly and impressions more favorable for all we have seen and heard to-day.

You are dealing here with some of the greatest problems of America; the problem of education, the problem of race. In both of these, I think this Institution is doing something to furnish us with a wise and safe solution. Why, think of all we have heard this afternoon. We all know what is said to be the weakest point of our colored brethren. Yet in what college commencement have we ever heard more common sense expressed in simpler, purer English, than we have heard to-day.

And then, that other race. Those who were present in their class room to-day, and heard their strange names, the Soaring Eagle, and the White Bear, and all the rest of the big warriors led by Miss Hyde, will be glad that it is within their power to be educated here.

And I adopt the sentiment I heard expressed at the lunch table. I believe that to elevate any race, we must give the women equal advantages with the men. This is done here, and for these fifty-four young men and women who graduate from here to-day, we all unite in praying that God may bless them."

The President's hearty impromptu speech was received with great applause. The audience then joined by request in the old ringing missionary hymn,

"From Greenland's icy mountains,"

and a prayer by Rev. Dr. Means closed the exercises of the day, which, from beginning to end, may be called a successful close of Hampton's first decade, and a promising send off for her next one.

ALUMNI ASSOCIATION.

An interesting feature of this tenth anniversary was the presence of over fifty of the past graduates representing all of the seven classes which had graduated from the Institute, now returning to establish for the first time an Alumni Association. Hampton welcomed back her children, with most of whom, indeed, she has been in constant and frequent communication of friendship and help, ever since they went out. These young people have been and still are doing excellent work in the field, a field of much labor, some hardship, temptations and struggles of various kinds, but still a field of glorious opportunities for serving their people and their country, opportunities which they have eagerly sought and to a great extent appreciated and improved. It is believed that this meeting of the Alumni has resulted, and will result, in good—that these graduate teachers go forth again with increased appreciation of the advantages they have received and the work they have to do, strengthened confidence in their Alma Mater, and renewed enthusiasm for the work to which they have devoted themselves.

One of the number brought with him, as specimens of his work, one of his advanced scholars, a bright little boy of twelve or fourteen, and a number of map drawings very well done in colored crayon pencils, by his pupils, and some of their compositions. The examination of his school just out of Norfolk was attended recently by some of his former teachers. It did crédit to his work and we hope to have a more extended report of it in next month's paper.

THE TEACHERS' INSTITUTE LECTURES.

Twenty-three of the Alumni have remained to attend with this year's graduating class the course of lectures on teaching at the Institute, given this year by Col. F. W. Parker of Quincy, Mass. Col. Parker has the confidence and high recommendation of the principal educators of New England, and is, no doubt, one of the ablest teachers of the well-known system of object teaching in this country. Over nineteen hundred little children are under his superintendence in the schools of Quincey, and his success is there considered as established. On Anniversary Day, he gave a specimen of his method of primary instruction. Unfortunately for the full illustration of the theories he advocates, though speaking volumes for the general diffusion of knowledge in the town of Hampton, the attempt to provide him with a class of twenty children who had never had any instruction whatever, was a failure, but he succeeded admirably in fixing the attention of the little ones upon the india-rubber rat in his pocket and its written name on the blackboard.

The lectures will continue till the close of the term, June 13th, and it is hoped that the graduates may gain from them much that is suggestive and helpful in their work as teachers.

A VISIT TO WICHITA AGENCY.

Lawrie Tatum writing from Wichita Agency, Fourth mo. 29th, says:—"The Indian prisoners from Florida arrived here to-day, except seventeen, who preferred to remain behind to attend school and trades. I had a talk with them. Lone Wolf, Double Bit, White Horse, and Black Horse replied. The latter said, 'I remember the time when we were all taken to Forida. While there, the white people used to tell us what we ought to do. From them we learned about Jesus, our Saviour. At night, before retiring to bed, we used to read of the Great Spirit, and talk about Jesus. I have thrown away all my bad ways and now love only the good.' They all professed friendship for the white people, and an intention to abandon the war-path, and be peaceable. Several of the prisoners were young, apparently not grown, while others had their hair silvered with gray."

INVENTION OF A COLORED MISSISSIPPIAN.

Ben. Taylor, a colored man living in this place, has lately returned from Washington, whither he has been to secure a patent for a new steam engine which he has invented, and which, if the judgment of many experienced and scientific men to whom he has shown his model is correct, is calculated to revolutionize the present application of steam. The engine is rotary, having the steam applied at the circumference of a wheel, giving this treble the force of ordinary engines, with no distinguishing of power at the various stages of the revolution of the wheel. This invention dispenses with all the machinery except the one wheel, which answers at once the purpose of cylinder and driving wheel, and two steam boxes through which the steam is applied. It is estimated that engines on this plan can be manufactured at one-fourth, or less, the cost of those now in use, and their simplicity and the possibility of making them of extremely light weight will extend the use of steam engines beyond the present limit. Ben. Taylor, the inventor, is sort of mechanical genius, having before manifested an insight into mechanics of no ordinary degree. His invention, if nothing fails—and the probabilities are in his favor—will rank him among the first inventors of the day.—[*Rosedale (Miss.) Journal.*

NEWS OF THE MONTH.

FOREIGN.

The Shah of Persia is to visit the Paris Exhibition.

Texas have been great labor strikes in England among the colliers and the cotton operatives, throwing thousands of men out of employment, and occasioning great suffering and disturbance.

The leader of the Cuban rebellion has come to New York. He reports the Cuban patriots still 1,000 strong, well armed and drilled, but with 40,000 opposed. He thinks the war will continue, but that the late conciliatory policy of Spain has done more against the cause of the patriots than all the Spanish forces combined.

Earl John Russell, the great English statesman and twice prime minister, died May 28th, at the age of 86. He has had probably, a longer public life than any of his contemporaries, having entered Parliament sixty years ag o, and has always been active on the side of liberal measures and reform.

The Congress of the Powers to discuss the treaty between Russia and Turkey and arrange the Eastern question, is to meet at Berlin, probably on June 11th.

The Eastern Question.—Hopes of peace are again renewed. Count Schouvaloff returned to London May 23, via Berlin. Speaking of the results of his mission, the London Post says, in semi-official form: "Count Schouvaloff brings the assurance that the disposition in St. Petersburg for peace quite equals that in London."

Strange advices from Venezuela state that the earthquake of April 14 entirely destroyed the town of Cua and all the surrounding farms.

POLITICAL.

Congress: The Democrats of the House, May 17, secured a quorum, and passed the Potter resolution for the investigation of alleged frauds in the last Presidential election in Florida and Louisiana. The Republicans did not vote. President Hayes sent a brief message to the Senate, accompanied by a long letter from Secretary Evarts, in relation to the Halifax Fishery Award. The President recommends that the appropriation be made, "with such direction to the Executive in regard to its payment as in the wisdom of Congress the public interests may seem to require." The House Committee to investigate the alleged election frauds was announced on the 20th; it consists of seven Democrats and four Republicans. A bill was introduced in the House asking for an appropriation of $129,000,000 for internal improvements, mainly for old Southern Canals. The government is asked to issue a fifty-year five per cent. bond as a special loan for this purpose.—In the Senate, on the 21st, the house bill to forbid the further retirement of legal tender notes was reported favorably by the Finance Committee.—On the 23d, in the House, Mr. Harrison, of Illinois, offered resolutions to extend the investigation of alleged frauds in the late Presidential election to the States of South Carolina and Oregon, and not to disturb the President's title. The House, by 71 yeas and 50 nays, decided that a question of privilege was involved, but as less than a quorum voted, the resolutions were withdrawn. Subsequently a resolution was adopted authorizing the select committee to investigate electoral frauds in any State where there is probable cause to believe that such frauds were practiced.—The House, on the 24th, in Committee of the Whole, voted not to reduce the army.

Alexander H. Stephens has written a letter denouncing the Potter resolution as calculated to disturb the peace of the country, declaring the "opinion that the affair will prove in the end, either a contemptible farce or a horrible tragedy."

Saturday, May 26th, the Senate passed a concurrent resolution declaring that the treaty with China, allowing unrestricted emigration to this country, might wisely be modified, to subserve the best interests of both Governments.

DOMESTIC.

The Woman's Hotel in New York city, erected by A. T. Stewart for the benefit of working women, who could pay $3 a week, has proved a failure from want of patronage, and will be opened as an ordinary hotel.

A great tornado has passed over Wisconsin, destroying life and property.

The American Social Science Association met in Cincinnati, Ohio, May 18-24. Among the topics discussed were Health in Schools, Money in relation to the Industrious Poor, Public and Private Charity, Labor and Machinery, Tramps and Tramp legislation.

The African Methodist Episcopal Conference met in New York city, May 23-29. It passed a resolution condemning the African Emigration scheme as it now presents itself in South Carolina.

Montana is overrun with grasshoppers.

William Cullen Bryant on returning from the unveiling of a statue in Central Park, May 26, slipped on a door-step and struck his head, becoming at once unconscious.

The General Association of the Baptist Church is now sitting at Norfolk, and the ministers will visit Hampton Institute to-day (May 31).

The annual convention of the Educational Association of Virginia will be held in Hampton, July 9-12.

Four thousand operatives are thrown out of employment by the stopping of the Mills at Fall River, Mass.

The American Institute of Instruction will hold its forty-ninth annual meeting at the White Mountains, New Hampshire, July 9, 10, 11, 12. Headquarters at Fabyan's. This meeting is expected to bring together the leading educators and be the largest educational meeting ever held in the country, and the railroads and hotels have reduced their rates to those who attend, making the round trip from Boston, including board, nine four days, membership ticket and travel, $14, or $15 with excursions to Mt. Washington, $2. Special rates are also made with other cities and any further information may be had by addressing the Secretary, Gen. A. Littlefield, Malden, Mass.

A successful experiment in silk culture has been made by Mr. Samuel Lowery, a colored lawyer, of Huntsville, Alabama. For three years past he has been engaged in this enterprise, and has now about a quarter of an acre planted with mulberry trees, and is the owner of more than 100,000 worms. The mulberry grows well in Southern Alabama, and the silk-worms have proved unusually healthy. Mr. Lowery thinks the cost per acre of silk culture would be about the same as that of cotton. The experiment is of such industrial importance to the South that Mr. Lowery has come North to establish the necessary market, and to procure all labor-saving appliances which are now employed in the preparation of silk for the market.

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PRESIDENTIAL ADDRESS: COMMENCEMENT EXERCISES, HAMPTON UNIVERSITY
MAY 12, 1991
10 A.M.

Mayor James Eason

Thank you, President Harvey. [introductory acknowledgments]

You all probably know that President Harvey is an avid tennis player. Really avid. When I shook his hand, he corrected my grip.//

Actually, I play both tennis and golf, and I've been described as a cross between Jack Nicklaus and Jimmy Connors. I play tennis like Nicklaus and golf like Connors.//

At any rate, it's a real pleasure to join you today. I am the ninth president to visit your campus. I'm proud to say that eight have been Republicans.

Hampton is an elite institution. It boasts the largest endowment of any historically black college or university in the United States. Its graduates contribute daily to our national progress and well-being. Patricia Stevens Funderburk, whom you honor today, serves in our Department of Health and Human Services. Kay James also played a major role, when she served at an assistant secretary at HHS.

You will all make your mark in the world. Today, I would like to talk about the new world that you -- and all this year's college graduates -- will enter. A world no longer divided by superpower confrontation, but defined by economic competition.

You in the Hampton Roads area understand this world better than most. The broad waters that surround you flow directly into the Atlantic Ocean. Businesses in this area look abroad for markets and opportunities. More than 100 firms in the Hampton Roads region conduct business beyond our border. When many of you leave this university, you look out at distant shores, places where you hope to spread American ingenuity -- your ingenuity.

You ought to be excited about your opportunities: I know I am. We stand on the verge of a new age of freedom. If we build upon our strengths, and if we join hands as a people, we can build a nation and a future unlike any ever seen in human history.

Our first and greatest strength, of course, is our intelligence, and our greatest tool for developing that strength is our educational system.

But we have to be honest with ourselves: Our educational system has slipped in recent years. Test scores continue to fall. Dropout rates soar in many of our cities. Businesses complain that some high school graduates don't have basic reading, writing or math skills.

One study ranked The Educational Testing Service our 13-year-olds last among the students of 11 industrialized nations in math and near the bottom in science. Another placed our fifth, ninth and 12th graders far down a list of 17 nations in math and science proficiency.

We've got to do better. Too many schools, not disciplined by competition, have become money burners. In some systems, as much as two thirds of the educational dollar never gets to the classroom. It vanishes in bureaucracy.

We ought to improve our schools the old-fashioned way: through commitment and competition. Our America 2000 strategy is aimed at making a quality education available to every child -- and every citizen -- who wants to learn. Perhaps our most ambitous proposal involves re-inventing the American school -- not by turning the task over to a group of experts in Washington -- by inviting a nationwide competiton to create better schools.

The concept of choice -- letting parents choose schools for their children -- plays a role. Its time has come: Polls show that 62 percent of the American public favors choice. 72 percent of minority Americans advocate choice in the schools.

This should surprise no one. Choice means hope: It lets children from poor neighborhoods enroll in the same schools as children from wealthier ones; it gives parents the freedom to find good schools for their sons and daughters; it frees students from the tyranny of inadequate education.

We remain committed to such programs as Head Start, which help prepare young students for school. Indeed, at least one graduate in this year's class, Margorie Scott of the nursing school, attended the Head Start program in Newport News.

We also have encouraged communities and businesses to roll up their sleeves and help: communities, by taking on crime,

hunger and other disturbances that make it almost impossible to learn. Businesses, by contributing expertise to local schools and by developing education programs at the workplace. You've set a great example right here with your Hampton Harbor development. You not only have built a successful commercial/residential area: You're turning the profits into student scholarships.

This is appropriate: The business of education is the business of creating better worlds. A good education enables you to see possibilities that you would never have imagined before -- and to reach them. But education also is a labor of love and commitment.

I recently got a letter from an Army Sergeant serving in Saudi Arabia. He talked about his daughter. He wrote: "I am very proud of her and would like for her to know this; I am thinking of her even as I sit in the Gulf, serving my country."

Nilka Bacilio, who will receive a Bachelor's of Science from the School of Education and Liberal Arts -- with honors in Therapeutic Recreation -- your father says "hi."//

Other parents, some of whom are here today, also have written me, praising their children. I love receiving letters like that. After all, nothing is more natural than pride in your children. When I talk about educational choice, or educational reform, keep in mind that we can't go anywhere go without the support of people who love and believe in us. And if there is

any advice I can give today, it is this: Cherish those who give you this kind of lift -- and return the favor whenever you can.

In fact, let me depart from my address for a moment to honor another graduate of the Class of 1991. Dinee Riley, you have achieved the highest grade point average of anyone in this class. It's my privilege and honor today to hand you your diploma. //

Aurora, CO

[[[HAND HER A DIPLOMA]]]

Dinee, you and all your classmates should be proud of your accomplishments. But you also know that education alone won't let us lead the world. We must be able to make use of our knowledge once we get out of school.

We must build a society in which everyone has a chance to make full use of their imagination and intelligence. Our administration does this by trying to free people from barriers to progress.

We want to free people now trapped in hoplessness and despair. We have put together an ambitious housing reform package -- we call it HOPE -- which extends the promise of home ownership to people who live in public housing communities. The idea is simple: Give people assets. Give them permanent wealth, not just consumable scraps of paper. Offer people independence. Don't hold them in the bondage of dependency. HOPE replaces traditional welfare with an ethic of <u>encouragement</u>. It gives poor residents a stake in ownership -- and in prosperity.

We must free people who want to work, but who have been held back by barriers of discrimination. This administration will fight discrimination vigorously. A kinder, gentler nation must not be gentle or kind to those who practice prejudice -- who withhold opportunity from people because of their race, their sex, their background.//

We must free people who want to work, but who have been bound by red tape and unnecessary regulation. Last year, Americans devoted 5.3 billion hours to filling out regulatory paperwork -- 5.3 billion hours! -- at a cost to the economy of $185 billion. This can't continue.

We must free people from punitive taxation, which takes money that might otherwise help buy a home, pay for a child's college education, establish a family nest-egg. The controversial budget agreement we signed last year restrains the growth of federal spending. It offers hope that workers in the future will be able to spend less time working for the tax collecter and more time working for their families.

We must free people to create the next great new invention. Our administration repeatedly has pushed for a cut in the capital gains tax. The cut -- contrary to what political propagandists say -- is not a tax break for the rich. It removes a tax on wealth that has yet to be created -- such as the wealth you will create when you start businesses and build careers. The capital gains tax punishes people for creating wealth and opportunities. It is a tax on ideas, on innovation, on the American dream.

But mainly, we must free ourselves from doubts and fears. We can't afford to segregate ourselves from the rest of the world by erecting high protectionist walls. If we want to learn, we have to compete. If we want to test ourselves, we have to compete. If we want to take full advantage of all the wonderful ideas and innovations appearing around the globe -- we must mix it up in the world marketplace.

Our future lies in the world economy. Last year, exports accounted for 88 percent of our economic growth and out trade with other nations grows each year. Between 1986 and 1990, our exports to the rest of the world increased 73 percent, and our exports to our major competitors grew even more: to Germany, 80 percent; Japan, 82 percent; the European Economic Community, by 87 percent. We exported $673 billion in goods last year.

Our future depends on trade. We have asked Congress to extend the fast-track trade procedures that presidents have been able to use since 1974. Without fast track, we will be hard pressed to move forward with a number of critical trade initiatives, including the Uruguay Round of GATT talks, the North American Free Trade Agreement and the Enterprise for the Americas initiative. Unfortunately, some opponents of free trade have resorted to slurs against our Mexican neighbors in hopes of derailing fast track.

I can think of no more revealing contrast between a free-enterprise view of the human community and the protectionist view. Prejudice usually is nothing more than a breed of

cowardice. People afraid to test themselves, or to risk challenging their own assumptions, hide behind restrictive laws and restrictive walls.

If we want to lead the post-Cold War world -- we must segregate ourselves behind walls of prejudice and doubt. We must involve ourselves in the world around us. We must build ties of mutual interest and affection -- everywhere.

The very same sentiments ought to guide us at home. In the end, prosperity requires trust. You cannot build a business if you must worry about being cheated, conned, attacked. Societies divided by suspicion and strife can never move ahead. They spend all their time fighting.

In the end, true brotherhood represents the key to happiness -- and growth.

The programs I have discussed today give every American, white or black or brown, rich or poor or middle class, a fair chance to pursue his or her destiny. They try to harness the engine of ambition in service to the common good. They do not divide people along race or class lines; they give everyone a shared stake in everyone else's success.

We have a chance to rekindle the kind of optimism that characterized the Civil Rights movement of the 1960s -- one in which men and women of all races and backgrounds joined to pursue a common cause, a <u>right</u> cause -- in purusit of the goals we all hold dear: opportunity, prosperity, justice, freedom, tolerance.

Today, as you take your diplomas, you have a chance to shape a new international commonwealth of freedom. Believe in yourselves. Trust in yourselves. Don't stop learning now. Don't abandon your passion for ideas or causes. Work hard -- but serve your community. Attend to the thousands of tiny deeds that constitute a good and decent life: Treat yourself well and respect others. Be a point of light.

