The TUSKEGEE MESSENGER

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1881 -::- Fiftieth Anniversary -::- 1931



I learned at Hampton that those who are the happiest are those who do the most for others.

Booker T. Washington

Edward Freeman

The Tuskegee Normal And Industrial Institute

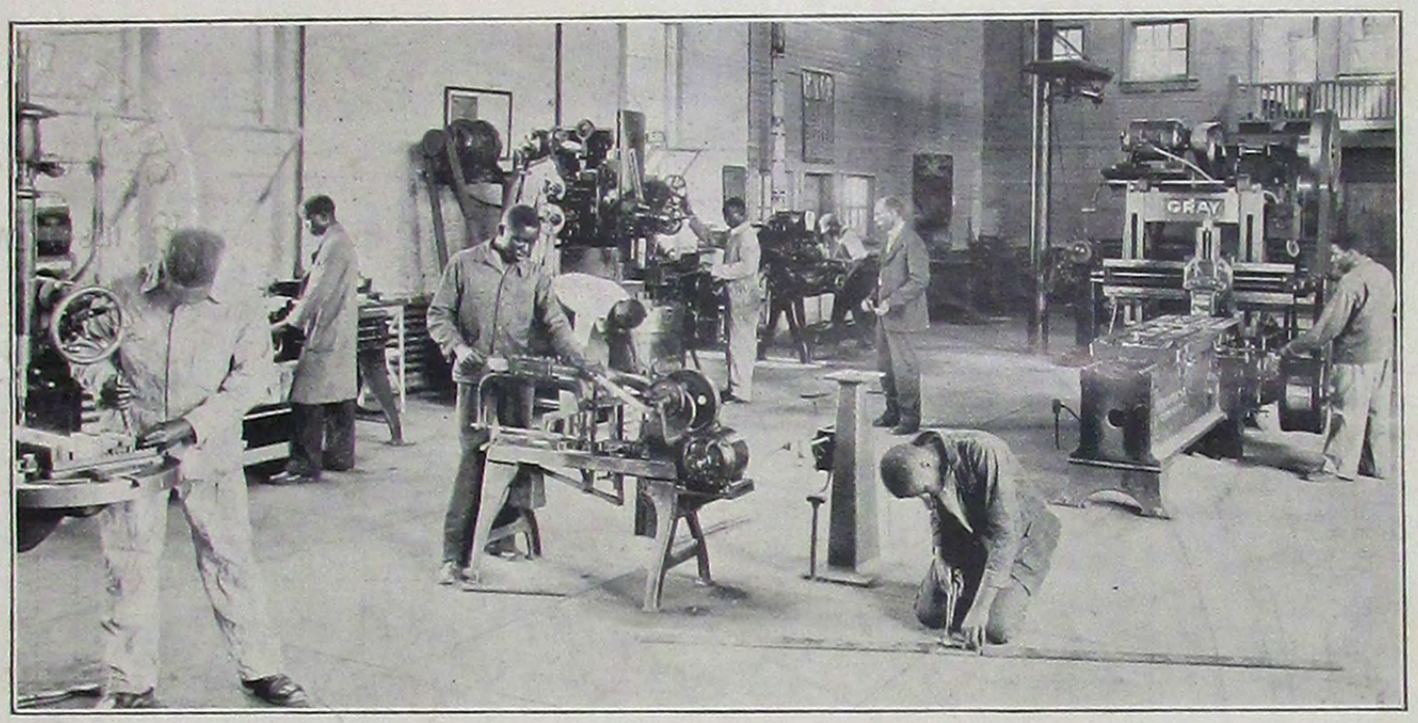
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"Tuskegee is not merely Alabama's or the South's but the nation's and the world's. It is a place of a great public service."

—From State Superintendent of Schools in Alabama

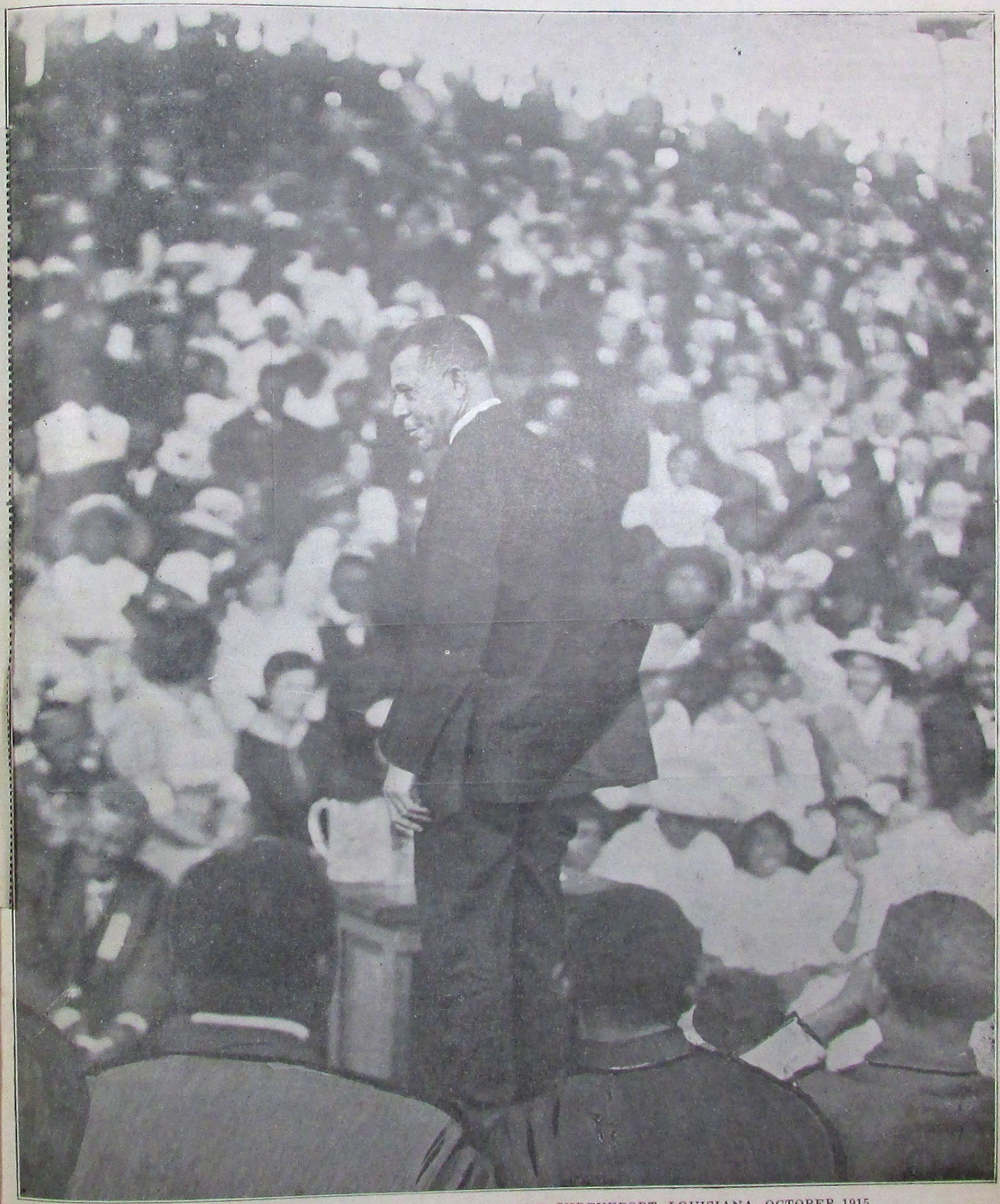
ROBERT R. MOTON, *Principal*

WILLIAM H. CARTER, *Treasurer*

TUSKEGEE INSTITUTE, ALABAMA

The Tuskegee Messenger

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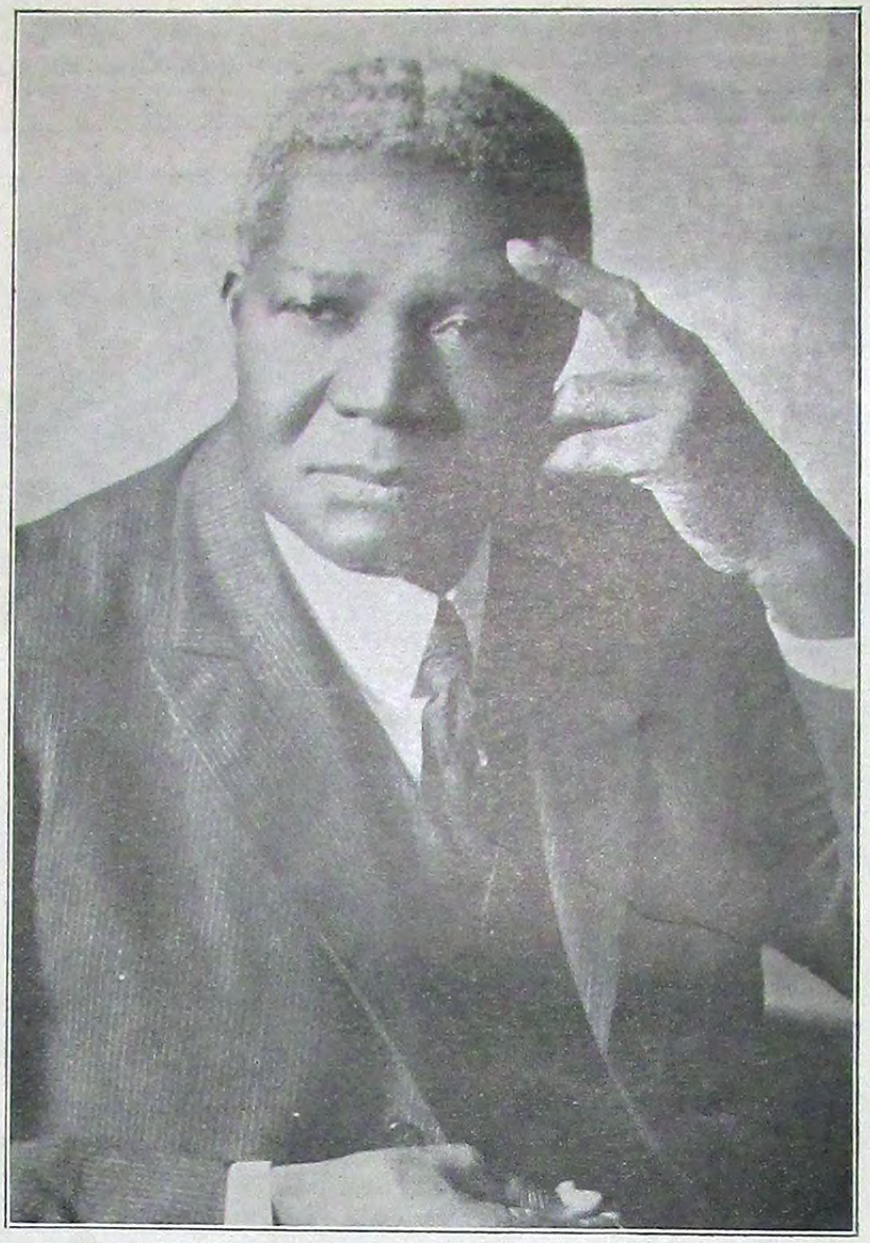
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LAST PHOTOGRAPH OF BOOKER T. WASHINGTON, SHREVEPORT, LOUISIANA, OCTOBER 1915

Principal Moton Interprets Tuskegee Founder's Achievements

Principal Moton appears among the speakers at the Fiftieth Anniversary celebration at Tuskegee Institute only at the invitation extended him by President Hoover to share in the radio program which was the climax to the occasion. He steadfastly resisted the urging of his staff to take some part, aside from presiding, in the exercises; but no amount of insistance from his associates could overcome his reluctance to make himself conspicuous by taking a speaker's part on the program. His address confirms the judgment both of his co-workers and of President Hoover.

As successor to the Founder, Principal Moton has served the Institute for a little more than fifteen years. Under his administration, the institution has expanded in every direction. The success of the anniversary celebration was but a climax to the achievements which he has wrought upon the foundation laid by Booker T. Washington.



By Robert R. Moton
Principal of Tuskegee Institute

WHAT HATH GOD WROUGHT! What a miracle in human relationships! Just sixty-six years ago, almost to the day, after four years of the fiercest and most bitter struggle ever waged on American soil, two great Americans faced each other at Appomattox. Tears were coursing down the cheeks of both. One, General Robert E. Lee, handed his sword to General Ulysses S. Grant. That great soldier handing it back to General Lee said: "I cannot accept the sword of so great a soldier. You have won it. Keep it."

For the past three days now the sons and daughters of those soldiers who fought in the Confederate Army under Lee and of the soldiers who likewise fought in the Federal Army under Grant, have, to complete the triangle, been meeting and communing with the sons and daughters of the former slaves over whom the war was fought. During these days they have been thinking and talking under the lengthening shadow of one great man, and that man a Negro, born a slave.

It would seem that fifty years would furnish ample time for the reasonably accurate evaluation of a man or a movement. During these days we have properly talked about Booker T. Washington—what he was, what he did, how he did it and why he did it. By his life and work Booker Washington not only added emphasis and dignity to a new educational idea, but he set in motion a great moral and spiritual force that transcends any pedagogical principle, a force that operates at the base of all human relationships.