To you, and to the friends and families who have supported you over the years, congratulations on earning degrees from this fine, historic institution. Thank you for letting me share in your commencement exercises. God bless you and God bless the United States of America.

# # # #

Nancy Mitchell x 6222

THE REGULATORY MACHINE

Last year, regulations cost the economy at least $185 billion ... or $1,700 for every taxpayer. The government generated more than 5.3 billion hours of paperwork last year -- that's enough to keep 2 million people doing nothing but filling out forms year round. The following are some of the more egregious examples of what the Washington regulatory machine produces:

- **"Easter Bonnet Hard Hat Rule."** When OSHA changed its rules on hard hats, it included a new requirement that all hard hats be"disinfected." This disinfection would have cost some $60 million a year **with no measurable benefit.** There was not one documented case of someone catching **anything** from a hard hat! ~~OIRA~~ OMB stopped them.

- **"Happy Animals Rule."** Right now, the Department of Agriculture is trying to issue animal welfare rules which call for protection of the "psychological well-being of primates." Climate, size of cage, time of feeding, type of feeding, etc. are all spelled out in rigorous detail. ~~OIRA~~ OMB estimates cost of implementation at some **$3 billion** annually and is trying to cut the cost by at least two-thirds.

- **"Formaldehyde Safer than Peanut Butter."** OSHA wants to require any product that contains formaldehyde -- plywood, fabric, furniture -- be labelled "carcinogenic" even if it has only trace amounts of the chemical. Such labelling would be required even if the formaldehyde **cannot** be aspirated and there is literally no danger from it. A person is **18 times** more likely to contract cancer and die from eating 4 tablespoons of peanut butter every day of his life than from working in a plant producing these products for **45 years.**

- **"Flooding Balcony Rule."** In implementing the Fair Housing Act, HUD wanted to require all multi-unit housing with balconies to make these balconies "flush" (with no more than three-quarters of an inch variation) with the inside floor level. Unfortunately, as any engineer, architect, or home builder will tell you, doing so would cause water to pour into the home **any time it rained**! OMB ~~OIRA~~ made HUD change the floor/balcony variation to four inches.

- **"Mechanics Nightmare."** OSHA wrote regulations (called lock-out/tag-out) designed to prevent the injury of people who fix large, complex machinery such as a printing press. They outlined an elaborate plan to be followed each time the equipment was to be turned off before someone went "in" to fix it. While such a detailed, step-by-step procedure may be necessary to ensure the safety of those fixing printing presses,

OSHA's complicated regulations were also written to apply to the mechanic who turns off a car engine before sticking his head under the hood and the electrician who unplugs a lamp before re-wiring it. ~~OIRA~~ OMB made them match the level of regulation to the level of risk.

- **"Christopher Columbus Rule."** At the cost of $2.3 billion, EPA has wanted to regulate radioactive waste of such a low level that it could only result in 13 incidents of cancer over a **10,000 year period.** In most of these cases, it would be **500 years** before the cancer occurred. Thus, if Christopher Columbus had made this pricey investment when he "sailed the ocean blue in 1492," the first death averted would just now be occurring.

DOUG GAMBLE

424 - 36th Place
Manhattan Beach, CA 90266
(213) 546-6409

May 10/91

TO: CHRISTINA MARTIN

2 Pages

HAMPTON UNIVERSITY (Tony Snow)

I WAS TOLD THAT PRESIDENT HARVEY WANTED THIS YEAR'S SPEAKER TO BE THE MAN HE MOST ADMIRED. BUT SINCE ARTHUR ASHE COULDN'T MAKE IT, I'M FILLING IN.

I COULD TELL THAT PRESIDENT HARVEY IS AN AVID TENNIS PLAYER. WHEN I SHOOK HIS HAND HE CORRECTED MY GRIP.

I PLAY BOTH TENNIS AND GOLF, AND I'VE BEEN DESCRIBED AS A CROSS BETWEEN JACK NICKLAUS AND JIMMY CONNORS. I PLAY TENNIS LIKE NICKLAUS AND GOLF LIKE CONNORS.

THIS HAS BEEN QUITE A WEEK. MY HEALTH HAS HAD ALMOST AS MUCH PUBLICITY AS MADONNA.

LAST SATURDAY WAS QUITE AN EXPERIENCE. MY HEART HASN'T FLUTTERED LIKE THAT SINCE THE NIGHT I FIRST MET BARBARA.

WHEN I WAS IN THE HOSPITAL LAST SATURDAY, SOMEONE ASKED IF I THOUGHT THE POWERS NECESSARY TO RUN THE COUNTRY SHOULD BE TRANSFERRED OVER. I SAID "I SURE DO, BUT I DON'T THINK CONGRESS WILL GIVE THEM TO ME."

MORE...

TO: CHRISTINA MARTIN - HAMPTON U. (CONT'D)

PEOPLE IN NEIGHBORHOODS I'VE TRAVELLED THROUGH WERE GLAD WHEN I FINALLY TOOK OFF THE ELECTRONIC MONITORING DEVICE I WAS WEARING TO TRANSMIT CONTINUOUS ELECTROCARDIOGRAMS TO THE DOCTORS. EVERYTIME MY PULSE RATE INCREASED, GARAGE DOORS WOULD OPEN.

IT'S ONE THING FOR BOTH ME AND BARBARA TO HAVE THE SAME THYROID CONDITION, BUT I'LL CONSIDER IT TAKING TOGETHERNESS TOO FAR IF MY HAIR ALSO TURNS WHITE.

AS BARBARA SAID LAST NIGHT "DON'T SAY I'VE NEVER GIVEN YOU ANYTHING."

I DIDN'T MIND THE DOCTOR EXAMINING MY THYROID, BUT I WANTED TO MAKE SURE HE WASN'T A DEMOCRAT BEFORE I LET HIM PUT HIS HANDS AROUND MY THROAT.

WHEN I GOT INTO POLITICS I KNEW THERE WOULD BE TIMES WHEN I'D HAVE TO EAT CROW, BUT I NEVER BARGAINED ON HAVING TO DRINK RADIOACTIVE IODINE.

AT LEAST THE RADIOACTIVE IODINE SERVED A PRACTICAL PURPOSE. I WANTED TO GO RIGHT TO SLEEP LAST NIGHT BUT BARBARA WANTED TO READ, SO SHE USED MY GLOW AS A NIGHT LIGHT.

I'LL TELL YOU SOMETHING ABOUT THAT RADIOACTIVE IODINE I HAD TO DRINK. IT MAY HAVE BEEN "LESS FILLING," BUT IT DIDN'T "TASTE GREAT."

civil rights prosecutions —

Lorna Grenadier
514-4853

Simon
David ~~Scott~~
race?
time period?
514-3845 —
new race
in last
year

FOR RELEASE UPON DELIVERY
WEDNESDAY, MARCH 13, 1991

*REMARKS BY

LOUIS W. SULLIVAN, M.D.

SECRETARY OF HEALTH AND HUMAN SERVICES

HAMPTON UNIVERSITY

13TH ANNUAL BLACK FAMILY CONFERENCE

HAMPTON, VIRGINIA

*TEXT IS THE BASIS OF SECRETARY SULLIVAN'S ORAL REMARKS. IT SHOULD BE USED WITH THE UNDERSTANDING THAT SOME MATERIAL MAY BE ADDED OR OMITTED DURING PRESENTATION.

05. 08. 91 03:40PM *DHHS/IOS 245—7591 P02

Thank you Dr. Harvey. And thank you students, faculty and friends of Hampton University for welcoming me here tonight.

Tonight I am going to talk about our most precious national treasure -- our children. The theme for my remarks comes from a famous Hampton alumnus, Booker T. Washington, who said, "Character, not circumstances, makes a man."

I believe Washington was right. Discussions about our children are dominated by the often deplorable circumstances too many of them face. As essential as it is to address these conditions, we must not forget an even more critical question -- are we nurturing and raising children with character?

Unquestionably, the circumstances facing many of our children are not ideal: too many are living in a poverty of means and opportunity; too many lack access to adequate health care; too many are too frightened to play in their own neighborhoods because of violence and crime; and far too many are without the support and guidance of both parents.

And yet the Black community is a community of survivors. Black history is a history of overcoming negative circumstances by the force of our character -- character forged by the twin sources of our strength, family and community.

We endured 200 years of slavery and more than 80 years of segregation. Throughout these difficult times we embraced the values of kinship, solidarity, and perseverance. However I fear that in the past few decades, on our road toward economic, political and educational attainment, we have put aside many things that have been critical to our survival. In the past we did not have access to many social institutions, those doors were closed. And yet, in many respects, we survived better as a people. It is time to remember what worked.

What worked is tight-knit families and strong communities. I think back to my own childhood in Blakely, Georgia. My parents faced very difficult circumstances trying to raise children in the segregated South of the forties and fifties. But even though our family lacked many material goods, we did not consider ourselves poor. There was a richness which came from the resources of a caring community and two loving parents.

I was not just the child of my father and mother -- I was, in effect, a child of the entire neighborhood. When I was out of sight of the folks and I thought that I could get away with something, Mr. Williams or Mrs. Lewis down the block was sure to step in and point out the error of my ways, and administer appropriate corrective therapy.

06. 08. 91 03:40PM *DHHS/IOS 245-7591 P03

Now, I have to admit, there were times when all this attention to my personal life was not particularly welcome. But looking back, I see that the attention and discipline from my family and neighbors, was the basis of a healthy, happy childhood.

Too many children in the nineties are missing childhood. It is a trend affecting children across every racial and socio-economic group. Children of the nineties have more gadgets than guidance. They have Teenage Mutant Ninja Turtle dolls and Nintendo cartridges, and a new pair of sneakers every month. Yet they lack the essential ingredients of childhood: the love, support and guidance of their family and their neighborhood.

The collapse of the American family in the past few decades is historically unprecedented in the U.S., and possibly in the world. In 1988, more than 1 in 5 families with children were headed by a single parent. That's quite a dramatic change since 1960, when the figure was 1 in 12.

The vast majority of those single parents are women raising children without the biological father in the home. Nowhere is this trend more apparent than in the Black community where 86 percent of children spend part of their childhood living in a mother-only family.

During the sixties and seventies, the proportion of children raised in a single parent family skyrocketed. Today, two out of three Black babies are born to unmarried women; as are one out of three Hispanic babies and one out of five white babies. That's more than one million babies a year!

We all know how difficult it is to juggle the many competing demands on our time and attention. So one parent trying to do the job of two faces an unenviable, and daunting task. Some argue that the high rate of single-parenthood has not adversely affected our children. But, sadly, the research does not bear them out. Family structure -- the presence of both a mother and a father -- has a significant effect on the health and well-being of children.

Study after study has shown that children from single-parent families are five times more likely to be poor and twice as likely to drop out of school, than their counterparts who grew up with both parents. They are also more likely to be involved in criminal activity, to abuse drugs and alcohol, to suffer ill-health, and to become trapped in welfare dependency.

05. 08. 91 03:40PM *DHHS/LOS 245-7591 P04

This is not to say that children raised by a single-parent are doomed to failure. There are conditions and behavior patterns which make for family success regardless of family structure. A recent HHS study looked at successful families, both two-parent and single-parent families, to discover the distinguishing characteristics of strong families.

We found that strong families exhibit a great deal of commitment to one another. Family members express appreciation to each other, and have good communication. In spite of hectic days and busy schedules, they make time to be together. I was shocked and saddened to read recently that parents today spend 40 percent less time with their children than parents did in 1965. In 1985, parents spent only about 17 hours a week interacting with their children, down from 30 hours a week in 1965.

Spiritual wellness is another quality found in strong families which typically manifests itself by attending a church, a mosque or a synagogue; showing a genuine concern for others; having a sense of purpose in life; and a feeling of being part of something larger than themselves. Strong families displayed an ability to deal with crisis and stress, and family members often reported a sense of community and a connectedness with others.

For too many children in America, childhood is marred by the instability of their family, and the lack of time their parents spend with them. Another factor robbing children of a healthy and happy childhood, is the senseless violence ripping apart our communities.

The news during the last several weeks from the Persian Gulf has captured the thoughts and prayers of all Americans. I, like many Americans, was awed by a victory won in 100 hours. I was struck by the heartfelt concern of the American people for our troops, a concern evidenced by the many yellow ribbons of hope and remembrance. I sense on the part of our nation, a profound sense of loss for the young men and women who were killed or injured in that campaign, and compassion for their families and friends.

Yet during the same 100 hours when we lost some of our fine young troops -- we suffered a far greater loss here at home. In 100 hours here on the streets of America, we lose three times as many young people to violent death by firearms! Where are the yellow ribbons of hope and remembrance for our youth dying in the streets? Where is the concerted, heartfelt commitment to supporting the children of this war?

06. 08. 91 03:40PM *DHHS/OS 245—7591 P05

Tomorrow, my Department is going to release a new report, "Firearm Mortality Among Children, Youth and Young Adults." That report paints a startling picture:

- One out of five deaths of teens and young adults in 1988 was gun-related. That's more than 16,000 of our young people!

- For the first time, the firearm death rates for both white and black male teenagers exceeded the total from all natural causes of death.

- Black male teens were 11 times more likely to be killed by a gun than their white counterparts. In one year, 1988, the firearm homicide rate for Black teenagers jumped 38 percent!

As Secretary of Health and Human Services, and as a physician, I find these figures deeply disturbing. As a Black man and a father of three, this reality shakes me to the core of my being. Do you realize that the leading killer of young black males, is young black males?

We are seeing our communities, especially our inner-city neighborhoods, ripped apart by a culture of violence. How does it start, where does this violence come from? From some unexpected places. Many of our children are being raised by a TV nanny, spending more waking hours in front of the television than with their parents. Our children under six watch some of the most violent scenes on television in cartoon programs.

But for many of the children in poor America, the violence isn't fictional. The National Institute of Mental Health has shown that even when a child is off the streets, and "safe at home," they may not be safe. A study of 137 children in a low-income neighborhood in Washington D.C. revealed that these children experienced six times as much violence in their homes as the national norm. One in three of the children studied had seen either a shooting or stabbing in their neighborhood. This ecology of violence takes its toll. The children displayed three times the national average of "clinically deviant" signs of depression, fear or hyperactivity.

Well, I am not here as a prophet of doom, to weep about what was, and may never be again. No, I am here to sound a call, a challenge. During my tenure as a Cabinet Secretary, I have been "beating the drum" for a return to a culture of character. A culture in which parents invest time and attention in their children, and the children of the neighborhood. A culture in which children growing up without a father are a small minority, not the majority. And a culture in which neighbors become actively involved in making their neighborhood a safe haven for children.

05 08 91 03:40PM *DHHS/IOS 245-7591 P06

Lasting solutions to the problems of the Black community will be found within the Black community, and will involve the revitalization of the spirit of family and community.

Let me give you some examples of communities taking responsibility for their neighborhoods and their children. In January I visited Memphis, Tennessee, which has one of the highest rates of child poverty in the nation. Community leaders including the Mayor, business leaders, teachers, clergy and others have banded together to form an innovative anti-poverty strategy called "Free the Children." So far the group has created a business association in an economically depressed neighborhood, paired churches in affluent areas with churches in impoverished areas, and set up after-school tutoring centers staffed by volunteers. Free the Children also links caring adults with at-risk youth in a mentoring program.

In Boston, the Violence Prevention Project operates on the assumption that education can change behavior. Community members developed a conflict resolution curriculum for local schools which makes students aware of homicide and the factors associated with it, presents positive ways to deal with anger and arguments, and explores choices, other than fighting, to resolve conflicts. The curriculum is used in community settings -- in places like churches, housing developments, and neighborhood health centers -- in order to deliver the message of violence prevention.

I believe the Federal government's role should be to encourage and assist in the spread of local, indigenous efforts -- not to supplant those efforts with massive bureaucratic interventions as happened so often in the past. Our goal is to empower active, involved communities to address problems with creative programs tailored to local needs.

Building upon the principle that effective strategies must work through the people closest to the individual -- that is, the family and community -- HHS has launched the Minority Male Initiative to reach out to at-risk youth. The initiative provides "seed money" to communities in the form of competitive grants. We began this initiative last fall, by awarding $2.4 million to 83 organizations to support conferences and to help launch community-based coalitions. In April, we will award grants for more and larger, demonstration projects.

Yes, the government has a role in solving the problems of violence, and drugs, and teenage pregnancy, and AIDS. But it is far more important what we are doing to help ourselves -- what we are doing to help each other. Around this country, hundreds of families, neighborhoods and community groups are coming together in coalitions to develop a culture of character. And these community-based efforts are working! We are seeing encouraging trends.

06. 08. 91 03:40PM *DHHS/IOS 245—7591 P07

For example, a recent national study of high school seniors reported that for the first time since 1975, less than half of high school seniors have tried an illicit drug.

We are presently conducting a racial breakdown of the data. Our findings from this study run counter to the negative image of Black youth held by many in our society. Stereotyped media images of gold-ladened hustlers and jewel-bedecked drug dealers have impressed a myth upon American minds. This myth belies the facts about the majority of our young men and women.

The fact is that the majority of Black youth do complete high school. The fact is that Black high school students are more likely than any other racial group to perceive alcohol use and other drug use as risks not worth taking. The fact is that Black high school students are more likely to disapprove, and to disapprove strongly, of drug use. And the fact is that Black high school students are less likely than their white counterparts to use alcohol, cigarettes, or cocaine.

This is an impressive report! Now we need to make a concerted effort to reach all our young people -- especially those who have dropped out of school -- with the message that drug use is not a rite of passage, but a road to disaster.

The explanation for the improvement given by the project director points back to community involvement. One of the key factors influencing attitudes about drug use -- the perception of risk, and the approval or disapproval of drug use -- is religious influence. This study of over 70,000 high school seniors reaffirms what many of you already know, involvement in value generating institutions, like churches, correlates consistently with lower drug use.

Another encouraging trend is a slow down in the breakup of traditional families, where "traditional" is defined as a married mother and father raising children. Among Blacks, the average annual increase of fatherless families fell from 6.8 percent during the seventies, to 2.7 percent in the eighties.

Ann Hill, director of program development for the National Urban League attributes the change to a culmination of efforts within communities, "to stress values and...to help young people to act more responsibly." The hard work of churches and community groups, schools and civic groups, is paying off. Black families and communities are making a comeback.

05. 08. 91 03:40PM *DHHS/IOS 245—7591 P08

I have a special message for the Hampton University community here tonight. As the economy continues to mature into a high-tech manufacturing and service-sector based economy, America will need literate, skilled, highly trained workers. Workers who use their brains rather than their backs. As scholars, you are on the right track to assume a leadership role in this restructured economy.

As a graduate of Morehouse College, and founder of the Morehouse School of Medicine, I have a deep appreciation of Historically Black Colleges and Universities. HBCUs provide an essential service by preparing Black students for leadership positions in an ever-changing economy. That is why my Department has devoted $84 million to HCBUs in fiscal year 1990.

I am not the only one who believes in HBCUs, and understands their importance to the Black community and to the nation. I am pleased to announce that in recognition of Hampton's outstanding achievement, President Bush has chosen to speak at Hampton University's commencement. I congratulate you on this singular honor, for the President speaks at only a select few Universities each year.

In closing I would like to quote someone who profoundly influenced me when I was a student at Morehouse College, the late Dr. Benjamin E. Mays. Dr. Mays said, "We make our living by what we get. We get our life by what we give." Hampton University has given me hope tonight, hope and a vision -- a vision for a reinvigorated culture of character, and hope for the future of the Black family.

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05 08 91 03:40PM *DHHS/IOS 245-7591 P09

U.S. DEPARTMENT OF COMMERCE

To : Ms. Dooley

From: Nanper McKenney

If any questions please

give me a call.

Gilesa McKenney
301/977-9682 (h)

Don Richard Assoc
15245 Shady Grove Road
Rockville, MD

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Selected Educational Attainment Summary Measures for Black Persons 25 to 34 Years Old : March 1990, Spring 1987 and March 1980

Educational Attainment	1990		1980	
	Black	White	Black	White
Percent completed-				
Less than 5 years	1.1	1.1	0.5	1.0
4 yrs. of high School or more	82.3	86.8	80.5	87.2
4 yrs. of college or more	13.6	24.8	~~13.2~~ 12.4	24.5

In 1980, 75 percent of Blacks 25 to 34 years old had completed at least 4 years of high school; by 1990, this proportion had increased to 82 percent. The corresponding figures for Whites were 87 percent for both 1980 and 1990. Hence the educational differential between Black and White young adults narrowed between 1980 and 1990.

In 1990, the proportion of Black young adults 25 to 34 years old who completed 4 years of college or more increased from 12.4 percent in 1980 to 13.6 percent in 1990.

The median earnings of Black female year-round, full-time workers increased from $16,180 in 1979 to $17,390 in 1989. The median earnings of Black male year-round full-time workers declined during the decade. In 1979 Black males median earnings were ($21,760) and ($20,430) in 1989.

In 1989, the median earnings of Black females year-round, full-time workers with a high school education ($16,440) was 81 percent of their Black male counterparts. However, Black females with 4 or more years of college had median earnings of ($26,730) for about 85 percent of their Black male counterparts.

The annual labor force participation rate of Black women increased from 53 percent in 1980 to 58 percent in 1990.

Based on data from the 1987 Survey of Income Program and Participation, the average monthly income of Black persons 18 years old and over with a Bachelor's degree was $1,596, compared with $2,159 for Whites. Persons with a Master's degree had average monthly incomes of $2,180 for Blacks and $2,825 for Whites. Hence, an advance education degree does pay off.(These

data were not available for persons 25 to 34 years old.)

H.U. GRADUATION

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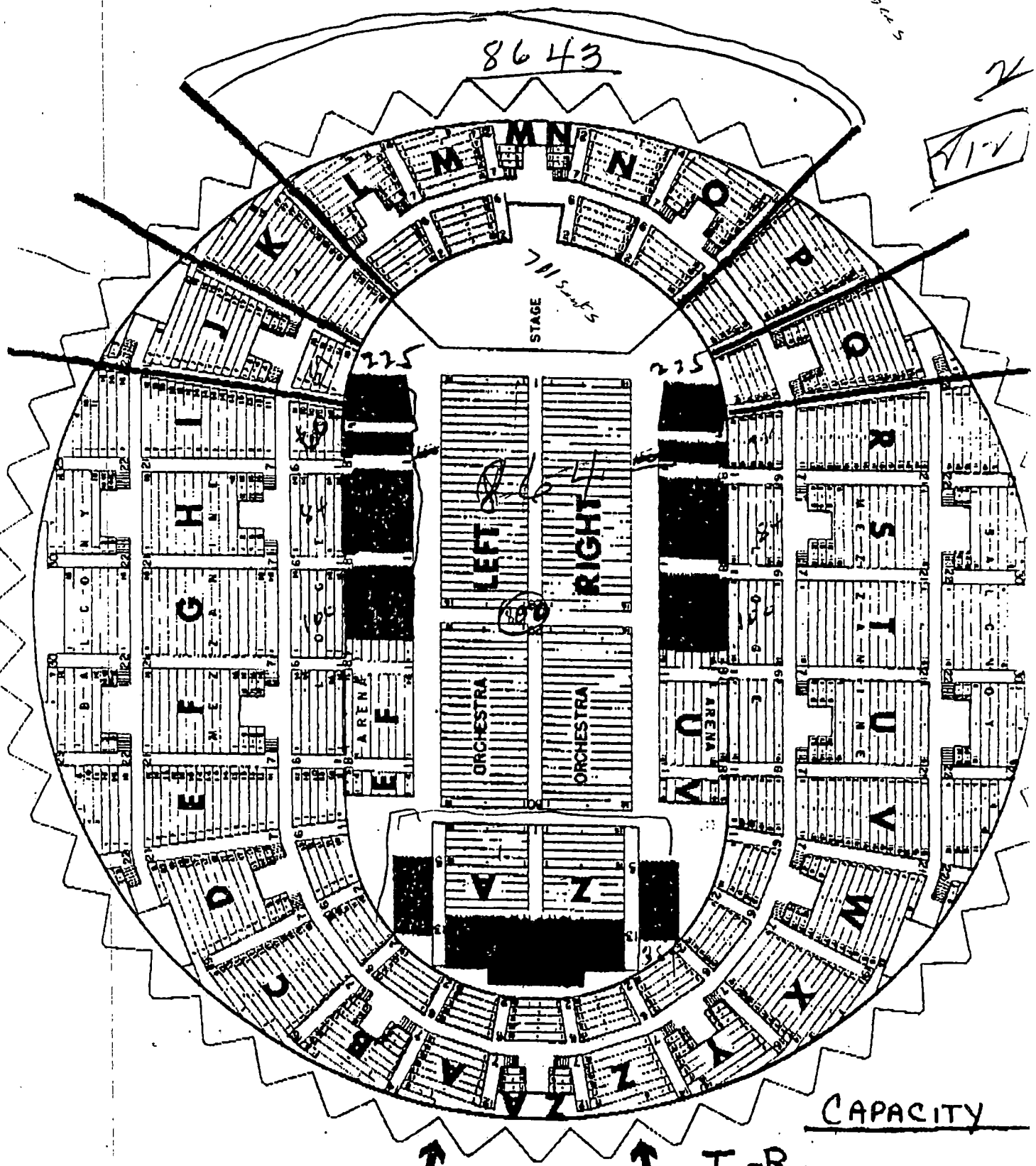

CAPACITY

I-R
J-Q
K-P

U. S. PRESIDENTS WHO HAVE VISITED

HAMPTON UNIVERSITY

1.	President Hayes	Republican	May 23, 1878
2.	President Arthur	Republican	May 13, 1882
3.	President Ulysses S. Grant	Republican	Visited after retirement from office (3/4/69 - 3/3/73)
4.	President William McKinley	Republican	Visited
5.	President James A. Garfield	Republican	Visited 1881
6.	President Theodore Roosevelt	Republican	Visited July 1906
7.	President William Howard Taft	Republican	President of the Board of Trustees
8.	President Woodrow Wilson	Democrat	Founders Day Address, 1897

FIRST LADY

9.	Mrs. Eleanor Roosevelt	Represented her husband	1938

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

It contains reports from Negro and Indian populations, with pictures of reservations and plantation life, as well as information concerning Hampton graduates and ex-students. It also provides a forum for the discussion of race problems. The late Dr. Francis G. Peabody, Plummer Professor of Christian Morals, Emeritus, of Harvard University, said, "The *Southern Workman* is admirable, both in its report of news and in its literary form. It should have a real influence in the education of public opinion."

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The Southern Workman

VOL. LXVII JUNE 1938 No. 6

EDITORIALS

Mrs. Roosevelt's Address

Mrs. Franklin D. Roosevelt stood on the stage in Ogden Hall Auditorium and, looking the audience squarely in the face, spoke to it out of her heart.

There was no manuscript before her. She made no attempt to dramatize her message by studied oratorical mannerisms. There were exhibited none of the devices of those public speakers who play upon the feelings of an audience to produce certain visible and emotional effects. But with the moving power of a person deeply sincere and in earnest, Mrs. Roosevelt delivered a message that was in strictest conformity to the ideals of Hampton Institute, the seventieth anniversary of which her address signalized.

Common sense, practicality and simplicity were the keynotes of her address. In assuming that a common-sense presentment would be acceptable to her audience, she paid it the unexpressed tribute of belief that it is making progress, according to the Founder's yardstick of measurement. Said General Armstrong, at one time: "Only so far as common sense and character influence a people and make a public sentiment are they advancing"; for, as he said later: "Sanctified common sense is the force that wins."

Mrs. Roosevelt's subject, "Seeking a Place in a Community," her simple, earnest manner of presenting it and her emphasis upon high character were in strictest harmony with General Armstrong's explanation of what Hampton is to do for the schools and the community at large. The common schools, he said, were to be used by the Institute as a leverage in the redemptive process, "by supplying them with the best of teachers; with men whose knowledge has cost them something, who are able to win their bread, as the people must, and can tell them how to do it; who shall be not only pedagogues but guides and civilizers, whose power shall be that of character and example, not of sounding words."

In her closing remarks relative to the existing situation which requires that "anyone in a minority group has got to strive to do a better job" than other persons, Mrs. Roosevelt

was, in wisdom and a sense of the realities, walking with him who founded Hampton Institute in 1868. Before the American Missionary Association, in 1877, General Armstrong, speaking of the means by which the Negro must overcome his serious handicaps, said: "In salvation by hard hard work is his hope, his *in hoc vinces.*"

For her example of unstudied simplicity by a person set in high estate, for daring to treat a simple but necessary topic, for the friendliness and democracy of her appearance here and for holding her discussion to the common-sense doctrines which are the heritages of this school, Mrs. Roosevelt has laid Hampton Institute under a great debt of gratitude.

St. Paul's Jubilee

The interest of Hampton Institute in St. Paul Normal and Industrial School has been recently reaffirmed through THE SOUTHERN WORKMAN. It remains to express a word of satisfaction for the celebration of the school's Fiftieth Anniversary through May 1-3, 1938.

Attended by its friends, cheered by its alumni, stimulated by its students and praised by public men of standing whose words count for much, St. Paul had an opportunity to see how highly its work is valued.

The warm words of appreciation from His Excellency, James H. Price, Governor of Virginia, bespoke the tribute of all men and women of good will in this Commonwealth. He reflected the verdict of those who know and who agree with the statement of Presiding Bishop H. St. George Tucker that "St. Paul's School has conferred a benefit not only upon the Negro Race, but upon the whole section of the country to which this school ministers."

The spontaneous evidences of public appreciation, which the Golden Jubilee Celebration has uncovered should encourage President Russell to persevere in the work to which he has been called—work which he is doing so well.

Vol. 26, No. 3. March, 1897.

SOUTHERN WORKMAN AND HAMPTON SCHOOL RECORD

Idleness is worse than ignorance: the unlettered are often powerful, but indolence is weak, and always goes down before energy.

S. C. ARMSTRONG.

"You know we lost our little boy two years ago and our little baby has died also. O, we have had a hard time out here. I was sick and could not help myself in any way; I almost died out here, and the baby was sick and died after that. The doctor at the Agency treated me so well that now I am quite well and am teaching every day. Our little girl, Mercy, is well too, and is very bright and smart in school. She is in her fifth year now.

You know we used to live on the White River, but the Indians all moved away last fall so we have had to move too to their new place here. We lived before in a house with two rooms in it, and a little chapel near by where we had services and day school too. We went back to Santee last summer in August to spend one month and came to Rosebud the last part of September, but as we could not go back to our place at White River we had to work just as hard as we could to make a new home for ourselves and to get our work in line again.

We have had to build the house where we are now. It is called the the Redfish's camp. First we lived in a wall tent, without any stove for a week or two. Then we had to bring this log house clear away from White River, nearly twenty miles north. We took two teams beside our own and I drove one of them. We had to make two trips to haul all the logs, beside our cooking stove, table, and chairs, bedsteads, and other furniture. Then we put the stove in the tent and Lot began to build the log house. Just before he was to finish a blizzard or a very heavy snow storm came, and I thought we were going to freeze, but we didn't, you see. After we got into our new house we began with our work again. We have service every Sunday morning, then Sunday School and prayer meeting in the evening. We have school every day and a Women's Sewing Society that meets every Wednesday.

I have nine scholars; I have four big girls, a boy, and four little ones just the same age as my little Mercy. I teach in both English and Indian. Some of them do not know how to read in Indian so I teach them. I teach geography, reading, spelling, writing, and arithmetic. I can not get enough reading books for all of them. Everything out here is scarce and hard to buy and I can not get cheap or easy reading books. I have only two of the Appleton's Third Reader; those two books we could not get along without.

This last Christmas day we could not get any thing out here cheap enough so we had to get along just on what came to us. We set up a cedar tree for a Christmas tree. We gave the children toys, dolls, candies, and pop-corn. That night the little chapel was full of men, women, and children and we had a service in the evening. Then we distributed the things from the tree to the children, and about midnight we gave four big pails of coffee and a box full of crackers, and bread and baked beans to all; they all seemed to enjoy the feast.

You know this is a little missionary day-school and has no help from the Government. I am just back from Sewing Society and it is a stormy, cold day. It is windy, and snowing too.

Write to me soon and tell me some Hampton news and of the friends there, I am so anxious to hear from you."

LIBERTY.

Address delivered on Founder's Day, by Prof. Woodrow Wilson.

It ought to hearten a man to come and stand in this place. It ought to hearten him to return to his native state to see such an institution as this. I cannot help feeling, as a Virginian, that Virginia is honored in having Hampton planted on her soil. I cannot help feeling that Virginia is honored in having the name of Armstrong enrolled upon her roster of brave and honorable men, for Virginia has given birth to many heroic souls, and while she did not produce Armstrong, he too has consecrated her soil.

It would be presumptuous in me, who did not know General Armstrong, to speak about him to you who did know him. I could only speak of him as the world at large can—as of one of whom I had heard great and noble things, as of the man whose name is known wherever devotion and the heroic performance of duty are held in grateful memory, but not as of one whom I had been privileged to know personally.

I think the best way to present General Armstrong to you to-day, will be by doing what I may suppose General Armstrong himself would have done—by speaking to you simply and frankly about things I know something of. General Armstrong knew a great deal about an astonishing number of things, of which he spoke out in characteristic fashion. He seldom spoke of anything he did not directly know: he spoke always of what he had seen, whether with the eyes of his body or the eyes of his spirit. It behooves any one, therefore, who would honor him in speaking in this place to this audience, to speak only of such things as he has seen or experienced for himself. Therefore, I am going to speak, not of a man but of a theme; a theme commonplace enough in a way, but a theme that is difficult and complex; a theme that it behooves every man to think about again and again. I am going to speak to you about Liberty; because liberty is a thing most dear to us, but a thing we are sadly ignorant how to use; a thing we talk much about but, it is to be feared, very imperfectly understand.

It is not permitted a layman to preach a sermon, but the Bible is full of texts that would fit this afternoon's subject. You know that in one place we are told that Jesus said; "Ye shall know the truth, and the truth shall make you free," and that later, Paul, in his letter to the Galatians, said "Stand fast, therefore, in the liberty wherewith Christ has made you free; and be not entangled again with the yoke of bondage." You will see at the outset that there is something of a practical contradiction in the meaning of these texts. We indeed know, in a measure, the blessedness of the freedom that comes from knowing "the truth" that Christ came into the world to show us; and yet we know also as Paul did, that "the liberty wherewith Christ has made us free" is expressed in a life of service. Our Christian liberty is expressed in a life of obedience to the Captain of our Salvation: and is obedience your ordinary conception of liberty? Does the man in the ranks think the order of his general a sign of his liberty? And yet does not his freedom in fact consist in the fact that he knows how to obey orders? That makes him part of the army. Do you yourselves think of a life of service as consistent with freedom? And yet service is efficiency, and efficiency is freedom.

We see a man working with a tool—a man without skill in its use. The tool slips and cuts his finger. Was he not enslaved to the tool by his own lack of knowledge, or skill in the mastery of the tool? Learn to use your tools well and you are free.

I am free, as men say, to go to the top of yonder tower and throw myself to the ground. But after I am down—what? Am I then free? Does not nature say to me in the hot language of the injury I have sustained, "You fool, not to know that to throw yourself down there would be destruction. Learn my laws and you shall be free; free from physical pain, free from damage, free to use as you will the forces of my power." It is my knowledge of the laws of health that keeps me from disease. It is my knowledge of the laws of society that

makes me a free man in society;—those laws which say to a man "You are put upon your honor; obey and you are free, obey not and you must stand without, an outcast, or a prisoner.

We go out on the water in a boat, when she skims before the wind, we say "She sails free." When she is thrown up into the wind and we see her canvas shiver, we say "She is in irons." What do we mean? We mean that when the boat defies the wind, the wind takes her prisoner; when she goes with the wind, the wind sets her free. We mean that her freedom lies in her cooperation with the forces of nature, in her obedience.

We say a skein of thread is free when it is disentangled, and every thread is set in perfect order. We say we are free, when (and this is what makes the real difference between man and beast) the spirit is at the helm and we have the perfect use and control of all our faculties. If the steersman knows not the course, the vessel shall be thrown upon the shore, however anxious he may be to guide her safe to port. It is the spirit's knowledge as well as intention that sets a man free. It is free when it has found its adjustment to the forces about it.

Most men read books for this purpose. Judging from my own experience, I feel that it is not normal for the natural, carnal man to sit down and read a book; it is only an incentive for broader living that leads him to do it. I read books of adventure because I am exceedingly fond of active, out of-door, life of which I cannot get all that I would get, and which I would rather have by proxy than not all. I read to liberate myself from my limited surroundings. I read books of science, because I want my mind to be set free from misconceptions to which I have been in bondage. I enlarge my life by annexing the territory other men have discovered: patch out my thought by adding theirs: make myself free to wander at large and with knowledge in the world of men and nature. We study and read in foreign languages that we may become familiar with the thoughts and customs of other lands, and in some measure become citizens of the world.

You should follow Emerson's advice, to "Hitch your wagon to a star." But you say, what did he mean by that? He only meant, go the way all the forces of nature are going and you will feel the pull of the universe. You shall then be free indeed.

It is said of us Americans that we are immoderately vain of our continent, and we are laughed at for always boasting of its size; just as it is said of our English brother that

> "In spite of all temptations
> To belong to other nations,
> He remains an Englishman
> And its greatly to his credit!"

As if he had anything to do with his being an Englishman, or we could have made this continent small and snug instead of huge, if we had wished. But is there anything so ridiculous about it after all? It cannot but be said that it is a credit to have subdued so much of this continent to our own use; a puny race could not have done that. We matched ourselves with the size of the continent: we have used it and have not let anybody else use or share its immense domain. Power comes with real possession. A man possesses, not that which he stands upon, but that which he uses. A man may have a great deal of money and may surround himself with books, but if he has no education and cannot read the books they are none of his. I might line the walls of my room with books; but, if I do not use them, I might as well have walls of plaster. It would be cheaper; and, if I knew about plaster and did not know about books, it would be more fitting.

Such thoughts put us in the way of understanding the liberty of races and peoples. Many have speculated about liberty, few have understood or possessed it. What is the liberty of society? The subjection of men to the right laws of society, and their adjustment one to another in the life of communities.

The freedom of a machine comes from the perfect adjustment of all its parts. When it runs as if there was no restraint it does so because restraint is in fact perfected by adjustment. If it were not so, if each part was allowed to work independently of all the rest, would the machine, be free? There would be no machine, it would fly to pieces and every part would suffer its separate destruction.