It has been said of him that on these barren rolling hills he made two blades of grass grow where one grew before. But he did also what was of much greater importance—he was able by tact and wisdom. self-sacrifice, and a patient courage to make two friends where there had been two enemies before. He did more than any other man to make this nation, North and South, think of the Negro in terms of justice and equality, in terms of manhood and womanhood, in terms of American citizenship with all that term connotes—to think of him as one who should, in the providence of God, be permitted to enjoy every privilege, every opportunity afforded under the American flag, according to the measure of his merit. Who knows but that Abraham Lincoln, Samuel Chapman Armstrong and Booker T. Washington, with a great cloud of other witnesses, are looking on and rejoicing with us in all that has happened during these days. I like to think that they are!



Alumni with the Principal and the Chairman of the Board of Trustees

President Hoover Appraises Tuskegee Institute

President Hoover, at one stroke, lent distinction to the Fiftieth Anniversary celebration of Tuskegee Institute by initiating the proposal, in response to Principal Moton's invitation to broadcast his remarks as part of a half-hour radio program in which the Principal also should speak along with some other representative of the educational interests of the nation, which honor fell to President Harry Garfield of Williams College. Tuskegee has twice been called upon by President Hoover to serve the nation. First, when in 1927, as head of the Mississippi Flood Commission, he asked Dr. Moton to organize a special committee to investigate conditions among Negro flood sufferers and act in an advisory capacity to the American Red Cross in distribution of aid. Again, when President of the United States, he asked Dr. Moton to act as chairman of a commission which he himself should nominate, to study and make recommendation concerning educational conditions in Haiti. The work of this commission was completed in the summer of 1930 and the report published by the State Department in February, 1931. In these and other ways the President has expressed his confidence in the work of Tuskegee Institute.

The radio program, as arranged by the President, extended from 4:30 to 5:00 p. m., and carried beside the addresses referred to, singing by the Tuskegee Choir, directed by Mrs. Portia Washington Pittman, the daughter of Tuskegee's Founder. A nation-wide hookup arranged through the National and Columbia Broadcasting systems carried the program to all parts of the United States, to Canada and to the West Indies.

It was a busy day for President Hoover, who was prevented from attending the celebration at Tuskegee in person by a long standing engagement to address the Pan-American Union in Washington on the same day. Later information indicates also that the President left the opening game between the Senators and the Athletics in Washington when the score between them was tied at the end of the eleventh inning, in order to fill his appointment with Tuskegee Institute.



By Herbert Hoover
President of the United States

I CONSIDER IT A GREAT PRIVILEGE to take even a small part in this celebration of the Fiftieth Anniversary of Tuskegee Institute. Established half a century ago by Booker T. Washington through initial aid from the State of Alabama, it has grown into a great national educational institution devoted to the development of the Negro race and maintaining at all times a leadership in its advancement.

It is now over sixty years since the Negro was released from slavery and given the status of a citizen in our country, whose wealth and general prosperity his labor has helped to create. The progress of the race within this period has surpassed the most sanguine hopes of the most ardent advocates. No group of people in history ever started from a more complete economic and cultural destitution. The Fiftieth Anniversary of the founding of Tuskegee marks at the same time almost the semi-centennial of Negro progress. Within that period the race has multiplied its wealth more than 130 times, has reduced its illiteracy from 95 per cent to 20 per cent and reduced its death rate by one-half.

It has risen to the ownership of more than 750,000 homes, has accumulated property to the value of billions, has developed a far-reaching internal network of social, religious, and economic organizations for the continued advancement of its people, has produced leadership in all walks of life that for faith, courage, devotion, and patriotic loyalty ranks with all the other groups in our country.

The greatest single factor in the progress of the Negro race has been the schools, private and public, established and conducted by high-minded, self-sacrificing men and women of both races and all sections of our country, maintained by the states and by private philanthropy, covering the whole field of education from primary school through to college and university.

These public and private schools particularly under leadership of Tuskegee and other universities and colleges have been the most effective agents in solving the problems created by the admission to citizenship of 4,000,000 ex-slaves without preparation for their new responsibilities. That such a revolution in the social order did not produce a more serious upheaval in our national existence has been due to the constructive influence exerted by these educational institutions whose maintenance of further development is both a public and private duty.

The nation owes a debt of gratitude to the wisdom and constructive vision of Booker T. Washington, the Founder of Tuskegee. His conception of education based fundamentally upon vocational and moral training has been worthily continued by his able successor, Dr. R. R. Moton, who likewise deserves the gratitude of the nation for his many contributions to the solution of one of our most difficult national problems. His ability and sanity and modesty have been powerful forces in progress and good will.

We have still many problems to solve in this matter and no section of our country is without its responsibility or without room for progress and improvement. I am convinced that there are within the Negro race, as the result of these institutions of which Tuskegee stands in the first rank, a body of men whose leadership and unselfishness can be depended upon to accomplish advancement and adjustment.

A notable example of the proper spirit of the approach in sane handling of these problems is that developed in our Southern States by the Interracial Commission. This movement developed in the area where problems of interracial adjustment are presented on a large scale, has been represented in its leadership and directed by the best element of both races working in effective cooperation for the good of each and rendering valuable service to the whole country.

Tuskegee Institute has greatly contributed to this movement. There can be no solution either in the communities or government that is not based upon sympathetic understanding and absolute justice.

Tuskegee has thus made a notable contribution not only to the day-to-day training of the members of its race for their part in the life of the nation, but its leaders have made a higher contribution to the adjustment of interracial problems which must awaken the gratitude of the nation.

Impressionistic Sketch of Tuskegee Institute Semi-Centennial

Lester A. Walton, of New York City, was invited by Principal Moton to direct the Institute Press Service in connection with the Fiftieth Anniversary celebration, and to assist in the preparation of this special edition of The Tuskegee Messenger covering all the events of the celebration. Mr. Walton is a journalist of more than twenty years experience, having served for nine years as special correspondent to The New York World. Beginning his career on the leading daily newspapers of St. Louis, Missouri, he became and was for ten years managing editor of The New York Age and subsequently a feature writer for the Metropolitan dailies, notably The New York World, from which journal his writings were quoted in newspapers and periodicals in all parts of the world. Articles by Mr. Walton have also appeared in Current History, The Outlook, and other magazines.

By Lester A. Walton

TUSKEGEE INSTITUTE'S EXERCISES in joint celebration of its Fiftieth Anniversary and Founder's Day was a jubilee of jubilees; a spiritual and intellectual feast; a fascinating and inspiring word picturization of a marvelous cycle of fifty years.

The event was epochal, attracting widespread attention. It was of great historic significance to Negroes in particular and to the American public in general. The press of the nation manifested unprecedented interest notable for its unanimous expression of good will and acclaim in its news and editorial columns.

The President of the United States lent added dignity to the auspicious occasion, personally extending felicitations over a coast-to-coast radio hookup.

For three days and nights the floodgates of inspired eloquence were opened wide. Prominent men and women of both races graphically unfolded interesting chapters of Tuskegee Institute's kaleidoscopic progress from lowly beginning to world-wide eminence; extolled the prophetic vision, creative genius and indomitable perseverance of its illustrious Founder; cited his unparalleled accomplishments; spoke in high praise of his successor, Robert R. Moton, and the gratifying development of so big and important a work.

And the attendance: A spectacle to behold! Record-breaking in numbers, cosmopolitan in make-up. A pageant in itself—vibrant, picturesque, orderly, pulsating with enthusiasm and excitement. Visitors from the four corners of the land and from foreign shores; from the city and the country. Different racial groups. Various shades of skin pigmentation and opinion. Everybody in holiday mood and holiday dress. All motivated by one compelling impulse—to worship at the shrine of Booker T. Washington. A veritable pilgrimage to Mecca!

Trustees Given Rousing Welcome

The exercises did not officially begin until Sunday, April 12. However, they were informally set in motion Saturday evening, the eleventh, with the arrival on the Institute grounds of a special train bringing Trustees and visitors from New York, Washington and Hampton Institute, and a little later another bringing a group of alumni and friends from Chicago.

Members of the parties were given a rousing and spectacular reception by the Principal and Executive Council as hosts. A huge bonfire of pine knots and stumps shed a flaring flood of festive light. The Institute band dispensed a medley of tuneful melodies with gusto. Cheering students formed an impressive background, intermittently lifting their voices in song.

When the meeting, greeting and serenading were over the commandant and his aides escorted the new arrivals to motor cars which conveyed them to their respective stopping places in halls and dormitories.

Ideal Weather Conditions

Sunday dawned clear and warm. It was made-to-order weather. All nature seemed to smile. For days previous rain had fallen irregularly. But now the cloudless sky was one vast canopy of azure blue. The friendly sun rays were cordial, but not uncomfortably so. Gentle breezes made merry, wafting an aroma of fragrance from blossoming flowers. The rolling 100-acre campus was alive and aglow in the exuberance of a radiant springtime. The grassy carpet, young, fresh and green, was yet unscorched by midsummer's torrid heat. The Cherokee rose, pansy, marigold, iris and petunia in the bud; wisteria, Japanese cherry, wild crabapple and Japanese honeysuckle in bloom; trees of oak, elm, cedar and holly resplendent in vernal attire. A semi-tropical setting of great natural beauty.

Morning worship in Chapel at eleven o'clock. Sermon by Dr. M. Ashby Jones, pastor of the Second Baptist Church, St. Louis, Missouri, and former president of the Commission on Interracial Relations, Atlanta, Georgia.

The colorful parade of students to Chapel was witnessed by scores of spectators along the line of march. First, the Institute band of sixty pieces playing, "Onward Christian Soldiers." Next, the girls, seniors of the college and high school attractively dressed in white, and those of other classes in white blouses, blue skirts and blue felt hats. Then the Institute battalion. Spick and span wearing blue uniforms, the officers in white duck trousers, they walked with measured step. Shoulders thrown back and looking straight ahead, they showed the fine results of rigid training under the high standards of the R. O. T. C. in command of the highest ranking Negro officer in the United States Army.

Dr. M. Ashby Jones' Eloquent Sermon

Dr. M. Ashby Jones, son of General Robert E. Lee's chaplain in the Confederate Army, delivered the anniversary sermon. It was sincere and courageous as it was eloquent. Pleading for real democracy in the United States, he was unsparing in his characterization of those who would preordain any new-born babe to an inferior station in life, advocating equality of opportunity for all. His impassioned spiritual appeal made a profound impression on his hearers and was reflected in the addresses of other speakers throughout the celebration.

Noon brought the arrival of a special train from Chicago, 150 representative Negroes from the "Windy City" swelling the steady incoming stream of humanity.

A community-sing Sunday afternoon in the Chapel was participated in by a dozen choirs from the rural districts of Macon County. By oxcart, truck, wagon, flivver and afoot they arrived. Negro spirituals were sung in their original form. With spontaneity and abandon they rendered "Way in the Kingdom," "I Live, Yes I Live On," "I Never Shall Forget the Day," and "I'm Goin' to Lay Down My Life for the Lord."

A touching scene: The Rev. Ben Brave (Ohitica) of Norris, South Dakota, who was a resident of "The Wigwam" at Hampton Institute when Booker T. Washington was "housefather" to the Indian students, placed a wreath on the Tuskegeean's grave, saying:

"I come today to pay tribute to one who was my teacher, counsellor and friend; one whose encouragement, aid and advice have been of invaluable help to me in the work which I have been able to do. My coming here today is merely to pay tribute which is due him who achieved. In your sacred memory I come to offer a prayer and this wreath in appreciation of your blessed memory."

Then dusk fell. Chapel services at 7:30, Bishop Robert E. Jones, presiding bishop of the New Orleans Area of the Methodist Episcopal Church was the principal speaker. Bishop Jones etched a vivid picture of

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Cadet Regiment Passing in Review

Tuskegee Institute's First Fifty Years: An Interpretation



Dr. Anson Phelps Stokes, was for five years, and until two years ago, a Trustee of Tuskegee Institute, to which he gave the full benefit of his twenty-one or two years as secretary of Yale University, and as a leader in philanthropic effort in all parts of the world. Tuskegee Institute is indebted to other members of the Stokes family, almost since its very beginning, for the generous support and encouragement without which the school in its present proportions would not have been possible. By tradition and association, Dr. Stokes became the appropriate person to deliver the Founder's Day Address, which should interpret the fifty years of Tuskegee's history and achievements.

His full address, inclusive of notes and appendices, approximately 25,000 words, will be published in pamphlet form and may be obtained by writing to Tuskegee Institute.

By the Rev. Anson Phelps Stokes, D. D., LL.D., (President of Phelps-Stokes Fund and Canon of Washington Cathedral)

1—Pre-History

IN THE SPRING of the year 1881—just after the close of that period of strenuous efforts and tragic blunders known as Reconstruction—four factors were effectively united for the first time in the lower South in an educational movement to help the Negro. These four—all of vital importance—were the Negroes themselves, the southern white people, the government and northern philanthropy. Substantial elements in all these groups wanted to advance the cause of Negro education, and equally important, they agreed on the main lines of a policy. Each was worthily represented.

The Negroes were represented by Lewis Adams, a former slave of Tuskegee. He was highly regarded by all the best elements in the community and it was he who first urged the establishment of a normal school for his race in the town. He had never had a day's formal schooling, but he could read and write, and had learned in slavery to be a tin-smith, and when during the Civil War tin for ordinary industrial purposes was not procurable, he also learned to be an expert shoemaker, and harness-maker. (*Up From Slavery*, page 120). He had several apprentices in his work shop and could not alone meet the demands for training the local Negro youth for industry. This made him specially anxious to have a good school started. He organized in 1890 the teaching of his three trades at the Institute.