So the strength of society consists in the perfect and easy adjustment of each man to his fellows. The search after freedom, is a search after the best adjustment. I do not say adjustment simply, for some adjustments—ill adjustments,—cause friction, and men begin to find they are not free. There is now a constant friction between Labor and Capital for example, so that it is said that "Capital runs free and without friction, but Labor does not," This friction becomes so great now and again that we fear conflagration, if the sparks should fall anywhere into combustible matter.

We can hardly say that the laborer is in slavery, because there is a specific legal meaning attached to that word. Yet it is true that the laborer has not full liberty; we have not yet rightly adjusted him to the other parts of our social machinery, so that his associations with Capital may always be harmonious.

Look the world over, and you shall find find that everywhere men are striving for this particular thing—the adjustment of privilege and power; in order, that while every man shall have privilege and some men power, power shall not crowd or kill privilege.

We have what is called a constitutional government. There never has been a government of course, that did not have a constitution. Some constitutions have been written down, some have not been written, but every government that has ever existed has had a constitution—a way of doing things. By a "constitutional" government we do not mean simply a govenment with a constitution. What do we mean? We mean a government in which there is a constitution of liberty.

England has the oldest written constitution of liberty,—none other than the Charter itself. When, for example the great document says in the 29th Article, "No freeman shall be taken, or imprisoned, or disseised, or outlawed, or banished, or any way distroyed; not will we pass upon him, nor will we set upon him, unless by the lawful judgment of his peers, or by the law of the land," it is giving a definition of liberty, a statement of the way Englishmen shall be treated,—a definition of their relations with the government Did this curtail King John's lawful power? Not a bit. But it did change his attitude and method of rule. When England's barons met King John and parleyed and made terms with him at Runnymede they said in effect:—"Come not beyond this covenanted line, and we will kneel at your feet: overstep it, and we meet you with swords." This is adjustment between power and privilege, and such should it be when power of necessity is lodged in a few persons.

No government can get along without a constitution of liberty, written or implied; and notice that a constitution of liberty is expressed in negative and not positive terms. We might think that Belgium's constitution differed from this, because Belgium does say "There shall be liberty of the press. Very well, what is meant by that? Is she going to admit absolute freedom of the press? No, society cannot permit that. You have got to have the liberty of the press defined. You have got to have def-

nite laws of libel and sedition. English law says, not that you can say what please, but that you can say or print anything that twelve of your fellow countrymen impanelled in a jury, shall say is not outrageous. If you want to pay your price, you can say anything you please, but you must pay for it. The average jury respects and serves public opinion.

Our Bill of Rights is our Constitution, and in the first clause of the 14th Amendment it says, that no man shall be deprived "of life, liberty; or property, without due process of law." Can I not be deprived of my life by my country? Yes: by any due process of law. If I do something for which the state has affixed the penalty of death, can it not demand that my life shall pay the forfeit? If the government is at war and needs every man in her service, cannot she draft me for her service; must I not go even if it be unto death? There is not a drop of blood in my body that is not at the disposal of the government, or the community in which I live:—but I must be treated as every other man is under the same circumstances. The picking out of a man because of personal dislike, or ill-will is despotism. Liberty consists in adjustments that are equal.

Cannot the government take my property? Do we not know that our property can be taxed out of our possession by our government if need be? We insist only that every man's property shall be treated just as every other man's property is. The law must be impersonal, impartial. It must say that *every* man who does such and such things must suffer the penalty. Our liberty consists, not in the fact that we are unmolested, but in the circumstance that we are not exasperated. If a man breaks a law of the government under which he lives, he is not exasperated if he is arrested and put in prison. It may disgrace him; it may break his heart; but he does not feel angry at the government. He knows that he has brought the shame on himself. But if we had such a state of things that we would never know for what reason we might be picked out and cast into prison, then the heart would rebel. We would say this was not a crime until I did it; we might die, but we would not feel that we were disgraced.

Think of the time of the French Revolution in France. The people who could best afford to pay the taxes were exempt by the laws of the land from paying them, but the poor people were taxed beyond all measure. One class was put as a weight upon another class that did not have the same chance of development or life. There was on adjustment here: no equal place of equity for all who were governed.

Do not some of the characteristics of liberty begin to show themselves in such examples? In a community where all men are not equal under the law, there is no liberty. There must be a right adjustment of individuals to one another, of classes to one another, and of the government to all. But this adjustment is infinitely difficult to make, and must be made anew from age to age. No man ought to be impatient to see it speedily effected. It must come from day to day. Any man who expects to bring the millenium by a sudden and violent effort at reform, is fit for the lunatic asylum. No man in his senses believes that these things can be done in a night. It takes infinite patience to learn a trade, or to read a book; it takes an infinite deal of patience to solve a simple problem, and this is not a simple problem. It exercises the minds of all men, because it includes the welfare of all men.

I have no patience with those who are offering a panacea that shall do away with all the ills,—misfortunes, sickness, sin,--a pill to stop an earthquake,--but I am willing to do my share, however infinitesimal, in bringing about this perfect adjustment.

John Stuart Mill complains because the world is not more hospitable to new ideas: that men will not soon tolerate any thing that is brought forward in opposition to the common faith * * * He deplores this state of affairs, shall we deplore it?

I remember a legend about a man who dreamed that he went into a great hall in a cavern under the earth. On a dais at the head of the hall there lay a horn and a sword. Arranged around the room were knights in armor, standing beside their horses ready too for battle, but all cast into some mysterious sleep. Suddenly a voice said to him "Choose between the horn and the sword and wake these men." He raised the horn and blew a lusty blast upon it. Instantly the cavern, men, and horses vanished; and again he heard the voice cry, mockingly now:

"Cursed be the fool that ever he was born,
Who did not take the sword before he took the horn."

And so today, some men think they can rouse the world by blowing the horn rather than by using the sword. But you must first take your swords, and do your fighting, and that before you and not behind.

I do not want to see the world like Athens, running about after every new thing. The ship must have ballast as well as sails, or else suffer shipwreck. I do not want new ideas coming into the world that are not worth fighting for. I don't want to be led by a poltroon. Many a man is willing to speak about a new idea quietly in a parlor who would not fight for it in public. The man for us to follow is the man who is willing to fight for his ideas.

Is not this the lesson of the life of Armstrong? Did he expect every heart to beat in unison with his? Did he not meet contradiction, opposition, discouragement, in making visible to the world the idea that possessed him?

But are you sorry for Armstrong because he didn't have an easy time? Can any body here find it in his heart to pity him? Do you pity the forces of nature because of their hard work. Do you pity the sun because it cannot get out of its ecliptic? It must be burning work for the sun to keep on sending its rays down on our earth, but you don't dream of pitying it. The man who want things easy, and expects have his ideals realized without a struggle, might as well have been left out of the world. The man I pity is the man who has no disposition to struggle. Without earnestness and mind to struggle we lose the prize, and what one man loses another man gains. Conquest is the crown of his liberty. The only nobility is the nobility of achievement. Never a man met with success without sweat of the brow or spirit. Never a man achieved anything without a perfect knowledge of what he wanted to achieve.

"Slight those who say, amidst their sickly health,
Thou livest by rule. What doth not so but man?
Houses are built by rule and commonweaths.
Entice the trusty sun if that you can,
From his ecliptic line, beckon the sky.
Who lives by rule, then, keep good company,—

THE NEED OF SKILLED FARMERS AMONG THE COLORED PEOPLE.

J. A. Lemon, Calhoun, Ala.

"There is nothing to be made at home"—a farmer's son in the Black Belt of Alabama, said to me one day last spring. "I am plum tired of the way that I have to work and am going where I can make something. I

The Southern Workman

VOL. XXXVIII DECEMBER, 1909 NO. 12

General O. O. Howard

The death of Lieutenant-General Oliver Otis Howard, U. S. A., almost the last survivor of the regular army generals who commanded Union armies in the Civil War, has revived the records of his brilliant military career during and since that national crisis, his unique service as Commissioner of the Freedmen's Bureau from 1865 to 1870, and his life-long religious faith and zeal.

Soldier, philanthropist, and Christian, the threefold record is, after all, but one. He was a Christian soldier, a militant Christian. He fought the battles of the Union for the love of God and country, and then, selected by Abraham Lincoln for a command requiring no less inspiration, courage, and strategic ability, he risked his laurels as he had given his good right arm, that all might rise, the rich and the poor together, into the liberty of intelligence, the glory of the united Republic's manifest destiny.

Through the educational part of the Bureau's work, building more than a hundred schoolhouses, establishing or aiding to start large permanent institutions for the ex-slaves, more than a million of the freedmen's children have been trained for usefulness, and millions more will be, to the benefit not of one race alone but of the whole nation.

To General Howard, Hampton Institute, the earliest of these institutions, owes, first of all and inclusive of all, its founder, General Armstrong, who at the close of the war asking whether his country still had need of him, was in 1866 put in charge of Freedmen's Bureau affairs in Tidewater Virginia, with headquarters at Hampton. When two years later he persuaded the American Missionary Association to buy land and supply for a time running expenses for a new experiment in practical education, it was to his friend and chief, General Howard, that General Armstrong turned for help to secure the necessary buildings. General Howard responded by turning over the hospital barracks of Camp Hamilton to the school's use and by successive appropriations—in all over $58,000—from the Bureau's construction fund.

When the Hampton Normal and Agricultural Institute was incorporated by the State of Virginia in 1870, General Howard, with General Garfield, became a member of its first board of trustees.

In 1881, on the school's thirteenth anniversary, General Howard dedicated the new Academic Hall, which had risen from the ashes of the original one, which he helped to build. A dramatic incident of that day was the affectionate, unexpected meeting of General Howard and the Pima Indian student, Antonito, who had been his helpful

HAMPTON'S RELATION TO RACE PROBLEMS

An address delivered in the Hampton Institute gymnasium on Saturday, November twentieth, nineteen hundred nine by William Howard Taft, President of the United States.

I have had to do, during the last sixty days, a good deal of speaking without preparation, and it was my habit to gather the ideas of those who had preceded me and mix them up and use them to the best advantage. But the trouble about this afternoon has been that I have been so intensely interested in everything that I have heard that I have not had any time to mix them up, or give them in any different form from that beautiful one in which they have been presented.

I am very proud that I had the honor to be elected a member of the board of trustees of this institution, and I am proud because I have been thought worthy. I am glad because I know that I cannot come into contact with men like Dr. Frissell, Mr. Ogden, Bishop McVickar, George Foster Peabody and others who for the joy of service have developed this institution, without absorbing some of those virtues which have guided their efforts in building up this wonderful work. Now in the first place, I could not help thinking as I heard Dr. Eliot say what I hoped was true, and what I have ventured to say before, and what I now know is true because he said it of the reform in education here, of another great reform that had come to the English people in a similar way. The depraved condition of the Civil Service in the English Government received its remedy and became better, and such a model service as it is now, through the lessons that were learned by the English statesmen from the Indian Civil Service, and so it is here.

We had been struggling along for several hundred years with our system of education. There was presented to General Armstrong, the founder of this institution, the question of what we should do for the Negro and the Indian races in their almost helpless conditions as we found them after the war. The necessity for helping their condition led him to undertake this system of education, that of manual dexterity, united with the teaching of life as it was to be. It has now developed not alone for Negroes and Indians, but for the white people throughout the land. I have always thought that, and when the foremost educator of the land says so, I am going to assert it.

The second thought, and in certain aspects the most important phase of this system which General Armstrong founded and which Dr. Frissell has continued with such success is the fact that right here in Hampton, in "Little Scotland," we have seen worked out what I regard as the solution of what we call the race question in this country. I do not mean that it is settled and I do not mean that the problem is solved, because problems like that are not solved in a decade. It takes a number of decades. But when you take the speech

of former Governor Montague on the one side, and the speech of Major Moton on the other, and put together and give effect to the spirit that actuated both, you have the solution of the race question. Major Moton was sure that he wouldn't make a good Indian or a good white man. Well, I don't know about that; but I am sure that he makes a pretty good Scotchman, if one can judge by the way he leads his chorus in Scotch airs. If ever those beautiful airs were rendered with finer harmony, and better understanding of their meaning, and sweeter tones, than were rendered here this afternoon, I have never heard them; perhaps they are in Scotland. (Mr. Carnegie: No, no!)

I am not going to detain you long. I am glad to be here to testify my deep personal interest in this institution, my deep respect for those who have brought it to what it is, my recognition of it as a national institution, the wisdom of the suggestion of Dr. Eliot that there ought to be schools all over this country patterned after it, and while I hold, temporarily, the presidency of the United States, I am glad to use that office, so far as I can by representation, to testify to the interest of the American people in the problem which is being worked out here.

TAFT DAY AT HAMPTON

WILLIAM A. AERY

A little after eight-thirty on Saturday morning, November 20, 1909, Dr. Frissell, Dr. Roland Cotton Smith of Washington, D. C., Dr. William J. Schieffelin, Mr. John D. Rockefeller, Jr., and Mr. William H. Scoville, left the Long Wharf and proceeded to the President's yacht "Mayflower," which was moored off Old Point, in a gasoline launch called the "Lady Gay." After remaining on board the "Mayflower" for about fifteen minutes, Dr. Frissell and his party started back again for Hampton with President William Howard Taft, Captain A. W. Butt, Assistant Secretary Mischler, Messrs. Wheeland and Sloane of the Secret Service, and an official messenger.

The school band, under the able leadership of Mr. William M. O. Tessmann, was ready to receive the President on his arrival at the school wharf. "Hail to the Chief" was played with spirit and good tone as Dr. Frissell escorted Mr. Taft to the lawn in front of the Mansion House, where the Hampton trustees had assembled to meet their distinguished co-worker. For ten minutes an informal reception was given to the chief magistrate of the land by the trustees, the school officials, and the prominent visitors, who had gladly come together to see and meet the President of the United States, as well as get a better idea of the working of the many parts of the busy, industrial village at Hampton, where Negro and Indian youth are given an opportunity of learning how to become good and efficient citizens.

Mr. Taft was next afforded the pleasure of seeing the Hampton students at work in the Armstrong-Slater Memorial Trade School and on the farm. The school was thrown open to his inspection. Mr. Taft's enthusiastic and simple message delivered during the afternoon exercises, which were held in the school gymnasium, showed that he thoroughly approved of Hampton's method of educating Negro and Indian youth for efficient citizenship.

At the trustees' meeting Mr. Taft had the privilege of meeting in a close and intimate way the men of the land who are doing splendid work every day of the year to bring about a better race feeling and relations throughout the whole country. Mr. Taft, who was elected to the Hampton board of trustees last May, met for the first time the men who have done so much to make not only Hampton a success but all schools—white, black, and red—the means of producing able-bodied, mentally alert, and spiritually sound citizens, capable of living pure, honest, industrial lives.

Mr. Clarence H. Kelsey, president of the Title Guarantee and Trust Company of New York, was elected a member of the Hampton board of trustees. This action of the trustees was publicly announced by Dr. Frissell during the public exercises of the afternoon.

The President's luncheon was served to a party of seventy-five school guests in the recreation room of the Mansion House. About two o'clock President Taft appeared on the Mansion House porch. The Hampton officers, teachers, and workers with their families, formed in single file and were presented to Mr. Taft by Captain A. W. Butt.

Meanwhile great crowds had gathered along the guard lines, which had been established early on Saturday morning, and were clamoring for admittance. After the speakers, guests, Hampton workers, and students had taken their seats the gymnasium was thrown open to the public. Shortly after half past two o'clock the public exercises were opened with the singing of plantation songs by the large student chorus under the direction of Major Robert R. Moton. Dr. Herbert B. Turner, the school chaplain, led the students in the repeating of the Twenty-third Psalm. Then Dr. William F. Slocum, president of Colorado College, offered prayer.

Dr. Frissell announced that on account of the critical illness of his wife Mr. Robert C. Ogden, president of the Hampton board of trustees, had been called back to New York and would be unable to deliver the address of welcome. He then called upon the Rev. William N. McVickar, bishop of Rhode Island, and a vice president of the Hampton board of trustees, to deliver some words of welcome to President Taft and the distinguished visitors. Dr. McVickar referred to Mr. Taft as a man interested in Hampton not only from the outside but as one of its governors.

Dr. Frissell then asked former governor A. J. Montague, of Richmond, Va., to say a few words. He responded as follows:

"Mr. Ogden is one of the great men of the American republic and after he is gone we shall understand fully the proportion of his worth and greatness.

"May I say a word of cheer and encouragement to the colored people of Virginia, especially of this school, a word of hope, if you please.

"A race that can advance one step can advance two steps. A race that can climb one hill can climb another. Do not count the hills as a disadvantage. Life consists in the removing and overcoming of obstacles to make it worth living. No race can rise or go toward or even stand upon the misfortunes of another race. The colored race and the white race must both suffer in the joint cause. We must also fight together against the worst elements amongst us. Therefore the Southern people, it seems to me, must find more and more that the best hope of the white man is to do the best he can for the colored man, and that we can live more advantageously as we make the Negro a better man to live with."

Dr. Frissell asked five Hampton graduates—Mr. W. T. B. Williams, '88, Mrs. Harris Barrett, '84, Mr. J. B. Pierce, '02, Miss Lena Ludwick, '08, and Major R. R. Moton, '90,—to tell something of the work in which they had engaged since leaving the school.

Mr. Williams said that General Armstrong had laid down a plan of education which was designed to uplift the masses. He then outlined Hampton's school-extension and emphasized the important influence of Hampton in the founding of the Penn School on the Island of St. Helena, Frogmore, S. C., the Calhoun Colored School, Lowndes County, Ala., Miss Georgia Washington's school at Mount Meigs, Ala., and Tuskegee Institute. Mr. Williams referred to Hampton's community work and to the school's activity under the leadership of Mr. William S. Dodd, who is in charge of the business course, in the interests of Negro insurance and benevolent societies. Mr. Williams declared that 175 Negro beneficiary organizations were known to the Hampton authorities. The membership of these 175 organizations he said numbered 3,000,000, had an annual income of $4,000,000, and were responsible for outstanding contracts amounting to over $100,000,000.

Mrs. Barrett, whose excellent social settlement work among Negroes in Hampton, Va., is well known to many friends of Hampton, spoke on the work of the Virginia Federation of Negro Women's Clubs and its relation to the ideas of individual and group efficiency and purity for which Hampton has been so constantly working. Mrs. Barrett pointed out that Negro women were learning how to co-operate effectively for the improvement of the home and the fostering of those elements which tend to produce pure and capable men and women.

Mr. Pierce, who was graduated in 1902 from the Hampton agricultural department and is now working in three counties of Virginia, under the direction of Dr. Seaman A. Knapp, special agent in charge of Farmers' Co-operative Demonstration Work, U. S. Department of Agriculture, told in a simple and graphic style the story of the progress which is being made by those Negro farmers who have had the opportunity of learning how to apply scientific principles of soil cultivation to the growing of corn.

He showed clearly that the return in money, in home comforts, and in all-round improvement has been out of all proportion to the added cost and care of farming. He touched on the great problem of conservation, when he declared that a considerable part of his own work consisted in showing people how to save what under ordinary circumstances would be wasted.