The government of Alabama was represented by two members of the State Legislature from Macon County—W. F. Foster, in the Senate, and Arthur L. Brooks in the House—who secured the passage of the Act establishing the school. They were elected with the support of the colored voters, Lewis Adams having pledged this support to Colonel Foster with the definite understanding that they would actively aid a proposal for the establishment of a Negro Normal School in Tuskegee. Colonel Foster assented, stating that he would be as glad to advance the best interests of the Negroes as he would that of the white people. They carried out their promise, the bill being passed by the House in December, 1880, and by the Senate, February 8, 1881. It was signed February 10, 1881, by the president of the Senate and approved by the Democratic Governor of Alabama, Hon. Rufus W. Cobb. It proposed "to establish a Normal School for colored teachers at Tuskegee," and to contribute $2,000 a year to this purpose—a contribution which be it said to the honor of the state was later increased and has been continued up to the present.

The white citizens of the South—descendants of its old-time slaveholding aristocracy—were represented by George W. Campbell, a merchant and banker of Tuskegee, father of the present honored vice-chairman of the Institute's Board of Trustees. He was deeply sympathetic with Lewis Adams' plan and, although not one of the original Board of Commissioners appointed for the proposed school, he succeeded Mr. Dryer as a member and as chairman soon after the original act was passed. He had the wisdom to ask his nephew, Moses Campbell, to communicate with various institutions including Hampton Institute regarding the securing of a principal. This he did at the suggestion of this friend, James Thomas Murfee, a Virginian deeply interested in the cause of the Negro, who was president of Howard College in Marion, from which the elder Campbell and others interested in the proposed scheme had graduated. (Letters from Hobson Murfee, March 28 and April 3, 1931.)*

The philanthrophy of the North—deeply interested in the education of the freed Negroes—was represented by Samuel Chapman Armstrong, a former General in the Union Army. He was born of pioneer New England and Pennsylvania missionary stock in the Hawaiian Islands, where he had seen the value of industrial training, and was educated at Williams College. During the Civil War he had become specially interested in the Negro as a commander of Negro troops, and at its close as superintendent of the Freedman's Bureau of the Ninth District of Virginia, and with the aid of the American Missionary Association he had opened in 1868, on land obtained for the purpose the previous year, a school at Hampton for the moral and industrial training of Negro youth. This was formally incorporated as the Hampton Normal and Agricultural Institute under a charter of the General Assembly of Virginia in 1870. It was General Armstrong who recommended Booker Washington to be the Principal of the Normal School being started in Tuskegee.

Such were the four "conspirators," representing four different groups, in one of the most pregnant movements in educational history. They were all as one in believing that the Negro people of Alabama—only 16 years out of slavery (The 13th Amendment was ratified in 1865)—needed education, and that the problem of properly educating the former slaves of the state—who at the time of emancipation numbered 435,132, or about one-third of the total population, could only be met by training Negro teachers.

The state had passed through troubled waters as a result of the aftermath of the Civil War, but during the previous decade there had been substantial progress. In 1871—only ten years before—the University of Alabama had been reopened; in 1872 the State Agricultural and Mechanical College in Auburn was founded; in 1873 the first State Normal College—for whites—was opened at Florence, and in the same year the first State Normal and Industrial School for Negroes, near Huntsville, now known as the Alabama Agricultural and Mechanical College at Normal in the extreme north of the state, was founded; while in 1876-7 the state legislature provided for a state system of public education with a state superintendent.

In a word, public education was beginning to be in the air and although the white population was receiving the greater share of attention the Negroes were not entirely overlooked. In the year 1880, just prior to the founding of Tuskegee Institute, 72,-007 of them, averaging 50,184 daily, were in 1,512 public schools, albeit the average school term was only 67 days and the total appropriation for all public schools in the state both white and colored was only $397,465, or less than the budget of Tuskegee alone last year. (*Southern Workman*, January 1882, Vol. XI, No. I, page 5).

It was under these conditions that the legislature passed the Act "to establish a Normal School for colored teachers at Tuskegee." Its first part is sufficiently important to be given here:

"SECTION 1. Be it enacted by the General Assembly of Alabama, there shall be established, at Tuskegee, in this state, a normal school for the education of colored teachers. . . . .

SECTION 2. Be it further enacted, there is appropriated out of the general school revenue, set apart to the colored children, the sum of two thousand dollars, annually, for the maintenance and support of the school;

SECTION 3. Be it further enacted, the school shall be under the direction, control and supervision of a board of three commissioners, who shall consist of the following persons, to-wit: Thos. B. Dryer, M. B. Swanson, and Lewis Adams, who may fill any vacancy that may occur in the board of commissioners.

It is specially interesting to note that this Board named by the State of Alabama under its new constitution, 1875, and after the close of the Reconstruction period, included a Negro as well as two white men. Of Lewis Adams we have already spoken. Mr. Dryer was a leading merchant and planter living in Tuskegee. He was ill at the time, so took no part in the founding of the school and died June 8, 1881, about two weeks before it opened.

Mr. Swanson was a substantial merchant and one of the best educated men in Tuskegee.

Under these circumstances there was little progress and a communication was printed in The Tuskegee News, complaining of the delay. This led Mr. George W. Campbell, as a public-spirited citizen to become specially interested, and after a conference with Mr. Lewis Adams, he was chosen, apparently with the approval of the governor, to take the place of the then incapacitated Mr. Dryer. From this time on until his death in 1905 he was the leader in the movement as far as the white people of Tuskegee were concerned, serving as the chairman of the Board of State Commissioners and also of the Board of Trustees after its foundation. Thus, through Mr. Adams, Mr. Campbell, and their associates, provision was made for that happy cooperation between the races in the final determination of all policies which has always marked the Institute, and which will, we trust, continue for all time. As we consider these events in the first half of 1881 let us remember that although we rightly call Dr. Washington "the Founder" of this Institute it was made possible by this far-sighted preliminary action by the State of Alabama.

II—Booker Washington and the Founding of Tuskegee Institute

The stage was now set for the first attempt on the part of the state government in Alabama, or in any one of the Gulf states, to tackle seriously the problem of Negro education through the training of teachers. A cooperative spirit on the part of the four groups named was assured, but nothing could be done without a leader. In the providence of God the leader appeared in the person of Booker Washington. The life of this truly great man is told with extraordinary modesty, humor and vividness in *Up From Slavery*—one of America's classics.

Born as we now know from the records in the family Bible of James

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TUSKEGEE INSTITUTE'S FIRST FIFTY YEARS

(Continued from Page 5)

Burroughs, his owner in slavery, on a large plantation near Hale's Ford Post Office, Franklin County, Virginia, 45 miles from Lynchburg, on April 5, 1856 (*Tuskegee Student*, January 22, 1916; quoting Tuskegee minutes); ignorant of his father's name, valued in his owner's inventory when five years old at $400; (*St. Louis Post Dispatch* editorial, December 26, 1915); living for about the first seven years of his life with his brother, sister and honored mother, who was cook for the plantation owner, in a one-room log cabin about 14 by 16 feet square without wooden floor or glass windows; sleeping "on a bundle of filthy rags laid upon the dirt floor" (*Up From Slavery*, page 5; quotations are from the edition published in 1923 by Doubleday, Page & Company, with introduction by Hon. Walter H. Page of North Carolina, afterwards Ambassador to Great Britain); living almost entirely on corn bread and pork with now and then a glass of milk or a potato and two large spoonfuls of molasses from "the big house" on Sunday; wearing only a flax shirt, whose roughness was a living torture; removing after emancipation to Malden in the Kanawha Valley in West Virginia, the family belongings being all carried in a cart; working in the salt furnace and the coal mine; beginning to teach himself how to read from a "Blue-back" Webster's spelling book; studying under Mr. William Davis, a colored man and a former Union soldier, by whose presence at the age of about 85 we are honored today; at the first night school to be opened for colored people in the region at a time when not a single one of them in his neighborhood could read a book (*Up From Slavery*, page 27); working faithfully for the good, but strict Mrs. Lewis Ruffner of Charleston, West Virginia, at $5 a month, while snatching every minute he could for study (Thrasher, *Tuskegee*, page 10); starting off at the age of 16 to drive and walk the 500 miles to Hampton to satisfy his thirst for an education; spending several nights under the side-walk in Richmond, while unloading pig iron in the day time to get money for his meals; passing the famous test of recitation room-cleaning to enter Hampton—four times with a broom, three times with a dust cloth; not knowing whether to sleep over, beneath or between the sheets that were provided him; gaining here through character and industry the position of janitor; paying off his debts by summer work in a restaurant; graduating with the respect of all in 1875; teaching the school in his home-village of Malden, where he also taught Sunday school, and started a night school, a debating society, and a reading room; spending a winter studying at Wayland Seminary in Washington; returning to Hampton to deliver the "post-graduate address" on "The Force that Wins"; becoming a member of the Institute staff as a sort of "house-father" to the Indian young men" (*Up From Slavery*, page 97); and taking charge of the newly established "night school" there.

Such in brief was the career of our hero up to May, 1881, when at the age of 25, on the suggestion of General Armstrong and, apparently, with the concurrence of the whole Hampton family, young Washington was chosen to lead the new Normal School in Alabama. Unfortunately the original correspondence between Mr. Murfee, Mr. Campbell and General Armstrong has been lost, but the letter of the last named made such an impression that the memory of its wording has been handed down almost verbatim in Mr. Campbell's family. It was: "I know of no one better qualified to take charge of that school than one of our graduates, a bright mulatto, who had two years' experience in charge of our Indian boys and training at Wayland Seminary. His name is Booker T. Washington." (Letter from Major Moton, April 4, 1931).

He reached Tuskegee early in June. Fortunately a letter has been found from him under date of July 14, 1881, which gives a contemporary account of the humble origins of this great institution. It is so important that I shall quote two paragraphs:

. . . "I opened school last week. At present I have over forty students—anxious and earnest young men and women. I expect quite an increase in September and October. The school is taught, at present, in one of the colored churches, which they kindly let us have for that purpose. This building is not very well suited to school purposes, and we hope to be able to move to a more commodious place in a short time. The place referred to is on a beautiful and conveniently located farm of one hundred acres, which we have contracted to buy for $500. The state pays for tuition. The farm I hope to pay for by my own exertions and the help of others here. As a rule, the colored people in the South are not and will not be able for years to board their children in school at $10 or $12 per month, hence my object is, as soon as possible, to get the school on a labor basis, so that earnest students can help themselves and at the same time learn the true dignity of labor. An institution for the education of colored youths can be but a *partial* success without a boarding department. In it they can be taught those correct habits which they fail to get at home. Without this part of the training they go out into the world with untrained intellects and their morals and bodies neglected. After the land is paid for, we hope to get a boarding department on foot as soon as possible.

"The good will manifested towards the school by both white and colored is a great encouragement to me to push the work forward. I have had many kind words of encouragement from the whites, and have been well treated by them in every way. The Trustees seem to be exceptional men. Whether I have met the colored people in their churches, societies, or homes, I have received their hearty cooperation and a 'God bless you.' Even the colored preachers seem to be highly in favor of the work and one of the pastors here, fifty years old, is one of my students." (*Southern Workman*, Vol. X, No. 9, September, 1881, page 94; for complete letter see Appendix II).

The letter is extraordinarily important and characteristic, and strangely enough, as far as I can find out, it has not been reprinted in fifty years. The Principal makes no reference to discouragement for, as he later tells us: "As I now look back over my life I do not recall that I ever became discouraged over anything that I set out to accomplish" (*Up From Slavery*, pages 65, 66). There was, however, no suitable building but only a rather dilapidated shanty near the African Methodist Episcopal Zion Church together with the church itself as a sort of assembly room" (*Up From Slavery*, page 110) and no equipment or money for equipment, and a boarding place so primitive that occasionally his landlady would hold an umbrella over him while he ate breakfast and a student would do the same in the classroom. He shows his interest in making a first hand inspection of the conditions of the colored people that the school may really help them meet the actual needs which confront them; he has much to say of the friendly and cooperative interest both of the white people and the Negroes in the venture; of the importance of agriculture both as a help to self-support and as an object lesson in "the true dignity of labor"; of the need of emphasizing "correct habits" of living; and so on. Here is in embryo the doctrine expounded a thousand times later at the Negro conferences at Tuskegee in the great Atlanta Exposition address in 1895 and elsewhere. It was what Washington had learned from Armstrong and Hampton adapted to meet the conditions in the "Black Belt" of Alabama.

The following account of the actual starting of the school was dictated in Mr. Work's office a few years ago by Mr. William Gregory, one of the students who entered Tuskegee Institute on the day of its



Procession to Chapel—Principal Moton, Dr. Schieffelin, Hon. T. C. Walker, Dr. Stokes, Dr. Taylor, Vice-Principal, President Rush Rhees, Capt. Richardson, the Marshal

(Continued on Page 32)

The Evolution of a Vitalizing Idea



President Harry Garfield, of Williams College, is the spiritual and titular successor at that institution of the Mark Hopkins who inspired the Samuel Chapman Armstrong, who founded Hampton Institute and sent Booker T. Washington to Tuskegee. His father, the lamented President of the United States, was the friend of General Armstrong and a trustee of Hampton where he delivered his last public address before his untimely death. It was logically fitting that he should share the half-hour radio program with President Hoover and Principal Moton.

By Harry A. Garfield
President of Williams College

WE HAVE COME to express to you, Dr. Moton, and to all who are or have been connected with the Tuskegee Normal and Industrial Institute, our congratulations and best wishes. Tuskegee looks back over fifty years of accomplishments, of amazing and vital growth. Its roots are thrust deep into the soil of the Southland. Its spreading branches cover the whole of our broad land. As your Founder phrased it, "The idea of industrial education has permeated the whole race in every section of the country."

Topsy thought she "just growed," but influences of which she knew naught had conditioned and governed her life. The growth of fifty years has been penetrated and guided by the vitalizing force of a great idea.

Tuskegee has been fortunate in her leaders. Great praise is due to the captains over tens and the captains over hundreds, to all who have heard the causes between you during the half century of her existence. To all these we, by our presence here today, pay the tribute of sincere admiration. But none of you will think too little credit is given to these leaders and workers if on this occasion special mention is made of him who saw the vision, and of the Founder who led the way—Samuel Armstrong and Booker Washington. But I would not stop with them. There are two others, one who inspired the vision, and one who leads the way, bearing onward the torch, worthy successor of the other three.

I like to think of these four; two white men, two Negroes; two from the North, two from the South; differing widely in gifts, in racial inheritance, in training, yet actuated by a common motive; understanding one another's hopes and aspirations, believing in the brotherhood of man.

You know the story, how Samuel Armstrong's father and mother, missionaries in far off Honolulu sent their son to Williams College that he might come under the influence of Mark Hopkins. For nine hours a week during his senior year Samuel Armstrong sat at the feet of Mark Hopkins, whose philosophy has been called "the philosophy of common sense." That this philosophy remained with him until the end is evidenced by his own words, spoken at the anniversary of his old school in the Hawaiian Islands in 1891. He said:

"It remains to make the best of things. Those who are hopeless disarm themselves, and may as well go to the rear; men and women of faith, optimists, to the front. This is the Christian era. 'In hoc signo vinces' is the motto of the faithful; they are not afraid." This is great philosophy and it is common sense. It is indeed the philosophy of hand and head working in unity, for self-support, for self-realization, for the advancement of the world.

Mark Hopkins inspired Samuel Armstrong. Samuel Armstrong taught Booker Washington and Booker Washington equipped Robert Moton for his great task. The Founder not only carried on at Tuskegee the work of his master but explained and illuminated it as only one who studied and worked under General Armstrong could do.

The theory of industrial education is familiar to this assemblage and yet it seems appropriate that it should be stated briefly. It is fundamental to Tuskegee as it was to Hampton, as it has become to all people everywhere. In explaining the theory taught by General Armstrong, the Founder of Tuskegee explained his own mind. In clear luminous words he set forth "the dignity, the beauty and civilizing power of intelligent labor," and stated the object of Tuskegee in unforgetable words, namely, "to teach the Negro to lift labor out of drudgery and toil by putting thought and skill into it. "The education of the head, the heart and the hand," he said, "must go together . . . While we need classical and professional men, we need a still larger number trained along industrial lines." General Armstrong expressed the same thought in other words when he wrote: "A rounded character rather than mere technical skill is our point. . . . We hew from the raw material men who have come out of deep darkness and wrong . . . and care as much to infuse it with a spiritual life and divine energy as with knowledge of the saw, plane, and hoe."

Every race begins at the same point, but each race has a genius of its own and possesses gifts different from those of every other. Think for a moment of the diversity of gifts of individuals. Bodily powers do not differ very widely, certainly not as compared with the gifts of the mind. And the gifts of the mind are more closely parallel than those which find expression in music, art, literature, prophecy—in the imperishable things that have survived the ages.

The Pharaohs reared a great empire, conquered the world with glittering hosts, but the gifts of the spirit were to the Jews, the despised slaves of the Egyptians. Rome, proud mistress of the world, looked with contempt upon the Nazarenes. Her emperors beheld them thrown to the lions, torn asunder, tortured beyond words to describe, but the Roman Empire crumbled and the followers of the Christ multiplied. The gifts of the spirit live. Those of the body perished. I do not mean to intimate that you should cease to work with your hands—that industrial education should give way to programs more nearly resembling those of our northern colleges. That would seem to me a grave mistake.

But the training of the body is only part of our task. What of the mind and the spirit? The foundations have been laid. We must build upon them. The white man began his super structure long ago. He must now look to his plans and purpose. It behooves him to measure the strains upon the structure and determine whether what has been built is good. The Negro also has begun to build upon his foundation—the solid foundation of industrial education. As one of your leaders has said, the white race has a thousand years the start of the Negro. Who shall say which will be in the lead a thousand years hence. The forebears of the Anglo-Saxon race were hardly better than painted savages in northern Europe and the British Isles when the civilizations of the Orient were already old. Now is the time to build, for the Negro and for the white man. Labor we always must, but shall the building of the future be for the material things or for the imperishable things of mind and spirit?

The traveler in Egypt and Palestine beholds an amazing thing. In Egypt he gazes awe-struck upon the monuments of kings who sought to perpetuate their names until the end of time. He visits the great rock-hewn temple of Abu-Simbel, guarded by four seated images of Rameses II. On the left leg of one of the colossi is the oldest Greek inscription extant, yet the temple was there nearly seven hundred years before the inscription was made. But the temples, the tombs of the Kings and the pyramids, are empty.

In Palestine, standing on the heights at Nazareth, the traveler looks down upon the plain over which armies have swept in battle from the beginning until now. He stands on the spot where the child Christ stood, when, contrary to the teachings common about him, he knew that love and not hate should rule the world.

Jesus of Nazareth erected no monument. He left no record on tablet or parchment, but His spirit rules today in the hearts of men. The gifts of His spirit have survived. The works of the Pharaohs have perished. Their magnificent monuments are deserted. How then shall we build? Perhaps rather I should ask, what then should we seek to be?—for what we are, is reflected in what we do.

There is a grim old couplet that suggests a thought important to us at the present moment:

"The devil was sick, the devil a monk would be; The devil got well, the devil a monk was he."

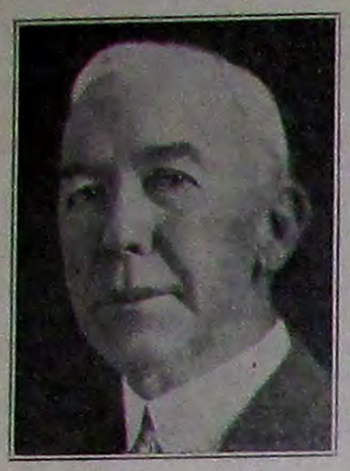
At the present moment the world is ill. A great depression has fallen upon us, retarding material progress and casting a deep gloom over the spirits of men. Some day we shall come out of it. Then what will you and we do? Shall we forget the misery of these times, the vast army of unemployed, the long bread-lines in our great cities, the plaintive cries of little children? Shall we forget all this and the thoughts we have given to the problems and turn joyously, nay rather madly, to the accumulation of wealth and more wealth? Shall we tear at one another and trample one another under foot in fierce competition for the material things of the world, or, remembering all that has gone before devote only so much of energy as is required to produce the necessities of life—food shelter, clothing, fuel, transportation—and the balance to the cultivation of the gifts of mind and spirit, to the development of the things that draw men together not to the things that thrust them apart?

Our economic friends talk to us of "economic goods." We all like them—I mean the goods. We all seek to possess them. It is fixed in human nature that we should. But if that is our main interest, if we cultivate merely the gifts of the hand and miss those that lead to the acquisition of things of higher value, they become economic evils, for they lead to competition that is fierce, destructive, and bloody. The development of the gifts of mind and spirit lead in the opposite direction, to cooperation, to friendliness, to the development of music and art and literature that is great, to prophecy that really teaches, to thinking that solves problems. Keyserling has said of the Negro in America:

"It is not in the least unlikely that the first original geniuses of the New World will belong to the black." Keyserling may be right, or he may be wrong, but certainly the Negro has al-

(Continued on Page 14)

The Fiftieth Anniversary Sermon



Dr. M. Ashby Jones is the son of the chaplain to General Robert E. Lee. Formerly pastor of the Ponce de Leon Avenue Baptist Church of Atlanta, Georgia, he was one of the founders of the Commission on Interracial Cooperation and successor to Mr. John J. Eagen as its second chairman. Dr. Jones delivered the Founder's Day Address at Tuskegee in April, 1921, which has been printed in pamphlet form and is distributed by the Institute in its efforts to promote interracial understanding and good will.

By M. Ashby Jones
Pastor of the Second Baptist Church
St. Louis, Missouri

ONE WOULD be insensitive indeed whose heart did not respond to the supreme significance of this occasion, sacred with its associations of the past, and prophetic of triumphs in the future.

First of all I shall follow the impulse of my heart and congratulate you upon the recovery of the health of your Principal. Indeed one is justified in congratulating the nation that the Principal of Tuskegee Institute has been restored to health and strength, for I know of no man who more perfectly incarnates the highest ideals of our Republic, translating them into the youth under his charge, than does Robert Moton.

Deeply appreciating the gracious privilege granted me in having a part in the celebration of this high day in your calendar, rather than the delivery of a formal sermon, I shall strive to lead your thought by suggestion as we seek to find the significance of this great school in the life of your people and the nation. What I shall have to say to you has been suggested by the incident in the life of Jesus, of His return to His own people in the little town of Nazareth. As they looked at him they were pathetically puzzled, and said to each other, "Is not this the carpenter?"

This young man had grown up among them in Nazareth, and during all of these years of close association, they had never discovered anything remarkable about Him. Then He went away, and all of Palestine was agog with the stories of His marvelous personality. Rumors had come back to them of His healing touch, of His commanding voice, and of the winsomeness of His personality. Now as they look at Him they are trying to make sure that He is the same young man. Yes, He is the carpenter, the son of Joseph and Mary, and He, together with His brothers and sisters, grew to manhood in their village. Thus they thought that they had completely circled His personality when they had given their definition in terms of heredity, environment, and vocation. Nowhere could they find any reason for His "wonderful works," and no place for any mystery. To them He is commonplace. So there is a tone of resentment in their voices. It is not because He went away from Nazareth, but because He had gone beyond their thought, and failed to fulfill the prophecy of their definition of His person.

The record says: "He could do no mighty works in their midst because of their unbelief." It was their attitude toward Him, which made Him impotent to help them. The indictment against Nazareth is, that it was necessary for this young man to leave home in order to be a great man. One can but wonder how many communities there have been in all lands and all times, against which this indictment could be made. How many stories of great men have the familiar preface: "He left home when a boy to seek his fortune." That means that he had to leave home in order to fulfill his destiny. When we remember how sensitive we all are to what other people think of us, it is not difficult to understand. In the early years of life the faculties and powers of one's personality lie latent within, and they only awaken to expression in response to the appeal of those about us.

It is for this reason that the definition which a community makes of the worth of its boys and girls is usually the prophecy of what they shall be. There is a spiritual law of demand and supply, as well as the economic law, and in some real sense each generation comes in answer to the demand of the former generation. Yes, the children are the answers to the prayers of the fathers. Poets and prophets, artists and musicians, statesmen and good citizens, are born out of the deep desire and the unconquerable faith of a community in its children. One who grows up within the paralyzing consciousness that those about him have no faith in his ability, can never come to his best.

On the other hand, no one can calculate the inspiration of a stimulating, tonic atmosphere of expectancy, where the air is vibrant with faith calling for the best. No wonder the question was asked derisively all over Palestine: "Can any good thing come out of Nazareth?" Certainly not if Nazareth can help it. God pity the community which can provoke the bitter satire of Jesus, "A prophet is not without honor, save in his own country and among his own people."

I am thinking of the Negro in the early 70's. He has just been legally emancipated from slavery. He stands now as if at the open door of his prison house, blinded by the light of a new day, and still shackled by poverty and ignorance. All about him the air is vocal with the verdict, he can never do anything but unskilled labor, and is incapable of being developed by education. There arises above this almost unanimous chorus of "he cannot," a voice from the shores of Chesapeake Bay saying: "You can, you can." It is the voice of an Armstrong whose faith is little less than a miracle of intuition. A ragged Negro boy in a West Virginia mine hears that voice, and something wakes up within him. In response he climbs out of that darkened pit, and goes on climbing until he stands on the platform of Harvard University. Now President Eliot is saying to him, as he confers a master of arts degree upon him: "Teacher, wise helper of his race, a good servant of God and country." What a genealogy! Out of the faith of Armstrong was born a Hampton, out of Hampton was born Booker Washington, and out of Booker Washington was born Tuskegee.

These people were following a true instinct, however, in attempting to account for Jesus by raising the question of His heredity. It is tremendously significant, whose son you are. Heredity is a very real and potent fact. Biologists no doubt are right when they tell us that at the birth of a baby there lie latent within its tiny body all the possibilities of future personality. Yet, how little we know of the vast range of those possibilities. Count back just twenty generations and a baby has more than a million ancestors. Think of the gathered currents of physical and spiritual forces which have poured in subtle and mysterious stream into its life. So unpredictable is the result, that any babe born into the world is an absolutely new force turned loose in society.

The reason is suggested by that ancient debate: "Which plays the most potent part in the development of character, heredity or environment?" When we stand by the cradle of a baby we are fronted with the most fascinating of all mysteries. Where will those tiny feet walk, and what will those hands fashion? What beauty will those eyes see? What

DR. JONES SAID:

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"With sympathetic insight, matchless in the story of education, General Armstrong determined to free the workman by making his work free. Washington brought that conception to Tuskegee. Work instead of being a suppression is here an expression of all forces of manhood.

"That deadly phrase 'keep the Negro in his place' means to shut him off from the challenging calls, and the daring visions of a larger and better life. The story of what Hampton did for Booker Washington, when it lured him from the limited environment of a coal pit, is a parable and a prophecy.