Lena Ludwick, an Oneida Indian girl from Wisconsin, told of the need among her people of strong leaders—men and women who would prove themselves fitting examples of the gospel of service. She naively referred to the Government's appropriation of forty-four cents per capita, once a year, in recognition of the splendid services rendered by her people during the Revolutionary War. She also emphasized the need of protecting the weak and ignorant from the evils of the liquor traffic.

Major Moton spoke with rare force on the relation of Hampton to the work of improving the conditions of the Negroes and Indians. He said that he was very happy to know that Hampton had found a platform upon which all men can stand and do good work for the promotion of better race relations. Major Moton declared his faith in the value of Hampton's training of the Negroes to respect themselves and the best things in Negro life. Among other things Major Moton said: "Ever since the black man set foot on the shores of this country he has been a problem. I sympathize with the white people that they have this problem on their hands, but, my friends, I am very glad we are here, and I'm going to do all in my power to keep all our people here.

"We have imbibed many of the traits and imbitions of the Anglo-Saxon race, and I believe that the American Negro is five hundred years ahead of any body of ten millions of black men to be found anywhere in the world. I have never found my color a disadvtntage. It has been an inconvenience at times, but never a disadvantage."

Governor Claude A. Swanson's telegram was then read by Dr. Frissell. The governor of Virginia said he regretted exceedingly that a previous and imperative engagement prevented him from coming to Hampton to welcome the President of the United States and bear testimony to the splendid work which Hampton in doing.

During the public exercises the large student chorus sang with spirit and rich tone some of the well-known Negro plantation melodies, including "Want to go to heaven when I die," "Couldn't hear nobody pray," "Who'll join that union?" "Daniel saw de stone," and "There'll be a great meeting in the promised land." The students also sang some familiar Scotch songs—"Annie Laurie," "Loch Lomond," and "Bonnie Charlie is now awa'."

Mr. Andrew Carnegie, who had come South on Friday, November 19, to take part in the "President Day" celebration at Norfolk, arrived at Hampton at noon on Saturday, with Sir Horace Plunkett and Dr. Charles W. Eliot, in time to see the students pass in review before President Taft.

Mr. Carnegie spoke in part as follows: "How is it that whenever some great work is to be accomplished, the man, the fitting agent, appears to do it. Men never congregate to do any good, or to advance any good cause, not for themselves but for others, but a consolidating force is developed and they become a band of brothers, happier in the work for others than they ever were when working for themselves. But take men gathered together for any evil or nefarious purpose, say for cheating others, and the fates take a sweeping revenge. They take to cheating each other and the conspiracy is a failure. Hence comes ultimately the preservation of that which is good and the failure of that which is evil.

"The most welcome words I have heard to-day came from ex-Governor Montague of Virginia, and he told you the *truth*, which was to the effect that it was impossible for the white race to be happy and the black race unhappy, and equally impossible for the black race to be happy, while the white race was unhappy. We are all in the same boat, and it is through co-operation, one with another, under the wise guidance of the white men who are laboring for the benefit of the blacks, that we shall succeed in obliterating as completely the lines between the white and black as we have between the Blue and the Gray. That day is not so far distant as you might think. I do not mean that the blacks will not remain black, or the whites will not remain white, but I do mean that they will live together, each wishing the prosperity of the other, because there can be no common prosperity for our country until they go hand in hand and march forward, North and South."

Dr. Charles W. Eliot, president emeritus of Harvard, emphasized in his address the uplifting value of steady, productive labor. He urged the Hampton students to make their education continuous.

"Do not think of education," he said, "as though it were confined to the period of childhood and youth. Education should be, and among civilized people it is, continuous, lasting through life; and the most precious part of your education you will receive after you leave Hampton Institute, out in the world, in contact and competition with

your fellow-beings, in the trades you follow, the industries you engage in, and in your home life. That is continuous education. Go on with it; never stop; improve all your lives; never despair; learn something new every day and apply it in your daily work; grow more industrious, frugal, and persistent. Work not three days a week, but five and a half days a week, every week."

Dr. Eliot then declared that at Hampton boys and girls have the opportunity of learning the elements of hygiene, which is a much neglected subject in American schools and colleges. He urged the Hampton students to spread among their peoples the hygienic principles which they have learned and which are so important for the reduction of the death rate among Negroes and Indians.

Dr. Eliot closed his address with these stirring words: "In the interest of both the white people and the colored people, every Southern state ought to have an institution like Hampton. I wish they might be promptly created, either by the National Government acting through the states, or by private benevolence, or by the two agencies combined; and when they have been created, I wish they might all be called the Armstrong Institutes. Armstrong was a genuine prophet and apostle of sound educational and social progress. He had not only a strong arm, but also a clear head, and a brave and tender heart. His countrymen ought to build him monuments which will commend his character and career to coming generations."

Dr. Frissell, in introducing President Taft, referred to the chief magistrate of the land as a man who stood for the principle of giving everybody, everywhere, a fair chance. When Mr. Taft stepped forward to speak, the great audience rose as one man and amid the waving of arms and handkerchiefs a loud applause was sounded. Everybody listened intently to Mr. Taft's simple words expressing his appreciation of the work which Hampton is doing for the American people. At the close of his brief address there came another hearty greeting from the audience.

NOTE

The addresses of Dr. Eliot, Mr. Carnegie, Dr. Robertson, and others will be printed in the January SOUTHERN WORKMAN.

HAMPTON INSTITUTE CALENDAR, 1910

The Hampton Institute Camera Club has issued an attractive and useful calendar for 1910, which is seven by ten inches in size, and is printed in brown ink on heavy, cream-colored paper, with a substantial dark-brown cover containing a good-sized, detachable, medallion print of General Armstrong.

The calendar aims to present an all round view of life at Hampton. On the first sheet appears the pictures of Dr. Robert C. Ogden, president of Hampton's board of trustees and Dr. Frissell.

Then follow these pictures: Dr. Frissell's home (the Mansion House), President Roosevelt addressing Hampton students, Wigwam and the boys' hospital, Mr. Briggs, Virginia and Cleveland Halls, Memorial Church, Whittier Training School, students marching to the dining-room on Anniversary Day, Major Moton, Huntington

THE SOUTHERN WORKMAN

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President Roosevelt's Visit

The visit of President Roosevelt to the Hampton School was full of interest and help. No man could have expressed more sympathy with the school's objects or more approved of its methods than he did. That in his busy life he should have taken the time to visit an institution for the education of Indian and Negro youth means much both to students and teachers and officers. At his request none but the school's family was allowed to be present. His words were more direct and sympathetic than would have been the case had he spoken to a more mixed audience. He commenced by saying that no decent American citizen in or out of office could fail to be interested in the work of the Hampton School. He expressed his strong feeling that the education of the black man is of vital importance to the white men among whom he lives. He scouted the idea that proper education results in crime, and spoke of the sort of education that has to do merely with books, as "twisted." He laid emphasis upon the training of the hand and declared that no education is properly so called that does not help a man to do his work in the world. He expressed a warm interest in agricultural education and stated his belief that the future of the American people depends upon the ability of the nation to keep the best elements of its population on the land. He voiced his appreciation of the work the school is doing in character building and home making. No speaker has more clearly set forth Hampton's aims and methods than he. His address, which appears in full in the present issue of the SOUTHERN WORKMAN, will be published as a campaign document and scattered broadcast over the land. No Hampton student will forget his words or his visit. His vigorous movements about the grounds, and his cordial sympathy, evinced in every word and action, made a deep impression.

Other Presidents and Hampton

It is interesting to recall the relations of some of the nation's presidents to Hampton's work. President Garfield was a Williams College man, a friend of General Armstrong, and one of the school's trustees. His last public ad-

dress was delivered in the chapel built by the soldiers in the National Cemetery where the school worshipped for many years. Speaking to the Indians, he said, "You come from a people who have been taught to destroy—to fight but not to labor. Therefore the first text in your civilization is: *Labor must be.* To the Negroes he added, "You of the African race have learned this text but you learned it under the lash. Slavery taught you that labor must be. The mighty voice of the war spoke out to you and to us all: *Labor must be free.*" The relation of President Hayes to Hampton Institute was most intimate and friendly. He was especially interested in the Indians who came to Hampton and at least twice during his term of office, in company with General Schurz, then Secretary of the Interior, came to observe the progress they were making. President Grant visited Hampton after his retirement from office, and Mr. McKinley before he became President. While the school is a private institution and receives comparatively little of its support from public sources it has always worked in cordial sympathy with the state and the general government. When the help for all other private Indian schools was withdrawn Congress showed its appreciation of what Hampton had done by continuing its small annual appropriation. The system of Indian industrial schools in the West was modeled on the Hampton plan. The state has always appropriated to Hampton one-third of the interest on the Land Scrip Fund of Virginia, received from the general government. Thus while the school is thoroughly independent it has sustained a sort of national character, and no president since its founding has failed to show in some way his appreciation of its work.

Does Indian Education Pay?

Every year the assertion continues to be made that the returned student—meaning thereby the young Indian returned to the reservation from boarding school—almost invariably goes back to the blanket, or to whatever manner of clothing is in vogue among the older Indians of the tribe. Metaphorically this means that he goes back to savagery, and that is the meaning generally conveyed and usually understood by the assertion. Probably very few people think enough about it to realize that this assertion may be true literally while it is not at all true metaphorically; in other words, that the returned student may go back to the blanket without going back to savagery. The casual observer upon the reservation sees the Indian boy come back from school in a neat uniform. He sees the girl, who went away some years before in a shawl and moccasins, come back in a dress and hat sufficiently stylish and becoming to pass without notice in the city street. In a little while the boy appears in blue jeans with a red handkerchief around his neck, and the girl, hatless, corsetless, and beshawled. Perhaps the observer no-

ADDRESS OF

PRESIDENT ROOSEVELT, Theodore

AT HAMPTON INSTITUTE

FOREWORD

The Hampton Normal and Agricultural Institute was founded in 1868, five years after the proclamation of the emancipation of slaves. The founder, General S. C. Armstrong, led colored troops during the war and believed firmly in the possibilities of the Negroes while he realized the dangers to which their ignorance exposed them and the nation. At a time when industrial education was practically unknown in this country General Armstrong saw its value in training the masses of the freedmen suddenly thrown upon their own resources. Such training was most unpopular with the Negroes themselves who expected to leave behind all the toils of slavery. Notwithstanding opposition and discouragements and the constant necessity of raising funds, the institution has grown from its opening with 15 colored students to an average attendance of 800 young men and women boarders (including about 125 Indians) and 450 colored children who attend the model training school as day students. Trades, agriculture, and domestic science are taught in connection with a thorough course in grammar school and English high school studies. It is the purpose of the school to train only those who shall become teachers, leaders of industry, and examples of Christian living for the less enlightened of their people to follow. Booker Washington is the most illustrious example of the type of graduate sent out.

The visit of President Roosevelt has meant much to Hampton Institute and to these Negro and Indian students. No speaker has more clearly set forth Hampton's aims and methods than he. He has voiced the ideal of education for which the school has been working since its foundation. The success that has been achieved in the past has been made possible only through the generosity of men and women who have believed in the capability of these two races and who have realized that they themselves have an individual responsibility in helping to make "good citizens" of those who would otherwise become a menace and a burden to our land. Many have given in the past from

their abundance, and many from their poverty. Some of these good friends have laid aside their earthly cares and Hampton is poorer for the loss of their support and sympathy. Others must take their places if the work is to go on.

To all thoughtful men and women and to all loyal Americans North and South, we commend these utterances of one of the foremost statesmen of the time.

H. B. Frissell

Principal

PRESIDENT ROOSEVELT'S ADDRESS

Decoration Day, 1906

I can assure you that Hampton cannot have been more anxious to have a visit from me than I have been to visit Hampton. If there is any work in which every decent American, in or out of office, must believe, it is the work that you are doing here.

What I am going to say to you to-day is only to repeat certain homely rules of life which are so homely and so plain that there ought to be no necessity to repeat them. But homely truths are the ones that are apt to be forgotten and to need repetition.

The first one that I will repeat is that a school like this which strives to raise colored men and colored women (I will have something to say of the Indian men and women later) -- strives to make of them better men and better women and better citizens -- such a school is also pre-eminently for the interest of white men and white women. There is nothing that can be done more to the interest of the white men and women who live side by side with the colored than to train the colored to be good citizens. In every community it is for the interest of every man -- and when I say man I of course mean woman too -- it is for the interest of every man, no matter what his color, to have every other man, no matter what his color, a good citizen.

The safety of the white man is to have the colored man grow to be a good and decent man. From the standpoint of the white man the safest thing for him is to have the colored man become thrifty, industrious, a good home-maker, and a good home-keeper. Never yet has there been a formidable quantity of criminals from a people or a locality where the average type was a good home-maker and home-keeper. So, from the standpoint of the white man, there is nothing better than to give the colored man the real training which he gets here and in similar institutions.

From the standpoint of the colored man, the only real way to help him is to help him to help himself. In the long run in this world no man can be helped in any other way. Everyone sometimes stumbles. You can help him up, but you can't help him by carrying him. He has got to learn to walk himself. What this institution is doing is to teach just that.

You are going to find things not all smooth as you go out into life. Life is not all smooth for any of us. For you it is not as smooth as it is for some; but the only way to make it easier and better for yourself, for your children, and for your children's children, is to put into practice in your actual life the precepts you have been taught here. When once, in any given locality, the average colored man becomes thrifty, law-abiding, and industrious, recognized to be a good, intelligent worker and a desirable neighbor, you may rest assured that you have taken the only step that ever can be taken to do away with race antagonism. That colored man helps his race most who helps teach his people to conduct themselves with self-respect as law-abiding, intelligent, hard-working citizens.

It is the homely virtues that count in the long run. No race, no nationality, ever really raises itself by the exhibition of genius in a few; what counts is the character of the average man and average woman. If you can develop in the average colored citizen the traits of courage, truthfulness, the sense of obligation in contracts, willingness to work, the desire to act decently, you have taken the longest step toward gaining for your race respect -- self-respect and the respect of others which follows in its train.

In saying this I am not advancing a theory, but I am appealing to invariable experience in the past, notably to the experience of this very institution of Hampton. If I remember rightly you have sent out from here something like six thousand graduates and undergraduates and so few of them have gone hopelessly wrong

that of all the number only two have been recorded as criminals. That fact is an all-sufficient answer to the blind people who say that no good will come from educating the Negro. So far is this from the truth that it may be said the only hope for the Negro -- as also for the white man -- is education, if we understand the word education in its proper sense. Most emphatically I say that education is the turning out of people who can read, write, and cipher and yet do nothing practical. Some of the best educated people I know -- using the word with reference to the work they have to do -- read but little and write not any too well; but they can do their work right up to the handle. If I were asked, on the other hand, to pick out the uneducated men of the community, I should include a great many, white as well as colored, who have learned how to read and write and have thought that that fact excused them from learning how to earn their own livelihood and become good citizens. Any education that teaches that reading, writing, and ciphering are everything is a misfortune to black, white, or red.

You girls, if you don't learn to become good housewives, and, if you marry, to be good help-meets to your husbands, good mothers to your children, then you are not well educated, no matter what else you know.

You men, if you learn all that any institution can teach you of books, and yet are not able to turn your hands to usefulness, to earn your own livelihood, to be of use to yourselves and to society at large, then you are not well educated, no matter how many academic prizes you take; and this is as true of white men as of colored.

It is a significant thing that, during the period covered by the life of Hampton Institute, while we have seen the growth of industrial schools for the colored people, we have also seen an extraordinary growth in agricultural and industrial schools for whites. We are beginning -- just beginning -- to realize as a nation that we can't afford to believe that we can eliminate from education the

training of the hand to work with and under the head. It is often said that the true place for the Negro is in industrial work. Yes, that is true; true of the average Negro; and no less true of the average white man. And we shall not get our civilization on a true basis until we root out from the minds of the average man and the average woman -- of any color -- the idea that to be a poor clerk is better than to be a first-class handworker, a first-class machinist, or first-class agricultural laborer.

The wrong twist that has been given to our education in the past is greatly responsible for the very unhealthy development of our cities at the expense of the country. Never in the past has any nation been permanently great whose city population has become abnormal in size as compared with that of the country; for the people of the farms conserve certain qualities which those who dwell in the great, swollen cities tend to lose.

If there is one thing I wish to emphasize more than another it is this: to advise as many of you as can to work upon the farm, and that with the idea and purpose to eventually own your own farm. Take up agricultural work. In doing this you will be doing what, more and more, the most intelligent and advanced white people are growing to recognize as necessary for their own race.

The growth of agricultural colleges has become one of the significant features of educational work for the white race in nearly every state in the Union, because more and more it is realized that the trade of the farmer must be developed scientifically; so that, on the one hand, the profession of agriculture may become more and more attractive to men of brains, and on the other hand, even more clearly recognized as the one profession, the failure to develop which would mean that the development of all the rest of the professions would count but little.

This great continent of ours can go forward in the long run only if there is the right kind of population in it. Cities play a great part in it, and as city people are more able to talk for themselves there is no danger of our forgetting it; and yet their part is the most important of all.

Now, in closing, just remember these facts:--

First: The trend of civilization is more and more to recognize and put weight upon the vital part played by the manual worker, but the man who actually works with his hands, whether in the workshop or on the farm. Things are more and more going to shape themselves so that he shall have full recognition; not that there should ever be recognition of a laboring man's right to be lazy or envious, but of the right on his part to the respectful recognition by everyone of the importance of the work that he does. It is the work of the man who works with his hands which counts for the most in the end, provided that the hand work is directed by an intelligent brain. Instead of striving, as we have so often done in the past, to divide the work of the brain from the work of the hand, more and more our effort must be to keep the hand-worker as a hand-worker, but to make him work with his brains too; so that the majority of our people will naturally turn to hand-work but will do it in conjunction with the best kind of mental effort.

I want to see the colored man share in the benefits of this movement. He can do this only by becoming the best, most intelligent kind of hand-worker himself, and above all by becoming this kind of hand-worker on the farm, working for others first but ultimately for himself; ultimately owning and tilling his own farm.

Second: The next thing for you to remember is that the greatness of any nation, the success of any race, must always, in the last analysis, depend upon the kind of home-life, of family life, to be found in its average family group. If it has the right type of home life it will be successful; if not, nothing else can avail

to bring real success. Let every man and woman, every boy and girl here, keep this in mind; that the true success of your people must come in developing and raising family life; so that the average husband and the average son shall be of the best type of respectable, hard-working, intelligent bread-winners; the average mother and the average daughter be the fitting helpmeets of the men, able to make the home attractive, and of such character that the race shall be elevated, generation by generation.

And I am certain that all who admire, as I do, the work of Hampton, will agree with me that great as has been its work for the development of the mind, great as has been its work for the training of the hand in the work of the farm and the shop and the home, the work that has counted most is the training that Hampton gives to character. The most important thing of all is character. I mean not only that which makes you good, but that which makes you strong; which makes you not only careful not to offend others but possessors of a rugged strength to better yourselves and others.

While I have been speaking to the colored people, what I have said applies just as much to the Indian; and indeed just as much to white people. I don't know any code of morality, I don't know any words of advice, which can be put advantageously to one race alone. Character is not a thing that depends upon race characteristics any more than the ability to perform manual labor. If you are good, you are good, whatever your color. If you are worthless, you are worthless, whatever your color. There is one distinction to be made. Remember that while a good man of your race may help any other race as well as his own, a bad man of your race is infinitely worse for your race than for any other. A Negro criminal, no matter at whose expense the particular crime may be committed, is a hundred-fold more dangerous to the Negro race than he is to the white race; because his criminality tends to arouse race animosity and the bitter prejudices from which not only he but his whole race will suffer.