"Slavery degrades any work, because the workman does not participate in the purpose, the plans, or profits of the work. Those spiritual qualities of thought, responsibility, and hope, are not challenged and developed in the workman. It is not 'my work.' So slavery cursed, both for the Negro and the white man, manual labor, by allowing it to become a deadening definition of the man who did it.

"I would not have you ever to be ashamed of being a Negro, nor am I asking you to forget the traditions of your past, nor the ideals of your future as a race, but I will dare plead with you, and with my own race, that first of all we shall remember that we are human—that we are all children of one Father—and that human obligations come first."

music will those ears hear? What messages will that tongue deliver, and what impression will that personality make upon the world? It all depends upon what voices call to these sleeping powers, what prizes challenge those latent faculties, and what enterprises dare that soul to accomplishment.

John Ruskin said that when he was an eleven year old boy, he beheld for the first time snow crowned Mt. Blanc hanging like a pendant diamond in an azure blue of beauty. Instantly an artist awakened within his soul, and his life forever afterwards was dedicated to the expression of beauty. But suppose John Ruskin had never seen Mt. Blanc. Suppose he had been imprisoned forever within a narrowed, bleak, and dull environment. Would that most exquisite English critic of art and life ever have been born within an environment where he could never have heard the call of beauty?

Here is to be found the unforgivable sin of determining beforehand what the capacity of a baby is, and then imprisoning him within an environment fitted to this definition. If we determine beforehand that the baby has no capacity for art, music, literature, or government, almost inevitably we will wall his life away from every appeal of art, music, literature, and self-government. To do this is to be guilty of a psychic murder, for in a very real sense we choke within the soul the man that might have been. This is the real crime of slavery. Before the slave babe is born, the metes and bounds of his personality have been determined for him. That deadly phrase "keep the Negro in his place" means to shut him off from the challenging calls, and the daring visions of a larger and better life. The story of what Hampton did for Booker Washington, when it lured him from the limited environment of a coal pit, is a parable and a prophecy. It is told in that matchless Psalm of David: "Thou didst lift me out of a miry pit, and set my feet upon a rock and put a new song in my mouth." That is the story of every great educational institution, but wonderfully and sensationally true of Hampton and Tuskegee. The conventional words "teaching" and "education" do not begin to reveal the significance of these two schools. They are vantage points to which the race is lifted. Here it may get an uninterrupted horizon of life, and can see the opportunities of life, so that the soul of the race may have a chance to be awakened.

There has been a great deal of pseudo-scientific opinion delivered in recent years upon the comparative superiority and inferiority of races. If these deliveries were merely confined to academic opinions they would be of little importance, but they have often been translated into foreign policies by nations and wrought into statutes by legislators. They all express the verdict that an inferior people has limited capacities, and, therefore, must be kept within a limited environment. Incapable of a higher intellectual development their education must be limited. Incapable of self-government, their political freedom must be curtailed.

This judgment is supported by the argument, that having failed in the past to develop a civilization, they are, therefore, incapable of such development. It would be interesting to raise the question, what would have been the course of history if twenty centuries ago the East could have had the power to judge the West. By that standard our Nordic ancestors—naked, undeveloped barbarians in the north of Europe—would have been judged as an inferior race, and would never have been given a chance for racial or national development in the arts or in government. In the light of that story how dare we say that any people, no matter how backward today, may not lead civilization tomorrow?

Not only did the Nazarenes attempt to limit the life of Jesus to what they conceived to be His heredity, but they insisted that He should live the life of His vocation. "Is not this the carpenter?" carried the deadly inference that He should live a carpenter-kind of life. This is truly an old game of human nature of dividing men into classes, with their inevitable limitations. The curse of slavery lived long after its legal limitations had been broken.

Even after the Negro had ceased to be a slave, men continued to ask: "Is not this a slave-kind of man? Then he should do a slave-kind of work." I sometimes think that the test of the freedom of any social system can, in large measure, be made by its attitude toward its work. It is to be determined by whether work is to be a suppression or an expression of manhood.

Slavery degrades any work, because the workman does not participate in the purpose, the plans, or profits of the work. Those spiritual qualities of thought, responsibility, and hope, are not challenged and developed in the workman. It is not "my work." So slavery cursed, both for the Negro and the white man, manual labor, by allowing it to become a deadening definition of the man who did it.

With sympathetic insight, matchless in the story of education, General Armstrong determined to free the workman by making his work free. Washington brought that conception to Tuskegee. Work instead of being a suppression is here an expression of all the forces of manhood. Whether the task is to be a horseshoe or a symphony, it is to be the expression of the thought, the sense of responsibility, and the hope of the workman. The fundamental principle here is that the work shall not define the workman, but the workman shall make the definition of the work. You can't tell what a man is by what he does, but only by how he does it. We do a deadly wrong whenever we think we have defined a man by giving the name of his vocation or profession. No vocation or profession can ever express the completeness of any personality. To be a man is infinitely greater than to be a lawyer or a farmer, a mechanic or a merchant.

Yes, Jesus was a carpenter. He was not a play carpenter, but a real carpenter. He had no halo around His head, but there were shavings about His feet. He did not make chariots of fire, but yokes for oxen, furniture for houses, and even coffins for the dead. But if we are right in thinking that God found the most perfect expression of Himself in this man, then carpentry can express divinity. It is true also that He was the Son of Mary and Joseph, brought up in Nazareth, and so was a Jew living the life of His day. But it was neither as a carpenter, a Nazarene, nor a Jew, that He made His supreme contribution to human life. That was made out of the full consciousness that He was the "Son of man." I find here the fundamental principle underlying all I have been trying to say. Men only make their best contributions to human life, when the flood-tide of consciousness of manhood submerges every lesser consciousness of class or caste, party or church, nationality or race. Only when he speaks and acts as a man, does he speak a universal language, and express himself in universal sympathies.

I am convinced that every distinction which separates men into classes, revealing their differences, is to that extent a limitation to the powers of men. It means to some extent a consciousness of difference from those of other classes, and its tendency is ever inimical to others. When the Negroes were emancipated and the Civil War was over, the problem of rebuilding the social order in the South, as must always be true in community building, was to create a community consciousness; that is, the consciousness of those common interests which were to include the white people and the Negroes. The tragedy began when conscienceless politicians aroused an intense race consciousness in the Negroes, and led them to the polls to vote as Negroes, in the interest of Negroes.



AT THE CHAPEL DOOR

(Continued on Page 51)

Announcements from the Board

An important item of the program of Monday afternoon was a series of announcements by the Chairman of the Board of Trustees concerning gifts to the Institute during the current year, and the action of the Board of Trustees in designating memorials on the campus to officers and workers of the Institute who have contributed signally to its development.

Gratifying to all concerned was the announcement that subscriptions had already been received in the amount of $750,000 towards the million dollar Fiftieth Anniversary Fund which had been set up as a goal and placed before friends and alumni of the institution in commemoration of Tuskegee's semi-centennial. Encouraging in itself, the fact was all the more significant in view of the wide spread effect of the economic depression which prevails at the present time. The Chairman also said that prospects were bright for the completion of the fund in the near future.

Included in the amount named was a gift of $300,000 from an unnamed donor for the erection of a building as a tribute to Thomas A. Edison, same to be known as the Thomas A. Edison Engineering Building.

Announcement was made also of the gift of $20,000 from an unknown donor for the establishment of the Chellis A. Austin Memorial Fund, in honor of the late Chellis A. Austin, a Trustee of the Institute and treasurer of the investment committee of the Board of Trustees. At the time of his death a little more than a year ago, Mr. Austin was president of the Equitable Trust Company of New York.

Another scholarship fund of $25,000, the income to be administered for the benefit of children of Negro veterans was accepted as a special fund from the estate of a deceased veteran of the World War to be administered by the Chairman of the Board of Trustees.

By vote of the Board of Trustees, it was decided to designate the group of buildings housing the Department of Mechanical Industries as the William G. Willcox Trades School, in honor of the late Chairman of the Board of Trustees during whose encumbency this group of buildings was erected. It was also voted to designate the new quarters of the division of the Home Economics as Margaret Washington Hall, in honor of the deceased widow of the Founder of the institution, who organized the Department of Women's Industries and was its director until the time of her passing.

It was with special satisfaction, the Chairman said, that he was making the announcement that the Board had voted to designate the new Auditorium-Gymnasium as Logan Hall, in honor of Mr. Warren Logan, retired treasurer of the Institute and present member of the Board of Trustees, who served forty years as treasurer of the Institute, having come to the school on the invitation of the Founder in 1883. It was the purpose of the Board, said the Chairman, to pay tribute in this way to the loyalty, fidelity, efficiency and unselfishness that had entered into the service which Mr. Logan had rendered the Institute for so long a period.

The meeting of the Board of Trustees was held on Monday morning in the Council Room of the Administration Building at which session there was detailed discussion of plans with respect to the erection of the new Library and the new Science Building.

THE PRELIMINARY BROADCAST

A feature of the Jubilee celebration not carried in the program and known to only a few upon the campus at the time was a special broadcast at noon on Tuesday, from the Institute Chapel, over station WAPI, Birmingham, arranged as a preliminary announcement to the radio program at 4:30 the same day, when President Hoover delivered the principal address.

Through the courtesy of Professor P. O. Davis of the Alabama Polytechnic Institute, manager of WAPI, the facilities of the station were placed at the disposal of Tuskegee Institute to assist in every possible way in giving publicity to the radio program carrying President Hoover at a later hour.

An unusual attraction on this program was the singing by the Hampton Institute Quartet and by the Tuskegee Institute Quartet. They rendered five numbers between them, all spirituals. In addition to the musical numbers, greetings to the citizens of Alabama and the adjoining states were extended by Dr. Wm. Jay Schieffelin of New York, Chairman of Tuskegee's Board of Trustees; Dr. A. F. Harmon, state superintendent of education of Alabama and personal representative of the governor of the state, and Mr. Lessing Rosenwald, son of Julius Rosenwald, the Chicago philanthropist, founder of the Rosenwald Fund and member of the Board of Trustees of Tuskegee Institute. Brief and appropriate remarks were also made by Dr. John Hope, president of Atlanta University; Mr. John Webb of Hot Springs, Arkansas, one of Tuskegee's most loyal and successful alumni, who was born in the town of Tuskegee; Col. J. H. Ward, medical officer in charge of the United States Veterans Hos-



AT THE FOUNDER'S GRAVE

Left to right—Dr. George H. Denny, President, University of Alabama; Dr. Harry A. Garfield, President, Williams College; the Rev. Ben Brave, Norris, South Dakota, early student under Booker Washington at Hampton; Dr. Anson Phelps Stokes, Canon, Washington (D. C.) Cathedral, who delivered the Founder's Day Address; Principal Moton, and Dr. William Jay Schieffelin, Chairman of the Board of Trustees of Tuskegee Institute.

Tuskegee: Fearless Advocate of Good Will



Dr. William Jay Schieffelin, Chairman of the Board of Trustees of Tuskegee Institute, is also a trustee of Hampton Institute. Known throughout the country for his zealous advocacy of civic righteousness in high places, he is no less zealous in the encouragement of those who struggle in lowly places to rise to better things. His philanthropies cover a wide range of subjects, but none of them claim a larger share of his time, thought and activity, than do Hampton and Tuskegee.

By Dr. William Jay Schieffelin
Chairman of Board of Trustees

HALF A CENTURY ago a tree was planted whose leaves have been for the healing of our nation and the world. A gesture of friendly helpfulness on the part of two men of Alabama opened the way for Booker T. Washington to raise the standard of interracial good will. George W. Campbell, an ex-slave holder, and Lewis Adams, an ex-slave, were the men who wrote to General Armstrong for a teacher. Mr. Campbell was a banker and Mr. Adams was a mechanic; and both soon understood Booker Washington's plan and gave him constant support.

In the early days Mr. Campbell and the people, both white and black, in the town of Tuskegee gave constant aid to the school and kept its credit high while it was gradually securing support from the different parts of the country; while from the beginning the State of Alabama has supported the school in increasing measure.

The eloquent appeal for fair play made by Booker Washington in Atlanta found an instant response throughout the nation. The note he struck was in harmony with our better natures and its vibration still gives heart to the increasing number who are working for a wider opportunity for our Negro citizens and a kinder and more neighborly attitude toward them in all parts of the country. Men of vision saw the power for good in the Tuskegee idea. They knew our nation needed men and women who would learn how to help themselves in order to help others and that the race question would be answered when those of both races strove toward this end.

In 1868, General Armstrong founded Hampton Institute "to train selected Negro youths who should go out and teach and lead their people, first by example by getting lands and homes; to give them not a dollar they could not earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands and in this way to build up an industrial system for the sake not only of self-support and intelligent labor, but for the sake of character."

Character is the keynote and General Armstrong's greatness of soul won the means to build up Hampton and inspired Booker Washington to work and sacrifice and to win friends.

When Harvard conferred the honorary degree of master of arts on Booker Washington he said:

"If my life in the past has meant anything in the lifting up of my people and the bringing about of better relations between your race and mine, I assure you from this day it will mean doubly more. In the economy of God there is but one standard by which an individual can succeed—there is but one for a race. This country demands that every race shall measure itself by the American standard. By it a race must stand or fall, succeed or fail, and in the final analysis mere sentiment counts for little.

"During the next half century and more my race must continue passing through the severe American crucible. We are to be tested in our patience, our forbearance, our perseverance, our power to endure wrong, to withstand temptations, to economize, to acquire and use skill; in our ability to compete, to succeed in commerce, to disregard the superficial for the real, the appearance for the substance, to be great and yet small, learned and yet simple, high and yet the servant of all."