In the interest of the colored folk, see to it, every colored man here, that you war against criminality in your own race with peculiar zeal; because, in the ultimate analysis, it is a greater danger to your own race to any other.

I ask then, you colored people, that you show the same virtues that the white people must show if they are to be good citizens; to remember that it is good to have a trained mind, that it is better to have also a trained body to work under the direction of the trained mind, and that it is better than all to have a good and strong character.

In the name of the people of the United States I say Godspeed to Hampton, because it has developed and is developing character, not only to benefit its pupils of the colored and Indian races but to benefit all the people among whom they go.

I congratulate you upon your work and upon your opportunity here, and I charge you, not only for the sake of Hampton but for the sake of your country and for the sake of your own races, to use aright the opportunity that has been given you.

President Garfield's Address in Bethesda Chapel, Hampton Institute, Sunday, June 5, 1881.

"As I drove through these grounds today I was impressed with the thought that I was between the representatives of the past and the future.

"Crippled and bent with service and years those veterans in the Soldiers' Home represent the past. You represent the future—the future of your race—a future made possible by the past, by these graves around us.

"Two phases of the future strike me as I look over this assemblage. For I see another race here, a race from the far West. These two classes of people are approaching the great problem of humanity, which is *Labor*, from different sides.

"I would put that problem into four words: *Labor must be free.* And for those of you from the far West I would omit the last word in order to enforce the first lesson. To you I would say: *Labor must be*—for you, for all. Without it there can be no civilization The white race has learned that truth. They came here as pioneers, felled the forests, and swept away all obstacles before them by labor. You come from a people who have been taught to destroy—to fight, but not to labor. Therefore to you I would say that without labor you can be nothing. The first text in your civilization is, Labor must be!

"You of the African race have learned this text, but you learned it from under the lash. Slavery taught you that labor must be. The mighty voice of war spoke out to you, and to us all, that Labor must be forever *free.*

"The basis of all civilization is that Labor must be. The basis of everything great in civilization, the glory of our civilization, is that Labor must be free!

"I am glad to see that General Armstrong is working out this problem on both sides—reaching one hand to the South and one hand to the West with all this continent of Anglo-Saxon civilization behind him; working it out in the only way that will give us a country without sections, a people without a stain."

S. W. August

Southern Workman.

DEVOTED TO THE INDUSTRIAL CLASSES OF THE SOUTH.

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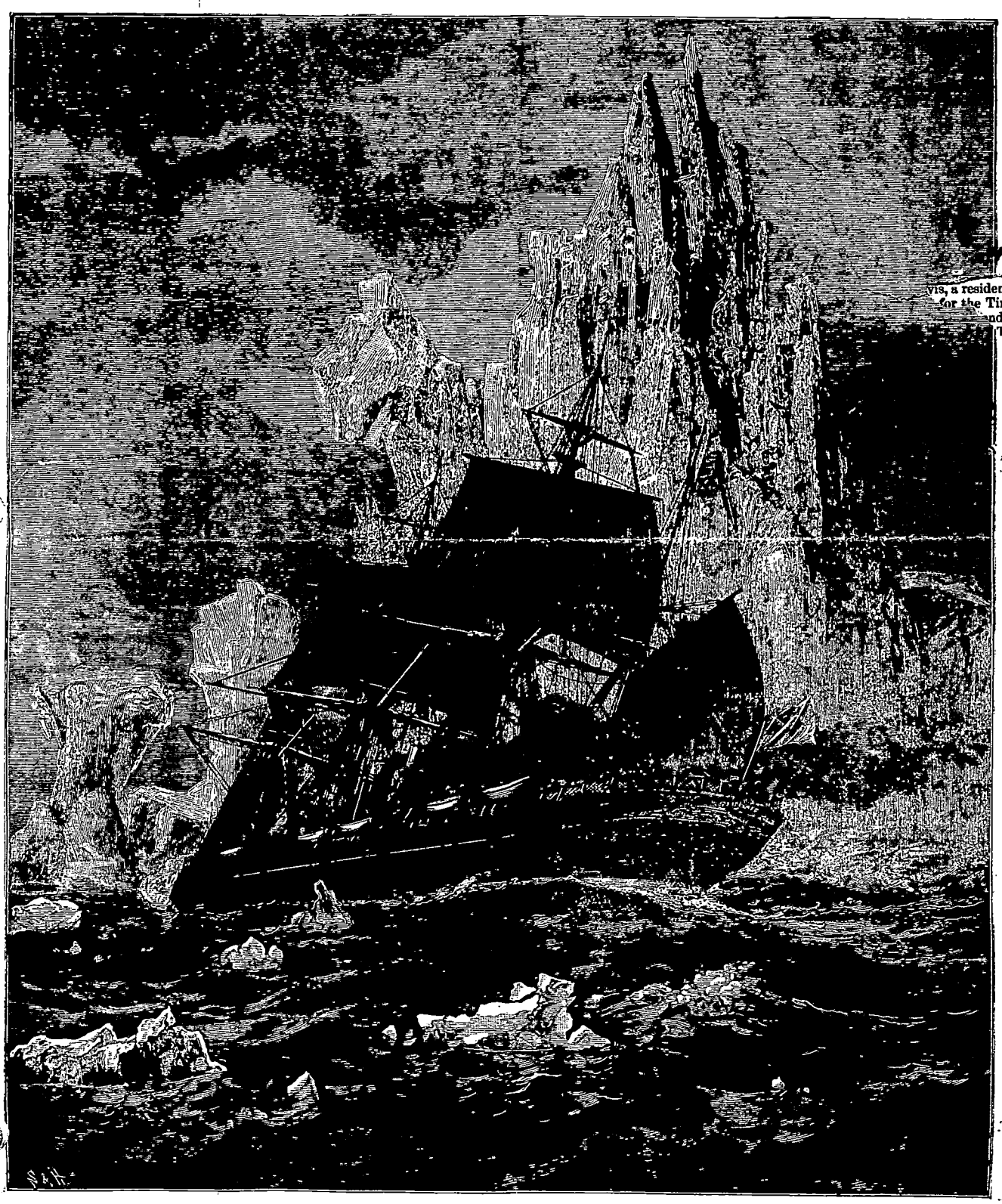

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...Thomas
...W.

CORRESPONDENCE.

Shanghai, April 5, 1881.

Though I am attending the King of the Hawaiian Islands, on his trip around the world, I do not forget that I am rated as a "special contributor" to the Southern Workman. My relations are such that much which I see here I cannot make public; but there are some subjects upon which I am at liberty to write, because they do not concern national or private affairs.

A few days ago, the steamer Pau-tah, belonging to the China Merchants' Steamship Company, was put at the disposal of the King of the Hawaiians, to make such use of as he chose. She is a large, swift steamer, built in England. Some of her cabins were especially refitted for the reception of the King. He, and his Chamberlain, and I embarked. We were the only passengers. In sixty hours, we reached the mouth of the Peiho river, and after passing many forts, reached Tientsin, a large city, about fifty miles from the mouth of the river. At that city, the teas from the southern part of China are collected and dispatched to Russia, on the backs of camels, for the Russians believe that fine teas are injured by sea voyages. That city is also the seaport of Peking, the capital of China, and is also the residence of Li-Hung-Chang, the Viceroy of the province of Chilhi, the Commander in chief of the armies of China; the greatest of living Chinese generals. He rules despotically over forty millions of people, and is, to all intents and purposes, an absolute monarch. He is a self-made man. During the great Taiping rebellion, in which some millions of men were killed, and eighty thousand beheaded for rebellion, in Canton alone, he rose to the supreme military command, and is now the first man of this Empire of four hundred millions. Moreover, he is progressive; his troops are Grilled in European tactics, he owns war vessels, powder factories, and arsenals, he employs Europeans, and watches them too; he keeps around him able Chinamen, who have lived in Europe, and speak the European languages. Last winter he went to a dinner party at the Russian Embassy, and, to the horror of all conservative Chinese, sat at the table with European ladies; though he has not gone so far as to produce in public the female members of his own family. Moreover he is pure Chinese. The reigning dynasty at Peking is Tartar, and it has kept its grasp over these millions of Chinese for some centuries, by the force of its superior ability and skill. But many of the Chinese look forward to a time, when the Tartars will be overthrown and a Chinaman will become Emperor, as the Tartar dynasty is becoming weak, vacillating, and "behind the times;" it is believed that before long another revolution will take place, that Li-Hung-Chang will lead it, and in the end become Emperor, and throw down, on all sides, the walls of seclusion which nearly encircle this vast nation. I was, therefore, deeply interested in meeting this great man. Shortly after our arrival at the dock in Tientsin, an official came on board, and said that the "Tontai" (the Mayor) of the place would pay his respects to the King. The King went on shore, to a large house, put at his disposal, and shortly after entered the reception room. The "Tontai" sent in his cards, his name and titles being printed on large red pieces of paper. The "Tontai" entered the room, leaving his retinue behind him. After a formal reception, he presented the cards of the Viceroy, and said that the Viceroy would receive the King at three o'clock the next day at his own palace. The next day at 2, P. M. three sedan chairs were brought to the steamer's side. Each chair was carried by four men, called "coolies" by Europeans. The King, his Chamberlain and I, dressed in full uniform, entered these chairs, which were lifted up at once, and the procession moved away. At the back were four mandarins, on horseback. A large square banner was carried in front. Behind them came policemen. Behind the four men who carried sedan chairs, there were men of petty rank, who trotted beside the chairs and pushed away any obstacles. Three miles of streets had to be passed before the Viceroy's residence could be reached, and these streets were hardly twelve feet wide. The buildings are made of bamboo plastered with mud. So the color of the land and of the buildings is the same. Hardly a building is over one story high. The houses swarmed with people. They came to the front as we passed. Ox carts, donkeys, men carrying burdens were hustled into side streets.

The people knew about our coming, and showed the greatest curiosity. Finally we reached the Viceroy's residence. Our chairs were carried through a gate set in an immense wall; within were two lines of soldiers, must be met at the threshold of the residence. When the Viceroy met us, he shook hands with us, for he has adopted this European custom, while dealing with Europeans or foreigners. Then he led us through two lines of bowing officials to the reception room, and to a round table in the center of the room. Etiquette was carefully preserved. The King sat on the Viceroy's right; I sat on his left, and the others were seated below us. Tea in beautiful porcelain cups was at once served. The Viceroy is a tall man, with a keen, bright eye, and a spare frame. He commenced talking at once, through his interpreter. His questions were many and to the point. After twenty minutes talk, we were led into an adjoining room, and were seated at a table covered with sweetmeats, etiqutte being carefully preserved during the seating. I did not touch the sweetmeats, but I did think of my boys in Hampton, who would have readily taken my place on the occasion. After an hour's talk we left, and returned in the chairs to our ships, the same ceremony being observed in returning as in coming. The next morning the Viceroy returned the call. It was done with great ceremony. He invited us to dine with him in the evening, so we went at seven o'clock, to a large hall, where we again met him. The high officials of the Empire, residing in the city, and the representatives of foreign nations were also invited. The Hawaiian and Chinese flags were draped together about the room. Pieces of splendid lacquer work were about the room. Extracts from the sayings of Confucius, in Chinese characters, were written on the walls. One of these translated, reads: "Only he who is wise, prudent, and obeys his parents can be happy." It was not a bad sentiment for men whom the English people call "pagans." Twenty-five persons were at the table, seated according to rank. The King sat on the Viceroy's right, I sat on his left. The King's Chamberlain sat opposite next to the "Tontai." Next to me, sat the Viceroy's son, a bright looking man, twenty-seven years old. He speaks English well, and has learned it through an English teacher. The dinner was not purely Chinese, for European dishes were intermixed. Ivory chop-sticks were beside each plate, and knives and forks were added. The courses numbered about twenty. In a purely Chinese dinner, they reach a hundred. The principal Chinese dishes were bird's-nest soup, and shark's fins. The bird's nest soup for twenty-five people cost not less than three hundred dollars. At the close of the dinner, one of the high officials, who spoke English well, rose, and said that he would propose a toast, by the direction of the Viceroy. He said: "The Viceroy desires me to propose your Majesty's health. He wishes to thank you for the kind treatment which the Chinese have received in your Kingdom, and he hopes that the relations of the two countries will always be pleasant." At the King's request, I replied, through the interpreter, saying in substance that the King was glad of the good opinion which the Chinese had of his Kingdom; that it was the aim of the government to make all men equal before the Courts, and especial care was taken of those who did not understand the language of the country. After this we left the table, after a four hours' session. The next morning we left the city. When we reached the mouth of the Peiho river, the great forts which line the river banks on each side for two miles, fired a royal salute, while the ramparts were covered with men, displaying banners. Every tenth soldier carries a banner in the Chinese army, and the effect of some hundreds of these, waving above the high, massive walls, was picturesque and grand. The Hawaiian flag dipped in reply, and we moved out o the river into the Chinese or Yellow Sea.

The steamer on which we took passage, belongs to the China Merchants' Steamship Co. The Chinamen are rapidly overtaking the Europeans, in the steamship race. This line runs at present over thirty steamers, and they trade with all ports of the Pacific.

There is a vast money capital in China, but the people are conservative about investment. Some of the more enterprising engaged in the steamship business, but did not succeed at first. They bought English ships at large prices. They did not know how to manage them. Like all men who go into affairs in which they have had no experience, they had much to learn, and their lesson cost them dearly. Mariners cannot be made in a day. Captains, and engineers of steamers, cannot be had out of a race that never built steamships, or sailed over distant seas. Though these men could match Europeans in trade, could make the Pacific coast of America tremble at their thrift and economy; they could not manage steamships. It was a new business to them. They had money in vast quantities, but it paid no interest. A vast relate hereafter.

It now pays largely, and is destined, it is quite probable, to control the vast commerce of the Pacific.

I will close by describing the modern method of conveyance in the cities of the East, occupied by foreigners. About ten years ago, a missionary in Japan built a large, two wheeled baby carriage. Shafts were attached to it. A coolie or laborer's pay is about ten cents a day; so he put a coolie behind the shafts, got into the wagon and started off; at once the invention took. At present in Japan and China, one sees everywhere these carriages, called jin-rik-shas, in all the streets. If one wishes to ride, he calls one up, steps in, and is carried off at full speed. He never walks. Sometimes an extra coolie is hired to push. The effect of a hundred of these big baby wagons, in which large portly men are seated, is curious and amusing. But the coolies die rapidly. Running at full speed they become heated, and as in the winter time they frequently have to stand in the cold air for hours, they take heavy colds and do not live long.

W. N. A.

A VISIT FROM THE PRESIDENT.

President Garfield, accompanied by his daughter and son, Secretary Hunt and Mrs. Hunt, Col. and Mrs. Rockwell, and daughter, visited Fortress Monroe, and Portsmouth Navy Yard, on Saturday, June 4, in the Government steam yacht Dispatch, and on Sunday morning, drove out to the Chesapeake Soldiers' Home, and to Hampton Institute, attending The Normal School service at Bethesda Chapel, in the National Cemetery.

After service, the Principal announced the presence of the President of the United States, and expressed the hope that he would speak to the school of which he had so long been a friend, and was once a Trustee; in this most fitting place, with the graves around us of those who have died that these might be here to-day.

The President responded to the request as follows:

"As I drove through these grounds today, I was impressed with the thought that I was between the representatives of the past and the future.

Crippled and bent with service and years, those veterans in the Soldiers' Home, represent the past. You represent the future,—the future of your race—a future made possible by the past, by these graves around us.

Two phases of the future strike me as I look over this assemblage. For I see another race here; a race from the far west. These two classes of people are approaching the great problem of humanity, which is *Labor*, from different sides.

I would put that problem into four words: *Labor must be free.* And for those of you from the far west, I would omit the last word in order to enforce the first lesson. To you I would say: *Labor must be!*—for you, for all.—Without it there can be no civilization. The white race has learned that truth. They came here as pioneers, felled the forests and swept away all obstacles before them by labor. You come from a people who have been taught to destroy;—to fight but not to labor. Therefore to you I would say that without labor you can be nothing. The first text in your civilization is; Labor must be!

You of the African race have learned this text but you learned it under the lash. Slavery taught you that labor must be. The mighty voice of war spoke out to you, and to us all, that Labor must be forever *free.*

The basis of all civilization is that Labor must be. The basis of every thing great in civilization, the glory of our civilization, is that Labor must be free!

I am glad to see that General Armstrong is working out this problem on both sides—reaching one hand to the South; and one hand to the West,—with all this Continent of Anglo-Saxon civilization behind him; working it out in the only way it can ever be worked out; the way that will give u a country without sections; a people without a stain."

After church, the President and his party walked through some of the buildings, saw the students at dinner, and then took lunch at the house of Gen. Marshall, Treasurer of the Normal School; where the teachers and officers of the School were presented to the President, who pleasantly said that he felt like wishing he were a Hampton teacher.

After listening to a little singing by the Normal School choir, the party left for the Fort, and returned to Washington the same evening.

End

nating of all stories of Arctic exploration.

"An iceberg is one of God's own buildings; preaching its lessons of humility to the miniature structures of man. Its material, one colossal Pentelicus; its mass, the representative of power in repose; its distribution, simulating every architectural type. It makes one smile at those classical remnants which our own period reproduces in its Madaleine, Walhallas, and Girard colleges, * * * Certain. I am that no objects ever impressed me more. There was something about them so slumberous and so pure, so massive yet so evanescent, so majestic in their cheerless beauty, without, after all, any of the salient points which give character to description, that they almost seemed to me the material for a dream rather than things to be definitely painted in words. The first that we approached was entirely unaccesible. Our commander, in whose estimates of distance and magnitude I have great confidence, made it nearly a mile in circumference. With the exception of one rugged corner, it was in shape a truncated wedge, and its surface a nearly horizontal plateau. Another was a monster ice mountain, at least two hundred feet high, irregular in shape, and its surface diversified with hill and dale. Upon this one we landed. * * *

The general color of a berg may be compared to frosted silver, but when its fractures are very extensive, the exposed faces have a very brilliant lustre; nothing can be more exquisite. The iceberg is always dreaded by ships. In Melville Bay, we were completely surrounded by them. We made fast on the shore side, to one of majesterial proportion that had anchored itself in the floe. To seaward I counted seventy-three. As the tide ebbed, the floes choked in around us, so as to prevent the possibility of warping from our position, and the kingly bergs began their impressive march. One of them in bulk more than equal to two of our own, advanced at the rate of a knot an hour, crumbling all opposing floes before it. The two bergs were just about to meet, crushing our little vessel to atoms in their embrace. It was a sight to make the bravest hold his breath. But we doubled a projecting cape and the perit was past. Just as the drifting berg was about impinging on the other, it yielded a very little to some inexplicable counter-drift, moved slowly round on its axis to the northward, and passing within fifty yards of the brig, continued its majestic progress directly in the wind's eye. It was a narrow escape; the Rescue was keeled over considerably by the floes which were forced in upon her, driving in her port bulwarks, and demolishing her monkey-rail."

A SOUTHERN SUPERINTENDENT'S TRIBUTE TO A COLORED TEACHER.

The death of Mr. Lindsey Hayden, a graduate of Hampton, of the class of '77, has been noticed before in the Southern Workman. His widow, also a Hampton graduate, has sent us to read the following kind letter of sympathy which she has received from the County Superintendent of schools under whom she and her husband were teaching. We take the liberty of publishing it, sure that its tone of cordial respect and appreciation will give to many a pleasant, and perhaps a new idea of the relations which may exist between the colored teacher and the Southern superintendent, though in many cases one is an ex-slave and the other an ex-slave holder. Race prejudice exists—North as well as South. Education is the only upward road out of it. Many a Hampton graduate is proving that true and unassuming worth will find its own level. Mrs. Hayden writes:

"I am trying to teach again, and give this sad event up to the Master, but it is the hardest thing I ever tried to do. General, I believe my dear husband is in Heaven, for he certainly tried to live the life of a christian. I mean to try and meet him there. I ask you to pray for me.

Your sincerely grateful pupil"
Della E. Hayden."

The enclosed letter is as follows:

Office of County Supt. of Public Schools,
BEDFORD COUNTY,
Liberty, Va., *February* 5th, 1881.

Mrs. Della E. Hayden:

I desire to express my sincere sympathy for you in your bereavement. The death of your husband (Lindsey Hayden) is a sad loss, not only to the colored people of this immediate community, but throughout the County. He was an excellent teacher and loved the employment for the good which he thereby aimed to accomplish. I sought his co-operation in efforts for the improvement of the colored teachers of the County, and found him ready to do all in his power towards

A GUIDE TO THE ARCHIVES OF HAMPTON INSTITUTE

Compiled by
Fritz J. Malval

Bibliographies and Indexes in Afro-American and African Studies, Number 5

GREENWOOD PRESS
Westport, Connecticut • London, England

.33 James Abram Garfield.
Twentieth president of the United States. He studied to be a teacher and taught in several country schools in Ohio. In 1853 he entered Williams College. From 1855-1856 he campaigned for John Fremont in the newly formed Republican party. In 1856 he joined the staff of Hiram College, teaching ancient languages and literature. In 1857 Mr. Garfield was appointed president of Hiram College and became active in local and national politics. He served in the military during the Civil War as a brigadier general and in 1863 resigned his commission in the United States Army. In 1880, he was elected president of the United States. President Garfield was an incorporator of Hampton Institute and served on the Board of Trustees from 1870-1876.

.34 Reginald E. Gillmore.
Corporation president. Graduating from the United States Naval Academy in 1907, he was vice-president of Sperry Gyroscope. He served in the United States Navy from 1907-1912 and again from 1917-1918. Mr. Gillmore was a member of the Board of Trustees of Hampton Institute from 1946-1956 before resigning.

.35 Frank Porter Graham.
Educator and government official. Mr. Graham was president of the University of North Carolina (1930-1949), United States Representative on the United Nations Committee in the Dutch-Indonesian dispute (1947-1948), and United States senator from North Carolina (1949-1950). In 1951 he was appointed United States Representative for India and Pakistan. He served on the Board of Trustees of Hampton Institute from 1934-1940 and on several committees. On January 26, 1936, he was keynote speaker for Founder's Day; his address was entitled "The Hampton Idea - Cooperation".

.36 Lester B. Granger.
Social Service administrator. Mr. Granger was born in Newport News, Virginia, graduated in 1918 from Dartmouth College, and completed his professional studies at the New York School of Social Work in 1924. He received many honorary degrees and in 1952 completed his course of study for LL.D. at Oberlin College. Mr. Granger served on many federal and civic committees and in 1941 became executive secretary of the National Urban League. He delivered the 1945 Founder's Day address and was keynote speaker at the inauguration of Dr. Jerome Holland. Mr. Granger served on the Board of Trustees of Hampton Institute from 1944-1959.

THE SOUTHERN WORKMAN

Vol. xxx October, 1901 No. 10

* William McKinley

IT is noteworthy that no stronger expressions of esteem for our late beloved and lamented president have come from any part of the world than those from the South. "He was a broad-minded statesman," says a leading Southern democratic paper, "with no sectional prejudices; the best type of an American citizen; a loyal and kindly gentleman; a brave, true man." Virginia, especially, has shown great sorrow, sending to represent her at the public funeral in Washington, a committee of the constitutional convention now in session at Richmond, and showing in every possible way her recognition of Mr. McKinley's great qualities and of her personal loss in his death. The observance of Thursday, September nineteenth, as a memorial day was general throughout the South. Impressive services were held in Hampton, at the National Soldiers' Home and at the Normal School. Mr. McKinley was a lover of humanity—a friend of the common man, of whatever race or color. He was profoundly interested in all undeveloped races, and especially in the Negroes as forming so large a proportion of our population. It was fitting that one of this race should have been among those who helped to disarm his assailant. He appreciated highly Mr. Washington's work at Tuskegee and made the school a memorable visit in February, 1899. In his speech on that occasion, he said: "Integrity and industry are the best possessions which any man can have and every man can have them. They make happy homes; they achieve success in every walk of life. They give one moral and material power. There is no good citizenship without them. They are indispensable to success; they are invincible". No better illustration could be found of the truth of these words than President McKinley's own career. In life he was an honorable Christian gentleman and statesman; in death, a Christ-like soldier. With General Armstrong, he put "God and country first"; himself afterwards.

dollars to transport might have been produced by the missions themselves, while their production would have afforded the most valuable kind of education. This article emphasizes what Hampton is continually preaching—that we need to follow the Great Master and help men enter into life and into more abundant life; and that cannot come to them merely through a knowledge of books.

The last report of the American Marathi Mission of Western India under the American Board, shows how the famine has forced upon the workers there also, the necessity of industrial training. As the report says: "It is incumbent on us not only to see that the 3000 famine children taken under our care are fed and clothed, given some schooling and trained in Christian character, but they must also be guided in some honorable occupations by which they can both earn a decent livelihood and be able to support Christian institutions hereafter." The report goes on to tell of the opening of a factory for wood- and metal-work, where articles are to be made for profit, which is a training school for fifty boys, each boy receiving at first one pice a day if he is industrious and capable, this amount to be increased as his value as a laborer increases, half of the money going toward a fund which shall help to establish him later in business. In another place a farm school has been started. Some boys are trained in tailoring and some in trading. At still another station various industries are being planned, such as poultry raising, sewing, preparing raw wool for weaving, cooking and housekeeping for the girls, farming, weaving country blankets, country carpentry, sheep herding and preparing charcoal and lime for market.

The Anarchist Problem

The death of President McKinley by an assassin's hand has emphasized the fact, of which many have long been conscious, that there are a large number of people whose minds have been so warped by long years of oppression that they look upon the rulers of the nation as well as the prosperous members of the community as their enemies.

We talk about conquering race prejudice in ourselves, and it is most important that we do so. It is hard for us to realize, however, that there is a stronger prejudice on the part of a large portion of the community toward us than it is possible for us to feel toward them. The oft-quoted remark of the Indian boy who said, when he was asked by his teacher what he thought of white men before he came to Hampton, "I thought they were devils", shows a state of mind that is not confined to Indians or to colored people. It is probable that a large proportion of the outrages in the South are outgrowths of this feeling of prejudice against another race. So eminent a sociologist as Professor Goldwin Smith of Toronto, in a recent letter to one of the New York daily papers, accounts in this way for much of the crime in the South. But this condition of affairs is not confined to any part of the

country. Anyone who is acquainted with the foreign quarters of any of our large cities is familiar with a type of face that tells of years of oppression and a bitterness that is the direct result of it. The assassination was the expression of a feeling that is widespread; namely, hatred of rulers and of those who govern the business world by reason of their great wealth.

We have heard much since the President's death of the passing of laws to prevent this sort of thing in the future, we have also heard many suggestions in regard to the transportation of anarchists to some island of the sea—similar counsel to that which advises the deportation of the blacks or the extermination of the Indian. All these suggestions are utterly futile. Wise laws may help, but the only solution of the problem lies in the proper education of these people, bringing to them the proper moral and religious ideas, changing and improving their homes and bringing them in touch with the best thought and feeling of this land of liberty to which they have come.

Field Work among the Indians

In her usual forceful way, Miss Annie B. Scoville pleads, in a recent article, for more thoroughly trained field matrons and farmers among the Indians. She has been spending part of the summer among the Sioux, and has been impressed with the necessity of helping the women of the tribe to a better knowledge of home life.

The difficulty of the Indian's passage from the old life to the new can only be understood by one who has lived among them. Speaking of the Sioux mothers, Miss Scoville says: "They are strong women who once faced life bravely, made their huts and clothes, planted corn and looked well to their families, but the life they understood went with the old days. The white man's way is perplexing and, as they say, how can they learn except some one pity them? The trouble encountered in endeavoring to induce the men to farm and live after the white man's way, the writer thus describes: "The government tried to civilize these Indians by issuing wagons and they used them to feed the ponies from; stoves, and they knocked off the tops and used them over the camp-fire; cows, and the Indian saw in them what he had in the buffalo—meat—and ate them up."

Our Indian government schools have done excellent work and their teachers deserve all praise, but what is needed vastly more than the teacher in the school-room is the Christian missionary worker, who shall act, as Miss Scoville says, as "doctor, nurse, cook, farmer, teacher, seamstress and general counselor." Just such work as this is being admirably done by Miss Anna Dawson, one of Hampton's early graduates, who has been for six years field matron on the Fort Berthold reservation in North Dakota.

THE SOUTHERN WORKMAN. June 1872

into the field at the same time." To a prayer-meeting which had just been exhorted that repentance was never too late, for a sinner blown up in a powder-mill could make his peace with Heaven before he fell to the earth, Father Taylor said, "Do not trust to such a chance, brethren—dont wait for your dying hour before you repent —*perhaps you never will be blown up in a powder-mill!*" Somebody once asked him why he was not called "Dr. Taylor"—why they did not make him a doctor of divinity? "I suppose it is because my divinity never needed doctoring," was his answer.

Father Taylor, and the Young Preacher.

On one Monday morning, by the special invitation of a Methodist minister, I, a Congregationalist minister, was present at "The Ministers' Meeting" which science constituted for his use, the wide realm of the material heavens, shall not He who sitteth upon their circuit be able to know all that transpires upon the earth, which he has made the resting-place of his feet? Let the three little words at the head of this article not be forgotten, but let young and old remember the great truth which they contain. "Thou God, seest me."

General U. S. Grant.

We present to our readers a portrait of General U. S. Grant, President of the United States. Born in Ohio, in April, 1822; he graduated from West Point in 1839. He followed General Scott and Taylor in their Mexican Campaigns, and distinguished himself by bravery and good judgment. He was there associated with General "Stonewall Jackson," General Robert E. Lee, and many others whose whose names have passed into history.

Temperance.

The Counsellor.

Every individual in society is expected to contribute something to its advancement and interest. We remember to have read many years ago, of a company of tradesmen who united themselves into a mutual benefit society, and each one had to contribute to its support.

First, the blacksmith came forward and said:

"Gentlemen, I wish to become a member of your association."

"Well, what can you do?"

"Oh! I can iron your carriages, shoe your horses, and make all kinds of implements."

"Very well, come in Mr. Blacksmith."

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A VISIT FROM PRESIDENT ARTHUR.

On the thirteenth of last month, President Arthur made his first official visit of inspection to the Chesapeake National Soldiers' Home, and afterwards visited the Normal School, accompanied by Secretary Lincoln, with his little son Abraham, Hon. Rutus Ingalls, U. S. Quartermaster-General, Senator Hawley, of Connecticut, Senator Edmunds, of Vermont, who has been boarding with his family in the vicinity of Hampton for some weeks, Hon. Martin Maginnis, delegate from Montana, Commodore S. R. Franklin, U. S. N., and others. After seeing the students march into their dining hall, the Presidential party drove through the grounds, and visited some of the buildings, after which the school was assembled in the chapel of Virginia Hall, and sang some plantation songs and glees for the entertainment of the distinguished visitors, and short, kindly addresses were made by the President, Secretary Lincoln, and Senators Hawley and Edmunds.

In introducing President Arthur, the Principal told the students of his well-known, brave championship of the slave, in the courts of New York, in 1855, and requested them, as a matter of interest to one who had thus proved his sympathy for their race, to make the same avowal they had once made to President Garfield, letting him know by rising how many of them had been born in slavery. Perhaps three-quarters of the school rose, a larger proportion than might have been expected by one who realized how fast we are leaving the war behind, and a touching sight to all who appreciated its meaning to them.

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General Hawley, thus called out, responded by saying:

"You are used, no doubt, to what we say at such times as this. I will only say that the thought which has been running through my mind as we have sat here is, that all the people in this land are now absolutely free. You are absolutely free, and the only reason for talking about blacks and whites, as far as the law is concerned, has passed away. You own yourselves now. The time was when the law was nursing your race—now the time has come when you must stand on your feet, and do for yourselves. And that is the reason why such a school as this is so deeply interesting. Go out from it to live up to its teachings. I should feel personally disappointed ever to hear of any graduate from here who failed to be worthy of these advantages."

The Principal replied:

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men and their race I answer: We own ourselves—give us a chance to *be* ourselves, which now we have not. The nation has freed us—but in our weakness and ignorance we need its help to teach us to use our freedom."

He then introduced Secretary Lincoln, who was greeted with enthusiatic applause, and responded:

"One of the last things I expected to do here to-day was to say anything. I thank you for your reception, which I know was for the name I bear, the name of one who felt always a great interest in the colored race, because he felt that it had been long and greatly injured. It was the labor of his life, to repair, as far as he could, that injury, by giving you the right to your own labor. As it happened, that right was given to you before he died, and that, as General Hawley said, is your path of progress. I hope you will all take it."

Senator Edmunds, being introduced, said pleasantly:

"Time flies, and I can but say ditto to all that has been said. I will only say further to you all—my young friends, Indians and all: In one sense we are not free—in one sense every one of us is a slave, or ought to be—a slave to Duty, a slave to Virtue—to that law which would compel each one to do always that which is honest, brave, and good. So, my young friends, of both races, when you go home to the prairies of the West, or the sunny fields of the South, remember this, and ever obey that master."

Southern Workman.

DEVOTED TO THE INDUSTRIAL CLASSES OF THE SOUTH.

VOL. XI. HAMPTON, VA., MAY, 1882. NO. 5.

the further question: How is the State to be protected aginst his vote, and how is its safety to be secured while he is protected in his rights? And that question receives fearful emphasis from the facts just stated.

That the Government has the same right to send forth the school-master that it has to send forth the recruiting sergeant, and for the same reason, cannot be denied except by a solecism in logic and common sense too obvious to require consideration. That it has been urged to do so by many of our wisest and best Chief Magistrates; and that it has done so many, many times, from its very organization, is a mere matter of history, which ought to be so familiar that no one entrusted with the duty of legislating for its welfare, need ask for Constitutional power or repeated precedent to justify the action which is now sought. The last four Presidents have only repeated in urgent language what the first five had strongly urged, when they asked that the general Government shall take prompt and efficient action in providing for the general diffusion of knowledge as necessary to the safety of our institutions; and if Congress shall make liberal appropriations either from public lands, from proceeds from sale of public lands, or from surplus revenues in the treasury, it will only repeat what has been done many times from 1787 down to 1862.

C. C. PAINTER.

Washington City, March 18th, 1882.

THE JOHN F. SLATER FUND.

John F. Slater, a manufacturer of Norwich, Conn., has decided to give $1,000,000 for the education of colored people of the South, the fund to be put into the hands of trustees, under the laws of the State of New York. The trustees are to be Ex-President Hayes, Chief Justice Waite, President Gilman, of Johns Hopkins University, the Rev. Dr. Phillips Brooks, of Boston, Governor Colquitt, of Georgia, James P. Boyce, of Kentucky, William A. Slater of Norwich, the son of the giver, and John A. Stewart, William E. Dodge, and Morris K. Jesup, of New York. Ex-President Hayes is to be the first president. Mr. Slater, in a letter explaining his gift and his aims, says:

"The general object which I desire to have exclusively pursued is the uplifting of the lately emancipated populations of the Southern States and their posterity by conferring on them the blessings of Christian education. The disabilities formerly suffered by these people, and their singular patience and fidelity in the great crisis of the nation, establish a just claim on the sympathy and good will of humane and patriotic men. I cannot but feel the compassion that is due in view of their prevailing ignorance, which exists by no fault of their own. But it is not only for their own sake, but also for the safety of our common country, in which they have been invested with equal political rights, that I am desirous to aid in providing them with the means of such education as shall tend to make them good men and good citizens—education in which the instruction of the mind in the common branches of secular learning shall be associated with training in just notions of duty toward God and man in the light of the Holy Scriptures.

The means to be used in the prosecution of the general object above described, I leave to the discretion of the corporation, only indicating, as lines of operation adapted to the present condition of things, the training of teachers from among the people requiring to be taught, if in the opinion of the corporation, by such limited selection the purposes of the trust can be best accomplished, and the encouragement of such institutions as are most effectually useful in promoting this training of teachers.

* * * * * * * * *

It is my wish that this trust be administered in no partisan, sectional, or sectarian spirit, but in the interest of a generous patriotism, and an enlightened Christian faith, and that the corporation about to be formed may continue to be constituted of men distinguished either by honorable success in business or by services to literature, education, religion, or the State."

John F. Slater is a son of John Slater, who, with his brother Samuel, was a pioneer in the work of cotton spinning in New England. In 1806 the two brothers, with Almy & Brown, formed a partnership for the establishment of an extensive mill property at a point about thirteen miles north of Providence, R. I., a village which has been known as Slaterville.

About 1822, John F. took the leading interest in what have since become the famous Amoskeag Mills, of Manchester, N. H.

John Slater had three children, who are now alive, all born at Slaterville—John F. the present giver; William S., of Providence, president of the Worcester and Providence R. R. Co., and the Rhode Island Locomotive Works; and Elizabeth.

John F. Slater was trained to the industry in which his father and uncle were engaged, and in 1834 was sent to take charge of their mill at Jewett City, where he lived until about the year 1840, when he took up his residence in Norwich. Upon the death of their father in 1843, John F. and Wm. T. Slater, formed a partnership. In 1872 they separated, William taking the Slaterville property, and John F. that at Jewett City. A few years before this time, Edward P. Taft, of Providence, with three or four others, organized a company to engage in manufacturing on the Shetucket River, four miles above Norwich. The mill village at that point is now known as Taftville. In 1869 the corporation was reorganized with a capital of $1,500,000, Mr. John F. Slater being one of the principal stockholders and president of the company ever since. The Ponemah mill was completed and the machinery started November 16, '71. Its one roof, nearly one-fourth of a mile in length, covers a larger cotton manufacturing business than any other in America, although there are two or three concerns which, in a group of adjacent buildings, do more than this. *Exchange.*

THE Slater fund of one million dollars, to be devoted to the training of Negro teachers, is the gift of a representative New England man. Probably no charity has ever touched the Northern or the Nation's heart or sense as more wise and timely.

Since emancipation, New England has assumed peculiar charge over the manhood and development of the ex-slave. More is yet to come from that quarter for this cause.

Its purpose, its grip in this matter, is characteristically determined. Wise and well-done work for the welfare of the "despised races" of America will not suffice. Such effort is watched studiously by many who will help it along, and finally crown it with adequate endowment.