Such was the proudly humble attitude consistently maintained by Booker Washington—a course which required far more courage than resenting every affront. Booker Washington proudly said: "No man can insult me" and he obeyed the divine command, "Let him who would be greatest be as a servant."

He showed marvelous industry and sagacity in building the school, and his talent for friendship enlisted support, both in gifts and in personal service, from many men and women of the white race.

Among those who strengthened the Board of Trustees and lent a hand to G. W. Campbell and his son, W. W. Campbell of Tuskegee, in the struggle were: William H. Baldwin, Robert C. Ogden, Seth Low, Theodore Roosevelt, Julius Rosenwald and William G. Willcox and other able men of affairs. Baldwin, railroad president, full of energy, enthusiasm and good will, gave invaluable practical advice and stirring, hopeful enthusiasm.

Ogden, the unofficial statesman, brought many distinguished educators and philanthropists to Tuskegee; Low, the university president, gave sagacious advice and generous help; Roosevelt, advocate of strenuous effort, represented the nation's approval; Rosenwald, sympathetic philanthropist and generous benefactor with far-seeing vision, spread the influence of the school throughout the entire South; Willcox, experienced educator and public-spirited citizen, gave wise guidance in the school's later years and his influence is continued through Mrs. Willcox, our only woman member of the Board of Trustees. Many other names are gratefully remembered—John Washington, V. H. Tulane, Anson P. Stokes, Charles W. Hare and a number of noble women will always stand on the roll of Tuskegee's builders and benefactors.

Men of the South like J. L. M. Curry and Walter H. Page joined with leaders in the North like Samuel Eliot, Wallace Buttrick and Lyman Abbott and gave valuable advice and strong endorsement. While philanthropists like H. H. Rogers, John S. Kennedy, Morris K. Jesup, Andrew Carnegie, V. Everit Macy, Miss Olivia Stokes, John D. Rockefeller, Jr., Mrs. Charles E. Mason, George Foster Peabody, Arthur Curtis James, and George Eastman, gave buildings or endowments which will ever be memorials of their patriotic good will.

Dr. H. B. Frissell, General Armstrong's successor as head of Hampton Institute, revealed his greatness when he stepped forward and offered a prayer at Booker Washington's funeral service. There were those of us who were present who will never forget the inspiration of that moment for when with a smile on his face and both arms uplifted he exclaimed: "Thanks be to God Who Giveth us the Victory," and then summed up the wonderful life and service of that former slave, the whole congregation of nearly four thousand mourners who had been plunged into the depths of despair, all changed their countenances into expressions of joyous exultation. All felt sure that the Tuskegee spirit would carry on to constant victories.

Dr. Robert R. Moton, Booker Washington's successor, shows the same fearlessness in advocating good will between the races. His unresentful plea for fair play in "*What The Negro Thinks*" has proven a strong influence in the campaign for better race relationship. Some critics objected that a patient policy is unmanly but the truth is that it is only unmanly in the sense that it is indeed godly. This was proved during the Veterans Hospital crisis when an important group of white friends asked Dr. Moton to modify his advice that Negro surgeons should be appointed; to make some change in his statement in order to save himself and the school from mob violence. He answered to this effect:

"I cannot say anything else but what I believe is true; and I believe that if I remain here and take the consequences and am made a sacrifice, it may go far toward convincing the nation that lynching is such a black blot on our civilization that public opinion will put an end to it."

For five minutes there was silence. The situation was tense. It was like the scene described by Victor Hugo when Jean Valjean sacrificed himself to save another—"There were only fixed eyes and heaving hearts—divine spectacles seize on all minds and make spectators of all witnesses—no one perhaps accounted for his feelings, no one said to himself he saw a great light shining, but all felt dazzled in their hearts. They all understood, as if through a sort of electric revelation, at once and at a glance the simple and magnificent story of the man who denounced himself in order that another man might not be condemned in his place."

Later those same men said to Dr. Moton: "You are everlastingly right, but if they kill you, they must kill us first."

The result of Dr. Moton's Christ-like action was to establish him as a recognized leader and champion of the Negro race, his former opponents acknowledging and applauding his courage. The respect and affection which the white people of this state feel for him have been increasing ever since that time and the magnificent condition of the Veterans Hospital under Colonel Ward and his Negro assistants—being one of the three veterans hospitals ranking "A"—is a source of pride and satisfaction to every friend of the Negro race.

Thus has Tuskegee earned the title, "Fearless Advocate of Good will," and thus do we trace that golden missionary impulse flowing through General Armstrong and Booker Washington, Dr. Frissell and Major Moton, "I learned at Hampton that the happiest people are those who do the most for others."

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pital at Tuskegee, and Mr. William Davis of Charleston, West Virginia, the first teacher of Booker T. Washington.

Music and speeches were interspersed in an appropriate sequence and the program closed with an announcement of the broadcast to follow at 4:30, and an invitation to the public to listen in. Coming as it did at the noon hour the announcement received wide-spread circulation throughout the section.

Kansas City (Mo.) Journal:
President Hoover, in the White House, made a speech which was transmitted to the Chapel of Tuskegee Institute, where the Fiftieth Anniversary of the founding of the Institute by Booker T. Washington was being celebrated. In his praise of the progress made by American Negroes since the Civil War, the President did not exaggerate. This is a conclusive answer to those slave owners who, before the Civil War, argued that the Negro was incapable of managing his own affairs. True, American Negroes lack the per capita wealth and education of the whites, but they have bettered themselves to such an extent in the last sixty years that it is certain they will make still greater strides in the future.

"Hampton Salutes Tuskegee"

With a series of gracious gestures, Hampton Institute felicitated Tuskegee upon the occasion of the celebration of the Fiftieth Anniversary of her founding by Booker T. Washington, her distinguished scion.

First, there was an official party of thirty-eight of her officers and teachers who came in a special car, led by President Arthur Howe, the son-in-law of General Armstrong, the founder of Hampton and guide and mentor to the rising young Principal of Tuskegee. With him came Mrs. Margaret Howe, the daughter of General Armstrong, and Dan Armstrong his son, reared at Hampton and now a member of its board of trustees. Other officers of Hampton included in the party were: The Rev. S. A. Devan, chaplain, with Mrs. Devan; Mr. E. D. Proudman, assistant to the treasurer, with Mrs. Proudman; Mr. W. H. Scoville, secretary, with Mrs. Scoville who also is a daughter of General Armstrong; and Mr. Isaac Fisher, executive secretary of the Institute Y. M. C. A., with Mrs. Fisher.

Besides those coming by train, at least a score came by automobile, including the Hampton Quartet which has recently added to its well deserved fame by an European tour in the interests of the school. These motor groups were composed of teachers and others who, aside from their interest in the Fiftieth Anniversary, number among their personal friends many of the Tuskegee staff. In all of this it is to be remembered that Dr. Moton himself, besides being a graduate of Hampton, as is Mrs. Moton also, was for years prior to his coming to Tuskegee an outstanding figure on the Hampton staff and in the Hampton community, where he is still as popular and well-beloved today as he is at Tuskegee. In fact, Hampton has never wholly surrendered him to Tuskegee. They think of him there still as having been loaned to Tuskegee and it is not apparent that his influence in the affairs of the parent institution has diminished in the least by his assuming the leadership at Tuskegee.

It is certain that Dr. Moton's interest in Hampton has not abated, and his alma mater has no more loyal and useful alumnus than the Principal of Tuskegee Institute, so the party of more than fifty which came to share in the celebration of Tuskegee's first half century was as much a personal tribute to Dr. Moton as it was to the institution of which Hampton is the proud mother.

A second gesture of admiration and appreciation was contained in the action of the Board of Trustees of Hampton in ordering a gold medal struck to commemorate the occasion and to memorialize the long standing fellowship in good works between the two institutions and to pay tribute to her distinguished pupil who founded Tuskegee fifty years ago.

The medal, the face of which graces the cover of this number of The Messenger, is the work of the sculptor Juszko of New York, who has distinguished himself in the designing of memorial tributes in the form of medals, plaques, bas-reliefs, and statuary. The original, given to Tuskegee by Hampton is of solid gold, with a diameter of two and three-fourths inches and a thickness of five-thirty-seconds inches, weighing five and one half ounces.

The obverse bears the likenesses in profile of Abraham Lincoln, General Armstrong and, in the foreground, of Booker Washington encircled by the words, "Hampton Salutes Tuskegee: 1881—1931." The reverse bears the inscription, taken from Booker Washington's famous auto-biography, "Up From Slavery" "I learned at Hampton that those people are the happiest who do the most for others." This is framed in a symbolic design composed of instruments of the mechanical and agricultural arts symbolizing the vocational pursuits emphasized at the two institutions. The medal was presented formally at the exercises on Monday afternoon by Mr. Dan Armstrong, son of Hampton's Founder, to Principal Moton.

Bronze replicas of this medal in the original dimensions were made as souvenirs of the occasion which may be had from Tuskegee Institute at a nominal price. Aside from its value as a memento of what many have described as the most significant occasion in the history of the Negro within the present generation, the piece is a beautiful work of art that will fittingly grace any wall or library table.

The third of these gracious gestures of felicitation from Hampton was the gift to Tuskegee of a large carved, hand-made, walnut table, made in the shops of Hampton Institute and representing in one way and another the labor of some ninety of her students and teachers. It is an exact reproduction, except for the inscriptions, of one which graces the platform of Ogden Hall, Hampton's beautiful auditorium. These inscriptions are carved deeply in a channel on the borders of the table in letters an inch and a half in height: at the top, "1881-1931"; at the bottom, "Hampton to Tuskegee"; on the left, "Booker T. Washington"; and on the right, "Robert R. Moton."

The table was presented by President Howe to Principal Moton at the exercises on Monday afternoon along with greetings and congratulations from Hampton Institute. It now stands in the Principal's office at Tuskegee where a plate glass top protects the surface from damage and reveals the beauty of the workmanship. Included in the Hampton group were two charming young people who brought greetings from the students of Hampton to the students of Tuskegee. They together performed gracefully the service of uncovering the table at the moment when it was presented by President Howe.

The section of the Hampton delegation which came by rail was attached to the same train which brought the car of the Trustees' Party under the leadership of Dr. William Jay Schieffelin, Chairman of the Tuskegee Board. Arriving on the campus around nine o'clock on Saturday evening, they were greeted with a typical Tuskegee welcome of a fat pine bon-fire, the blare of the Institute Band, the singing of spirituals, the rah-rahs of the student body, the warm hand clasp of the Principal and members of the Executive Council constituting a committee of welcome, a word of greeting and then Good Night!

No group from anywhere was welcomed more heartily at the celebration than the delegation from Hampton. Tuskegee's faculty carries today forty-eight graduates of Hampton Institute, among them the Principal, the treasurer Mr. Wm. H. Carter, the chief accountant, Mr. C. H. Gibson; the dean of the College, Dr. W. T. B. Williams; the director of Women's Industries, Mrs. R. R. Moton; the commandant, Col. W. H. Walcott; the director of the department of agriculture, Mr. Russell C. Atkins; the librarian, Miss La Perle Howard; Mr. Warren Logan and Mr. J. H. Palmer, retired. The bonds between the two institutions are close and strong, cemented by many intimate and beautiful friendships. Through the years many delegations have come to Tuskegee on special occasions and at other times, but never was a group so manifestly happy in all that they saw and heard.



"THE HAMPTON - TUSKEGEE SPIRIT"

Dr. Schieffelin and Principal Moton, both members of the Hampton and Tuskegee Boards of Trustees, Arthur Howe, the President of Hampton Institute, and Dan Armstrong, son of the Founder of Hampton, also member of Hampton Board of Trustees.

A Master Feat in Human Engineering



Bishop R. E. Jones, of the New Orleans Area, is a bishop of the M. E. Church and was elected in California in 1920. As a churchman, Bishop Jones has all along been interested quite as much in saving men's lives in this world as in the world to come. Aside from the social work which he has encouraged in his churches, and advocated throughout the church he has given himself wholeheartedly to social movements outside the church, such as the National Negro Business League, the Interracial Commission and a summer assembly which he founded a dozen or more years ago on the gulf coast at Waveland, Mississippi. Bishop Jones does his own thinking while he busies himself with good work. Tuskegee has had no more enthusiastic or loyal friend.

By Bishop Robert E. Jones
Presiding Bishop New Orleans Area
Methodist Episcopal Church

TWENTY-FIVE YEARS AGO we celebrated the Silver Anniversary of Tuskegee Institute. Tonight we are celebrating its Golden Anniversary, and in doing so, we are treading where saints have trod. Among those who were here twenty-five years ago on a similar occasion were: Charles W. Eliot of Harvard; Andrew Carnegie, Robert C. Ogden, Hollis B. Frissell of Hampton Institute; Lyman Abbott of the "Outlook"; William H. Taft, representing the nation, and Booker T. Washington. These we loved long since and have lost a while. Their bodies lie mouldering in the clay, but their souls go marching on; and how gloriously!

Dr. Moton in writing me asked that I should say a word for our people, our lovely people—and how I love them for their soul life, for their fortitude, for their long suffering—say a word for our people and their appreciation of the great work that was established here by Dr. Washington; for their appreciation, their pride, their glory, their inspiration, their undying gratitude for Tuskegee Institute in all its manifold life, with the cheer and encouragement, with the hope and victory that it has brought into our lives and for him who is still with us, though gone—hence, our unmatched leader. Speak for these, my dear friends, who have gathered here today from the four corners of the nation? What an honor! What a responsibility!