Our Southern schools do not need full endowment just now; that would set them on one side; they would cease to be a living issue, and public interest and sympathy would take other directions.

But they need all the resources that private benevolence can bestow to build up accommodations for the steady increase of students and to maintain teachers. "Bricks and brains" just now is the demand. When the *maximum* is reached, the tendency will be to establish foundations at well approved places. We must not complain of a long probation.

The advance of ideas at the South was never so rapid as now. Bourbonism is fast passing away. The right of every man to himself, and to make the best man that he can of himself, by the use of his unimpeded energies, has overshadowed aristocratic notions. Schools of both races are fuller then ever before; note what Dr. Mayo says of North Carolina, in another column.

The part of the North is to send and support its best heart and brain and skill to lift up the destitute but deserving and determined youths of the South. Here Mr. Slater's gift applies. It will suffice for the free tuition which must be made practically free to Negro youth, and help in a measure those who cannot pay for board and clothes besides. If it shall yield say $50,000 a year, it would aid 550 students, allowing each one, say $90 per annum.

Fourteen years' experience at Hampton has shown the capacity of the average Negro youth to pay, by his labor, much over half his board and clothing bills, and that but little more than free tuition is required for him. Help first those who help themselves.

The best work of Christian philanthropy is to *create chances* for men.

The Slater fund, by creating chances for 550 men a year for all time, will prove a god-send to our country. To make the teachers is to make the people.

This noble gift of a private citizen is an example and a reproach to our sluggish Congress, which is bound to fit the freedmen for freedom as much as to give it to them. We trust that the measure now pending to provide special aid for primary education in the South will not fail to pass, and to open a wide way for the thousands who are waiting for the light.

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DEATH OF THE POET LONGFELLOW.

The death of the venerable and beloved poet Longfellow, so soon after the almost national celebration of his last birthday, has brought a sense of personal loss into homes high and humble, all over our land. He was the poet of the people. All the breadth of his culture and learning served to increase the range of his sympathy with common humanity, and his power of interpreting it to itself. If, as Tennyson beautifully says of him, he

"Sings
To one clear harp in divers tones,"

the tones are always those which echo in every heart. So his simple words and measures, never straining after effect, always have one. The very commonness of some of his verses show their power. How many young souls have caught strength and inspiration from the Psalm of Life, and the Builders, and Excelsior, how many hearts have been soothed by the magic of this master—

"Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start."

It is pleasant to think of our first martyred President Lincoln, obsessed under the crushing burdens that almost overwhelmed his great soul, by the grand closing apostrophe in Longfellow's "Building of the Ship," that he heard for the first time from a friend; and how his deep eyes filled with tears as the lines were quoted to him—

"Thou, too, sail on, O ship of State,
Sail on, O Union, strong and great!
Humanity, with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
* * * * * * *
"In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee, are all with thee."

There is no class of people in this country who should cherish Mr. Longfellow's memory more tenderly than the freedmen should. Like all the rest of the great poets of America, who, with Bryant, have begun to pass away from us, he has always given his voice for freedom and justice to the oppressed, and has happily lived to sing "the glad evangel of liberty through all the land to every inhabitant thereof," and the new song of love.

"So perish the old gods;
But out of the sea of time
Rises a new land of glory
Fairer than the old.
Over its meadows green
Walk the young lords and sing

"Build it again
O ye lords,
Fairer than before!
Ye fathers of the new race,
Feed upon morning dew,
Sing the new Song of Love."

FACSIMILE DOCUMENT
FROM

202/456-6218

BACKGROUND

HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668
Home Of The
"Fighting Pirates"

DATE: 5/1/91

TO: PEGGY DOOLEY, WHITE HOUSE RESEARCH

FROM: TIM ALLSTON, SPECIAL EVENTS CONSULTANT

4 **PAGES - IF ANY - TO FOLLOW THIS SHEET. PLEASE NOTIFY SENDER OF ANY MISSING PAGES.**

CALL (804) 727-5384 or FAX (804) 727-5084

MESSAGE:

PER YOUR INITIAL DEADLINE. MORE TO FOLLOW TOMORROW

TW

Hampton University News Release

(4/25/91 #61) FOR IMMEDIATE RELEASE

9,000 HIGH SCHOOL STUDENTS VIE FOR 1,000 HU FROSH SLOTS

Hampton, VA-- Nine applicants are competing for each available slot in Hampton University's upcoming freshman class, according to figures released from the school's admissions office today. Dean of Admissions, Dr. Ollie Bowman reported that his office has received approximately 9,000 applications for admission to the university for the 1991 Fall semester. Letters of acceptance have gone out to 2,500 of those applicants.

The number of applications has steadily increased in the last several years. Figures from 1990 showed the largest increase, up 16 percent from the previous year. This year's figures mark a 6 percent increase from 1990.

According to Hampton University President William R. Harvey, "The university expected an increase of applications this year, but did not expect the percentage to rise as much as last year due to the state of the economy."

(more)

HU applications 2-2-2-2-2

The College Board recently released figures on the colleges who received the largest number of SAT scores sent by high school students. Hampton was sent 10,682 SAT scores by black high school students which put the university in the number two spot in the country for receiving the largest amount. These figures afford Hampton the opportunity the pick "the cream of the crop", and to boast as having one of the highest average SAT scores of entering freshmen among historically black colleges and universities.

The Office of the Executive Vice President annually polls the freshman class to examine the reasons that students choose to attend Hampton. Seventy-five to eighty percent of the freshmen surveyed claim that they chose Hampton because of its excellent academic reputation.

In addition, Dr. Bowman has discovered through informal surveys, that many students choose Hampton because of its modest size. "Students like the idea of getting to know their professors. It encourages intellectual stimulation. With a student/faculty ratio of 16 to 1, that close interaction is not only possible, it's a part of the 'Hampton experience.'"

(more)

HU applications 3-3-3-3-3

The average SAT scores of Hampton's freshman class could be higher than it is, were it not for Hampton's traditional commitment of helping less advantaged students obtain a higher education. Twenty percent of the university's freshman class annually consists of students whose promise for an education may have been inhibited by lack of economic, social and/or educational opportunity.

These students are accepted to Hampton through the Summer Bridge Program which admits students into the summer session to help prepare them for the academic challenges they will face at the university. Successful completion of this program is mandatory for Fall admission for this particular group of students.

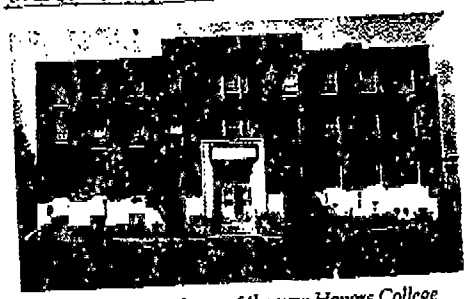
In an attempt to address the crisis that exists for black males in the country today, the university has also initiated the program HOPE (Hampton's Opportunity Program for Enhancement). This program is designed to provide an opportunity for black males who lack academic preparation needed to matriculate at Hampton University. Special mandatory study sessions and tutorial sessions are provided for the participants. Students will remain in the program for one year. At year's end, the student must have met or exceeded the minimum retention standards established by the university.

STUDENT AFFAIRS

Another area that has experienced substantial growth is the area of student personal development, unrelated to the formal academic programs. The growth of our student population and developments in Student Affairs further attest to the University's overall progress during the last decade.

The student body increased some 123% over the past ten-year period. The increase in the size of the student body was accompanied by an increase in the academic preparation of the students entering the University. A report prepared by the Office of Administrative Services in 1979 revealed that students attending Hampton University were academically less well prepared than were first-time students attending colleges throughout the nation, as indicated by SAT scores. For example, in 1978 the average SAT score for the nation was 141 points higher than that for students attending Hampton University. Following 1978, the gap between the average SAT score for the national average and the average for students entering Hampton began to close. In 1987, for example, the average SAT score at Hampton exceeded that for the national average. In 1988, the average SAT score exceeded that for the nation by fifteen points. During this ten-year time period, SAT scores increased by 187 points for Hampton University students, but only ten points for the nation. The increase in the academic preparation of the students as measured by SAT scores resulted from specific university actions designed to achieve this goal. One such activity was the President's Scholars Program.

The University initiated the President's Scholars Program for freshmen in 1979. Members of this program become members of the newly initiated Honors College. Students selected for the Scholars Program receive an academic award based on their SAT scores, with stipends ranging from $1,000 to full room, board and tuition costs. Since implementation, the cost of the program has grown from $75,000 a year to over $300,000 per year.



Honors Dormitory, home of the new Honors College

As members of the Honors College, students are assigned advanced courses; are exposed to numerous intellectual activities, such as special lectures, workshops, and conferences; and live in the Honors Dormitory. The cost for occupancy in this dormitory is less than the normal cost for dormitory living. Although the Honors College is in an embryonic stage, it is expected to expand into one of the milestones at the University.

The University also has in place a comprehensive program of student activities. Since 1978, these programs have been substantially upgraded and expanded. Presently, approximately ninety chartered clubs and organizations are available to students and are designed to complement, support and enhance the academic program. These clubs and organizations fall into the following groups:

- Greek Letter Organizations
- Class-related Clubs and Organizations
- Honors Organizations
- Campus-wide Organizations
- Student Leadership Training Program

The Student Leadership Training Program is one of the more unique student activities. Leadership training is provided for students through workshops, retreats, and seminars. Beginning in 1978, under the direction of Dr. Greer Wilson, the program annually selects approximately 150 students for participation. The Student Leadership Training Program has received widespread national recognition, and members of the staff and the leadership group have assisted several other colleges in developing similar programs.

During the period between 1978 and 1988, student publications have vastly improved in quality. Major publications include *The Hampton Script*, *The Hamptonian*, and *The New Voice*. These publications have received awards on the national, regional and local levels.

To assist students with residential living, several years ago the University established a program for residential life. The objectives were to provide the highest quality of life for all students; to provide each student an opportunity for additional personal growth and development through educational, social, recreational and cultural programs; and to provide a residence hall atmosphere conducive to academic achievement. Lectures and workshops for dormitory residents are vital components of these programs. Although students are not required to participate in these activities, a vast majority of students do. Topics treated in the program include, but are not limited to drugs, AIDS, family planning, health care, and a variety of other subjects. The program is well received by students.

Strong support for the program of residential life is provided by the Student Health Center, which is committed to the concepts of health protection, health prevention and health promotion. To this end, the Health Center, during the last decade, developed and implemented a comprehensive health education program which is very beneficial to the University community.

Another strong feature of Student Affairs is its provision of cultural arts activities, which have continuously improved over the last decade. Among the many activities available to students are the Musical Arts Series, periodic performances by the Virginia Symphony, the Virginia Choral Society, the Hampton Arts Commission Great Performers Series, the Hampton Players series, faculty recitals, and choir and dance concerts by both internal and external groups. Over the last five-year period, the cultural arts series has sponsored the following performers:

Dance Theatre of Harlem
Chuck David and the African Dance Ensemble
The Cleo Parker Dance Co.
Maya Angelou
Dorothy Redford
Paul Goodnight
Tyronne Geter
Elton Flax
Elizabeth Catlett
Persis Jennings
Richard Mayhew
Claude Clarke
Junius Redwood
Najee
Marilyn Thompson
Delfield Marsalis
Peral Williams
Synegal Singers and Dancers
The Dimensions Dance Theatre, Inc.
Robert Mayo
Dr. Margaret Burroughs
David McDonals
John Biggers
William Tolliver
William Owens-Hart
Delphine and Romain
Phyllis Hyman
Pieces of a Dream
Case Me Down Production
Jean Carne
Hooks Gospel Tour
Connie Parker
Commissioned
Marcus Thompson
Gerald Albright
Handel's Messiah

Through these and similar programs, the Student Affairs area has significantly augmented the University's efforts to provide meaningful academic and cultural enrichment activities for its students.

NAME	AFFILIATION	TEL #
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Brian Montgomery (Press)	"	"
Leo Tonet	"	"
Lucy Muckerman (Press)	"	"
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Katherine Edwards	University Relations	(804) 727-5253
☆ TIM KAISER	Special Events Consultant Hampton University	(804) 727-5754 766-1625
Doug Adair	WH Cabinet Affairs	202/456-2800
Finis E. Schneider	HU Communications	(804) 727-5412
B.J. ROBERTS	HU CAMPUS Police	(804) 727-5259
LARRY LANDRUM	WH comm AGCY	(202) 395-4040
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U. Mercer	Hpt. Univ. Police/Security	727-5461
JOE WATKINS	WH PUBLIC LIAISON	(202)456/7845

Pres. Office
804/727-5231

Coliseum 838-5650
Omni: 873-66664
Rm 922 N.N. 283-66664
staff 902-909

The Scorpions

HAMPTON UNIVERSITY — May 12 Hampton, VA

Mrs. Simmons Ceremonial
Dr. Snyder - Communications

Dr. Ernestine Robinson
exec. asst to Pres.

Hampton Coliseum (indoor)
12/13,000
1000 grads

Hon Degrees - POTUS; Ella Fitz / Maya Angelou

Senior Class Pres. Carvel Lewis

700 sigs. over 1½ month

Wm. Howard Taft - Chair of Board

Hampton Roads → Chesapeake Bay
Mansion House; Gen. Armstrong

Football Hampton Pirates
basketball - CIAA champions
tennis - ~~a~~ have been natl. champs

Emancipation Oak - unmarr. proc read under ~~the~~ the tree

Dr. Harvey - fundraising, tennis

Jessie Brown
Dr. Wm. ~~Hear~~ Kearney - Mass Media

CO @ ~~Langley~~ Fairmont Hampton

DOUG GAMBLE

424 - 36th Place
Manhattan Beach, CA 90266
(213) 546-6409

May 10/91

TO: CHRISTINA MARTIN

2 Pages

HAMPTON UNIVERSITY (Tony Snow)

I WAS TOLD THAT PRESIDENT HARVEY WANTED THIS YEAR'S SPEAKER TO BE THE MAN HE MOST ADMIRED. BUT SINCE ARTHUR ASHE COULDN'T MAKE IT, I'M FILLING IN.

I COULD TELL THAT PRESIDENT HARVEY IS AN AVID TENNIS PLAYER. WHEN I SHOOK HIS HAND HE CORRECTED MY GRIP.

I PLAY BOTH TENNIS AND GOLF, AND I'VE BEEN DESCRIBED AS A CROSS BETWEEN JACK NICKLAUS AND JIMMY CONNORS. I PLAY TENNIS LIKE NICKLAUS AND GOLF LIKE CONNORS.

THIS HAS BEEN QUITE A WEEK. MY HEALTH HAS HAD ALMOST AS MUCH PUBLICITY AS MADONNA.

LAST SATURDAY WAS QUITE AN EXPERIENCE. MY HEART HASN'T FLUTTERED LIKE THAT SINCE THE NIGHT I FIRST MET BARBARA.

WHEN I WAS IN THE HOSPITAL LAST SATURDAY, SOMEONE ASKED IF I THOUGHT THE POWERS NECESSARY TO RUN THE COUNTRY SHOULD BE TRANSFERRED OVER. I SAID "I SURE DO, BUT I DON'T THINK CONGRESS WILL GIVE THEM TO ME."

MORE...

TO: CHRISTINA MARTIN - HAMPTON U. (CONT'D)

PEOPLE IN NEIGHBORHOODS I'VE TRAVELLED THROUGH WERE GLAD WHEN I FINALLY TOOK OFF THE ELECTRONIC MONITORING DEVICE I WAS WEARING TO TRANSMIT CONTINUOUS ELECTROCARDIOGRAMS TO THE DOCTORS. EVERYTIME MY PULSE RATE INCREASED, GARAGE DOORS WOULD OPEN.

IT'S ONE THING FOR BOTH ME AND BARBARA TO HAVE THE SAME THYROID CONDITION, BUT I'LL CONSIDER IT TAKING TOGETHERNESS TOO FAR IF MY HAIR ALSO TURNS WHITE.

AS BARBARA SAID LAST NIGHT "DON'T SAY I'VE NEVER GIVEN YOU ANYTHING."

I DIDN'T MIND THE DOCTOR EXAMINING MY THYROID, BUT I WANTED TO MAKE SURE HE WASN'T A DEMOCRAT BEFORE I LET HIM PUT HIS HANDS AROUND MY THROAT.

WHEN I GOT INTO POLITICS I KNEW THERE WOULD BE TIMES WHEN I'D HAVE TO EAT CROW, BUT I NEVER BARGAINED ON HAVING TO DRINK RADIOACTIVE IODINE.

AT LEAST THE RADIOACTIVE IODINE SERVED A PRACTICAL PURPOSE. I WANTED TO GO RIGHT TO SLEEP LAST NIGHT BUT BARBARA WANTED TO READ, SO SHE USED MY GLOW AS A NIGHT LIGHT.

I'LL TELL YOU SOMETHING ABOUT THAT RADIOACTIVE IODINE I HAD TO DRINK. IT MAY HAVE BEEN "LESS FILLING," BUT IT DIDN'T "TASTE GREAT."

Webster Franklin

To Peggy

Date 5/9 Time 12:00

WHILE YOU WERE OUT

M Cathy McNamara

of Polyeconomics

Phone 201 - 267 - 2515

Area Code Number Extension

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date Time

WHILE YOU WERE OUT

M Jack Clerk

of US Dept of Educ

Phone 401 1341 or 0413

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL	X		

Message

JAS

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5/7 Time 2:10

WHILE YOU WERE OUT

M Harper Wilson

of 1

Phone 324-2614
Area Code Number Extension

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To

Date Time

WHILE YOU WERE OUT

M

of

Phone 401-3026
Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Prussia - 1763
public

Sally McElroy
Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5/8 Time 10:15

WHILE YOU WERE OUT

M David Simon

of Justice Dep

Phone 514-3845

Area Code Number Extension

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5/8 Time 9:00

WHILE YOU WERE OUT

M David Walters

of

Phone 395-3583

Area Code Number Extension

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			✓

Message

Top ~~Bo~~ + 4 Tigers

Get EC

Exp ↑

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5/8 Time 10:35

WHILE YOU WERE OUT

M Mr. Fusse

of ~~Hampton Hampton~~

Phone you have the # (Area Code / Number / Extension)

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message about Hampton Speech

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5/9 Time 10:40

WHILE YOU WERE OUT

M David Simon

of Justice Dep.

Phone 514-3845 (Area Code / Number / Extension)

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5-7 Time 4:55

WHILE YOU WERE OUT

M Bill Tafoya

of

Phone 703 640 1226

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL	X		

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date 5-7 Time 4:55

WHILE YOU WERE OUT

M Bob Bork

of US Trade

Phone 6120

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL	X		

Message

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date _____ Time _____

WHILE YOU WERE OUT

M ~~Kim~~ Allston

of Hampton Univ.

Phone 804 - 727 - 5754

Area Code Number Extension

TELEPHONED		PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message (orporations
Desert Storm 5000

~~Mark James~~
Carvel Lewis -
804/245-2825

Operator

727-5691

AMPAD EFFICIENCY® 23-023 CARBONLESS

To Peggy

Date _____ Time _____

WHILE YOU WERE OUT

M Patty

of Dep of Educ

Phone 401 - 3078

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message
Jack Klenk -
Ctr. for Choice
401-1341

Operator

AMPAD EFFICIENCY® 23-023 CARBONLESS