As I walked through the crowd this afternoon, shaking hands, it looked as if we had assembled on this occasion not all, but many of the most important men and women of our racial life. I met one man who had not been here before, from the far North, and I said, "What do you think of it?" "Marvelous!" he replied. I met another old time friend and he said. "No depression here." What a joy it must be to Negroes to come to a place where there is so much inspiration that we forget even some of those things that are not altogether pleasant.

Tuskegee at no time attempted to groove all Negroes into one channel of thinking; that would have been impossible, anyway. Negroes are too much like other people of the world to be of one mind and there are so many of us in our broad race life that we are quite unlike even to ourselves. But Tuskegee does represent the largest achievement in the life of our race and in this achievement—there is universal pride.

I am thinking tonight of him, the Founder of this institution, as the master engineer in human uplift, who began the processes of mass production a long time before mass production even in the industries had gotten well under way. It was in his mind to do something that would lift the ocean level of the life of the Negro race. It is to be frankly confessed, with some degree of satisfaction, that our Founder was interested in the man farthest down. He was interested not so much in the few as in the many, and in projecting this institution, he touched the life of the race at more points than any other movement. Tuskegee is not local, but it is a symbol in the life of the race. Not long since is was a joy to see my own church affiliated with the Phelps Stokes Fund in the establishment of the Booker T. Washington Institute in the Republic of Liberia. Tuskegee cannot be localized.

Moreover, this institution is a touchstone of Negro life. Will you forgive me if I say that after due acknowledgement of all that has been done by our friends in providing generously for Tuskegee Institute in its material equipment, that we look to this institution with great pride as an expression of Negro capacity. The vast expenditures of this institution are in the hands of Negro accountants; every building on the grounds was conceived by Negro architects, and constructed by Negro labor. The grounds themselves are an expression of the Negro's interest in the beautiful; and here in the manifold development of this institution, there has come to us a sense of race pride and race respect and too, which is more important, a respect for our leaders that makes Tuskegee Institute in a very large measure the touchstone of Negro life. This institution represents the minimum of white guidance and the maximum of expression of Negro capacity.

Tuskegee is a city set on a hill that cannot be hid; it is a tree planted by the river of life. It is a base of supply. It is a beacon along the highway. It is our Mecca. It is a broadcasting station for our culture and for our growth. It is all of these and something more. It is a concrete example of two races working together in a task that would challenge the strength of one and the hope of the other. Many dollars have been poured into this institution by generous and unselfish friends and many years of service and toil have gone into the construction of this institution; but all the money and all the time spent have been well spent. The time and money would have been well spent if for no other reason than to give to the nation and the world a concrete example of two races working together in a common task for the betterment of the total life of all.

Somebody said that Tuskegee was a compromise. Let us not cavil over it. Let us not bring into the picture the question of higher and industrial education, but let us assume that it was a compromise, and be fair enough to remember that fifty years ago these two races stood apart suspicious, mistrustful and in some instances both races were apprehensive. Was it not sagacity? Was it not statesmanship? Was it not the heart of a prophet? Was it not the sense of a leader to find a working basis that would bring together these two races? There had to be a starting point and if there had not been a beginning fifty years ago, what might have happened in this fair southland of ours?

I am thinking tonight of Tuskegee in the aspect of mutuality; in its cooperative life that has brought together on a larger scale more confidence, more trust, more faith between two races of the South and America than any other movement I know. They came together to do a worthwhile task with the understanding that it costs no less to do a worthwhile task in men and money among Negroes than it costs in men and money to do a worthwhile task among any other people, and this is a significant lesson that all America must learn—indeed, the world must learn. We must accept the fact that a Negro cannot get any more out of a dollar to clothe himself, to educate himself and provide cultural advantages for himself than can a white man under the same circumstances. We must recognize that it takes just as much to lift a black man as it does to lift a white man and a change to this psychology would be of vast help to the whole racial movement.

Last Sabbath afternoon I had the great joy of reading over again—and I read almost every word of it—"My Larger Education," by Dr. Washington and I read almost every word in two issues of "The Student" that I had filed immediately after Dr. Washington's funeral. One issue was put out immediately after the memorial service was held in the Chapel. I was struck, in reading the book and the different addresses, with the desire of Mr. Washington to do something for white people as well as for colored people. It was his thought that he would not take all from white people without giving something in return. In some sense was it not courageous? Was it not daring? Was it not venturesome that a Negro should have essayed to make a contribution to the life of the white people and to the white people of the South? Dr. Washington wanted nothing for the Negro that did not in some way contribute to the worthwhileness, to the total life, to the well-being and to the social uplift of all people.

Men of strength and of wealth and culture cannot fraternize with their own only and get satisfaction out of strength, culture and wealth. For if they fraternize on a dead level, even though lofty, they will get sameness and staleness and boredom. We live in contrast; we live in the breadth of sympathy. We live in the distance a man can travel from himself and still maintain his dignity, his prestige, his culture. The test of character comes not in treating the man who is above us with courtesy and with respect. Usually the man who is above us gets all that is coming to him and sometimes more. Nor is it a test of character to treat a man, who may be on our level socially, politically, intellectually and otherwise, with courtesy and respect. This process here may be selfish reciprocity. But the test of character comes when one who has social advantage, financial advantage, intellectual advantage, political advantage can stoop and lift a man who can contribute nothing to any phase of his life. Someone said, "Stoop to Conquer." May we change it just a little bit and say, "Stoop and Conquer." No man, or group of men, ever bent his back to lift a man who was down but that in doing so, he lifted himself; they lifted themselves in his and their own estimation and in the estimation of the world and I am willing to think that the gift without the giver is bare and that the giver gets quite as much out of the gift as the recipient.

I am thinking tonight of my friend—glorious, stalwart, Christ-like; a man of the South with all the social prestige of the South. How I love him! How I cherish his name! How I revere him as I see him grow in the South upward and outward, in his sympathetic life, reaching out toward all men. I speak his name in great reverence and love—James Hardy Dillard. And I am perfectly willing to be quoted as saying that he put

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Human Relationships at Tuskegee



Mrs. B. B. Cobb is the daughter of Dr. John Massey, who was President of the Woman's College of the M. E. Church at Tuskegee when Booker Washington came to Tuskegee. From the beginning Dr. Massey was a source of encouragement and help to Dr. Washington in establishing the Normal School and his memory is revered among both races in this community. The Woman's College was afterwards moved to Montgomery, Alabama, but the two institutions continued with the helpful cooperation of early days. Mrs. Cobb makes her home in the Town of Tuskegee with her children, where she is beloved for a singular winsomeness of spirit and originality of interpretation and expression. Her address on this occasion completely captivated the audience with its force, felicity and sympathetic understanding.

By Mrs. B. B. Cobb
Daughter of John Massey

THE ONLY HOPE on the present occasion is the memory of a familiar old story which says that once upon a time while men were pouring rich gifts into the treasury a certain woman more than fulfilled her obligations with two mites because that was all she had. Unless there can be some such miraculous exchange of values here today, I doubt whether I have much to offer you.

On a May morning, in the good old days when commencement was commencement, Booker Washington at his best, and the whole landscape one vast barbecue, I sat as a child under a big shade tree and watched the Negro population of Macon County go by in a steady stream. The streets and side walks were lined with colored people. The procession looked as if it had passed all night, and certainly it continued all through the day, happy, carefree, penniless pilgrims, with their faces set toward Mecca! My heart was broken, for it seemed as if I alone of all the world was left at home that day. Suddenly I found that I, too, wanted to go to Mecca. Running into the house, I begged my mother to let me go to commencement with my beloved nurse. She answered no, that she was afraid if I got in that crowd I might "catch something."

It chanced that many years passed and I was a woman grown before I ever sat in this Chapel on one of these great days. Mother was right, as usual. The first time I got in the crowd I "caught something." I brought my young daughter here with me today and when the band began to play outside, I saw that she had caught it, too! No, it was not measles nor sore eyes. We caught the spirit of the place, the spirit of Booker Washington, which is hovering over us now.

We are here today to build a great structure of human relationships, and every stone that is added, however, small, helps just so much. I thank God that my heritage places me within the structure, to lay a stone, rather than without, to cast it.

About the same period in the history of Alabama, two strangers came to the Town of Tuskegee. One was a white man, the other a Negro. One, as a Confederate soldier, had marched through years of bloody warfare; the other as a slave boy, had trodden through the dust of poverty. One was John Massey, my father; the other was Booker Washington, father of the whole Negro race. They came equally equipped—with nothing. Each came on the same errand, that of educating the youth of his race. In the heart of each burned the same ambition and zeal to serve his fellowman.

What of John Massey? He labored for thirty-three years and succeeded well in what he undertook. His monuments are built of flesh and blood; life and character. All over Alabama today are thousands of women who keep in their hearts an inner shrine where they worship the memory of the man who gave himself and all he had in an effort to raise the ideals of southern womanhood.

What of Booker Washington? He labored and succeeded beyond the widest reach of human imagination. His name is known and honored and loved all over the world. What difference does it make that the reputation of John Massey is state-wide while that of Booker Washington is world-wide?

These two men soon became acquainted and became friends. Each admired the other and was interested in the other man's work. They met occasionally here in Tuskegee, exchanged several business letters and visits, and met up and down the land from Chautauqua, New York, to New Orleans. Wherever the National Educational Association held its meetings they sought each other out for a hand-shake and an exchange of greetings.

It is easy now to believe in investing money in Negro education. All you have to do is run fast so the crowd will not go off and leave you behind. It was very different forty, fifty years ago. These men had to "watch their step," for they were skating on thin ice all the time. They knew then what we all know now, that success was the spirit fostered in the South by the men of whom John Massey is a type.

Both have gone to their long sleep, and the world is a better place because they lived, met, clasped hands, and went their ways with a feeling in their hearts that they were comrades.

Where did these wise men get their wisdom? Where all wise men get theirs—from life. Wisdom is imbedded in our hearth-stones; it springs up from the ground beneath our feet; it shines down on us from the sky. Wisdom is gained in such simple ways as this.

About the time these schools were making their beginnings, I made mine in Tuskegee. I must have "gotten off on the wrong foot," for the infant wails increased in volume and intensity until my parents were beside themselves. Finally, in desperation, my mother went into the country and brought back a little colored girl. Her name was Carrie, and as far as the eye could see she was about twelve years of age. As soon as she took me in her arms the wailing suddenly ceased. On my part it was love at first sight, a love that has grown deeper, stronger, fuller for fifty-one years.

My children, who are now tall boys and girls, are the third generation who have risen up to call her blessed. There is nothing in my life that I can separate from the thought of Carrie. There is father, mother, Carrie; life, marriage, birth, death, Carrie. The world thinks—and it's a funny old world, it thinks so straight about some things and gets so mixed on others—the world thinks that its great men have made it possible, easy, pleasant and profitable for two races so unlike to live so close together. The great men have tried, and have helped some, but what every woman knows who has been a baby, a child, or a young mother in the cotton belt of the South, is that the laurels belong to the Carries.

Have we a color line in the South? Oh yes! Where is it? Well, where is it? The horizon is the line where earth and sky appear to meet. When you stand beside the sea it seems far off and level, but to the dweller in city or valley it seems near and broken. The same is true of the color line. Each man's color line depends on where he stands and how he looks at life.

There is a beautiful tree in my yard covered with green leaves and white blossoms. As the tree sways in the breeze, the leaves and blossoms mingle freely, yet the leaves remain leaves and the blossoms, blossoms. No eye can trace a line between leaves and flowers. It will always be so as long as mother nature reigns over the vegetable kingdom. Under the tree the ground is flecked with spots of sunshine and shadow. No finger can draw a line between the two, for while you draw the sun spot becomes shadow, and the shadow, sun. It will be thus as long as the solar system maintains its equilibrium.

Who can stand beside the sea and say: "This line separates the water from the land?" Over here all is land, yonder all is water; but where land and water meet, the sand is always full of water and the water is full of sand. This constant mingling of the two will continue while wind and tide control those mighty waves. Will the time come when I will say to Carrie: "I am the mistress and you are the maid; my place is here, yours there?" Not as long as God rules in heaven!

"Is it all as simple and easy as that?", you ask. Oh, no! I have not told it all any more than Thomas Nelson Page tells the whole truth about slavery in his charming stories of "Ole Virginia." "Are there no difficulties?", you ask. Oh, yes! Plenty of difficulties if we make them! Is breathing difficult? Yes, if I shut myself in a close room and persist in staying there. Is seeing difficult? Yes, if I shut out the light of day. The wise man throws up his windows, opens wide his doors and lets life-giving air and sunshine pour into his dwelling. If one is still blinded by ignorance or stiffled with prejudice the wise thing to do is to leave his dark house of self and step out where God's truth will flood his soul.

Friends, whoever you are, whatever your race, whatever your station in life, wherever your home, go out from this room today and tell others that up and down the length and breadth of this fair southland there daily walk such goodly things as honor, justice, mutual regard, sincerity, peace, joy, love, and brotherhood.

THE EVOLUTION OF A VITALIZING IDEA

(Continued from Page 7)

ready fascinated the world with his folklore. His imagination is captivating and his spirituals move us more than most of the hymns of our churches. If we would save ourselves we must seek, each in his own way, to cultivate our best gifts, and Tuskegee under the leadership of Dr. Moton is moving toward the goal that marks the beginning of the end of a long and weary journey for the Negro race.

What the special gift of the Negro race is we cannot tell. We can only point vaguely. You must find it for yourselves and if you find it and the white man develops also his spiritual gifts, you will discover that the Negro and the white man can and will work side by side, each praising the work of the other, each contributing his share to the progress of the world, not one above and one below, but side by side.

Let me close as I began, with congratulations to Tuskegee and to you, Dr. Moton, for the great work you are doing in the field of education and citizenship.

A Towering Factor in Educational Development



President Rush Rhees of the University of Rochester, was a tried and trusted friend of the Founder of Tuskegee, encouraging his labors and sharing his aspirations. He came into frequent contact with Doctor Moton in the course of the Hampton-Tuskegee Endowment Campaign, to which he gave most valuable assistance. His presence at these exercises reflected not only his own interest but that of a wide circle of influential friends.

By Dr. Rush Rhees
President of the University
of Rochester

IN A LETTER written home from a mission station some seventy-five years ago, John Coleridge Patterson, missionary Bishop of the Melanesian Islands, stated that he held that education should consist of teaching youth to bear responsibility, and in giving them responsibility to bear so fast as they are able to bear it. I know of no more valid or exacting definition of education. Yet our present educational enterprise neglects sadly the second part of this double duty. That crowning part of education Booker Washington recognized from the beginning of the work here at Tuskegee. If we say with truth that the pressure of necessity forced him to lay responsibility on the eager youth who sought here opportunities for a richer life, we must recognize also that he made such necessity an ally and not an obstacle. Moreover, he did not permit necessity to obscure his educational purpose, but rather made it serve that purpose, with both intellectual and moral advantage.

For this policy of making the bearing of responsibility an essential part in education, he was the first to disclaim originality. Throughout his life he acknowledged the influences which he found at Hampton Institute as a student and teacher, and the unfading inspiration of its founder, General Armstrong. And Armstrong acknowledged his indebtedness for much in his plan to the manual labor school he had known in his youth at his Hawaiian home. Armstrong's originality consisted in his application of the manual labor idea to the training of recently emancipated slaves for a life of freedom; and his great contribution was the inspiration which he gave his students to bear responsibilities so fast as they were able to do so.

Booker Washington's character was early revealed in his sacrificial determination to get an education, and then in his intelligent and whole-hearted surrender to the inspiration of General Armstrong and his co-workers. His greatness was manifested in his clear analysis of the problem he was called to work out here in Alabama. It was shown in largest measure in his determination to develop here a great work for Negroes by Negroes. In this he had not, as in much of his other work, the example of Hampton. There the leadership, and much of the teaching, was in the hands of white men and women—though with constant recognition of and reliance on Negro assistance. It was a momentous step which was taken when responsibility for the work at Tuskegee was given wholly to Negro minds and hands.

This work early demonstrated the capacity of Negroes to develop and carry on a great work for their own race. It did more. It came to challenge world-wide attention as a highly significant development in education for intellectual and moral ends: Much attention is given nowadays to cooperative courses in education, which combine academic studies with practical work in industries or business offices —of which the Engineering School at Cincinnati and the more broadly academic program of Antioch College offer conspicuous examples. Without claiming too close a parallel, we may frankly recognize that, a generation before Cincinnati and Antioch challenged the attention of the educational world, Hampton and Tuskegee had proved for themselves the possibility and the efficacy of close coordination of academic study with shop or field work in the development of intelligent thinking and mature purpose and enthusiasm by their students. No more conspicuous confirmation of that proof can be found than the intelligence and maturity of mind with which Mr. Washington began and continued his work here.

His greatness received that supreme demonstration which is found in the ability of the organization which he assembled here to continue his work and maintain and advance his ideals after his personal presence and leadership were withdrawn by death. We often declare that a great institution is the lengthened shadow of a man. In this way the loyal and reverent regard of all Tuskegee men and women love to think of their institution. But a shadow vanishes when the body that casts it is taken away. Tuskegee is solid substance, not shadow. Its tribute to its Founder is made not so eloquently in words as in work larger and more far-reaching than he was able to accomplish in his life time. This has been possible because of his genius for drawing to Tuskegee men and women as teachers and colleagues whom he inspired with his own vision and clear judgment. Because Booker Washington succeeded in developing such an efficient organization, his eminent successor has been able without a break to continue and steadily enlarge the work of the lost leader.

Booker Washington was great in the contribution which he made to the solution of the perplexed problem of race relations. At the expense of being misunderstood by many of his own race, he had the insight and the courage to take the long view, and to dedicate himself and his school to the task of compelling respect for Negro work and Negro character—respect based on recognized service and worth. He was not blind to evils nor deaf to the cry of the oppressed, but he sought to lay a foundation on which mutual good will and respect of whites and Negroes might be built up. On that foundation much is now wrought which owes its possibility to Washington's clear vision and undaunted courage.

Tuskegee today is far more than Booker Washington's monument. His soul goes marching on—through the successor and colleagues who have carried on and developed what he began. We reverence and honor the great pioneer. We hail and bid God speed to the great succession.

But is training for and giving of responsibility adequately fulfilled by emphasis on Tuskegee's cooperative educational work in the field of secondary education? What of the need for higher training for men and women of the Negro race? At the outset, Washington was clearly justified in following the policy of first things first. Yet he was dependent for the building up of his great organization on finding Negroes who had received higher education than Tuskegee purposed at the outset to give. And such dependence his successor has acknowledged. Moreover, the Tuskegee policy of first things first never closed the door on further developments which experience might reveal. The recent organization of the College in Tuskegee for the more complete training of teachers in agriculture, education, home economics, and industrial education is a response to a vital need, and is an answer to the charge sometimes directed against industrial education for the Negro, that that policy closes the door to higher attainments in intellectual life and work. Tuskegee hails with cordial and grateful fellow-



WAITING FOR THE CADET RE GIMENT TO PASS IN REVIEW
Col. B. O. Davis, Prin. R. R. Moton, Dr. Wm. Jay Schieffelin, Minister Eric H. Louw from South Africa, Hon. Fred R. Moore, Dr. Harry A. Garfield, Canon Anson Phelps Stokes, (rear) Miss Virginia F. Tucker, Mrs. Irving S. Merrell, (rear) Miss Harriet Powers Merrell, Dr. Walter G. Crump, Mrs. John Parker Welch, Mrs. Paul Poynter, Mr. Paul Poynter, and Rev. Ben Brave.

(Continued on Page 49)



Lincoln - Armstrong - Washington

By Dan W. Armstrong
Son of Gen. Samuel Chapman Armstrong

HAMPTON honors its achievements and reveres the memory of Booker T. Washington.

Hampton was conceived in the light of an institution to strive for the betterment of an entire race—as an institution which would point the way to progress to a down-trodden people.

Washington came to Hampton in the early days of its inception when as a material project the school consisted of little more than a few old army buildings.

But Washington grasped the Hampton idea—the idea of a school which would give more than an industrial and an academic training. He also visioned an institution which would give a training for life.

Hampton had sown its seed.

So when Booker Washington left Hampton, in 1881, and founded Tuskegee, he carried on the highest aims of my father.

Since then, Tuskegee has marched down the path of progress hand in hand with Hampton—each school has pioneered through distressing times but always with a spirit of loyal comradeship for the other.

Hampton is proud of Tuskegee.

The early days of Hampton were hard—no funds to carry on the work. A new and untried plan of education—a country torn by Civil War—but what a gratification it would be to my father if he could be here today on this Fiftieth Anniversary and see the work his pupil started so nobly and carried on.

Tuskegee is the exemplification under Negro leadership of the spirit born at Hampton. It has carried on the traditions of the older institution and has emulated them.

Vocational training as inaugurated at Hampton and Tuskegee has been proven the most effective means of achieving self-respect and culture. Never has any race in the history of the world made such progress as has the Negro race in the past sixty years.

It is incredible to realize how the spirit of one man has changed the course of history. In the War of 1812, the American Frigate, Bon Homme Richard encountered the British man-of-war Serapis. The Bon Homme Richard was a rotten hulk, indiscriminately manned, with most of her guns condemned—but captained by John Paul Jones.

At the first broadside most of the guns on the lower deck burst, killing the men that manned them. The ship began to founder, fire broke out, and the prisoners in the hold broke loose. But the Bon Homme Richard won the battle and the victory enthused our young Republic to carry on and win the war.

Some time later, in writing about the engagement, the captain of the Serapis remarked that he felt an overpowering spirit crushing him—a spirit which could not be beaten, the spirit of John Paul Jones.

It is this same indomitable spirit which has led the way from slavery to material and intellectual independence and which must be kept alive. It is fitting that I should mention a tribute which has been paid to the Founders of these two schools and to the liberator of your race.

In the great Riverside Church in New York are five groups of figures in marble, representing the leaders of the world from antiquity to modern times in their various lines of endeavor. One group represents the great humanitarians of history. In this group of humanitarians is a statue of Abraham Lincoln. On his right is a statue of General Armstrong and on his left is the figure of Booker T. Washington. This memorial immortalizes the spirit which pervades Hampton and Tuskegee today.

And now as a mark of love, esteem and good-will, it is my privilege to present this medal to Tuskegee from Hampton. On one side are three faces in relief—Lincoln the liberator, Armstrong who pointed the way, and Washington who followed in his footsteps and developed his ideas to the fullest measure. On the other side is a quotation from Booker Washington: "I learned at Hampton that the happiest people are those who do the most for others."

Major Moton, I entrust to you this medal.

Washington - Moton

By Arthur Howe
President of Hampton Institute

THERE have been so many things said about Hampton during the ceremonies here I feel reluctant to appear at all. There is one thing I should like to call attention to: the one enduring and lasting compliment to be paid to any educational institution must be writ in the lives of its graduates. How often you young people have heard that from this platform and from the lips of your Principal. So Hampton comes not to receive praise, but to give it—praise that is called forth by the lives of two men.

It is quite impossible to interpret the spiritual mysteries of one life's influence upon another, or of the influence of an institution upon the life of a man. Some say heredity accounts for nobility of character, some say surroundings or environment. Whichever it is, I am convinced that the two great graduates of Hampton, Booker T. Washington and Robert R. Moton, would have been great in any circumstances, in the face of any obstacles, and in any age.

So we of Hampton have come to praise the lives of two builders of civilization; and it is a pleasure for us to be here. We want to thank you of Tuskegee for the entertainment we have had. Everybody at Hampton wanted to come; and I can assure you it has been a hard task to decide the make-up of our party. Like you, we believe in work,—the shops had to keep going, the classrooms had to stay open. But those of us who have had the privilege of coming will take back your message of goodwill and the inspiration we have received. We represent a much greater number.

When we left in the bus, Friday night, graduates and undergraduates, workers and friends assembled on the steps of Ogden Hall; and the last thing we heard on our own campus was a cheer ending with "Tuskegee, Tuskegee, Tuskegee!" This association is one we cherish, and I hope we shall always be able to keep it. If I were to picture it in words, I should quote from the Old Testament: "Where thou goest, I will go. Where thou lodgest, I will lodge. Thy people will be my people, thy God my God." We feel that way; and that is the message I bring to you from Hampton.

Now I want to leave a memento with you. During the past weeks a group of boys has toiled in the shops where Booker Washington and Dr. Moton once toiled. They have been making a present, modelled after a table that stands on the platform of Ogden Hall. Engraved on this table, on the sides, are the words: "Hampton to Tuskegee," "1881-1931," and engraved on one end is: "Booker T. Washington," and on the other end is: "Robert R. Moton." It is our feeble effort to express from our hearts that we always want to give you the best.

THE RUFFNER HOME

By J. S. Ruffner
of Malden, West Virginia

Dr. Moton, Mr. President, and Fellow Citizens:—In my little home town of Malden, West Virginia on any occasion of pomp—there was one old character who would be the first one who wanted to make a speech. On one of Dr. Booker T. Washington's rare visits to his original home, this old character got up to make a speech.

One of the deacons said, "Sit down Mussey you are only a 'cap buster,' there's going to be big guns explode here today." That is the predicament I find myself in at this moment.

I am a representative from West Virginia appointed by our governor. I shall not take any of your valuable time, since you have people here whose talks mean something—people who are living testimonials of service and accomplishments in the uplifting of mankind.

It was in my grandparents' home that Booker T. Washington lived when a boy. You know well the rest. I have found here on my first visit accomplishments that far surpass my wildest imaginations.

A new day has dawned. May you move onward and upward to greater things is my prayer.



The Table Presented by Hampton to Tuskegee

What Tuskegee Means to Alabama



Dr. George Denny, president of the University of Alabama, was the boyhood friend of Dr. Moton in Virginia, when they knew each other as "Bob" and "Little George." Among the dramatic incidents of the celebration was the meeting of these playmates from Virginia on the platform in Alabama, where they continue, in exalted labors for their fellowmen, association begun in childhood on a plantation in Virginia. Dr. Denny's eloquent tribute to Dr. Moton, marked as it was with evidence of deep feeling and sincerity, was one of the "beautiful" things of the celebration.

By Dr. George H. Denny
President of the University of Alabama

I APPRECIATE the privilege of bringing to Tuskegee on the occasion of its Fiftieth Anniversary a message of pride and faith and goodwill. That kind of message, I am sure, represents not only my own sentiment and that of the institution which I represent, but also of the great mass of Alabama citizens who realize just what Tuskegee has meant and still means to our commonwealth.

To all who believe in Tuskegee and are striving to keep its commandments this is a day not of retrospect merely, but also of prophecy. I do not envy the man his composure who can, without emotion, contemplate the wealth of service rendered by this institution through the years.

Tuskegee has served the entire nation in useful ways. While situated in Alabama and drawing its student body chiefly from this region, it has sent its finished product into every section of the country. Indeed, many have gone across the seas and around the world. Thus the whole country, and in lesser degree the whole world, is your debtor.

I regret that so small a percentage of your financial support comes from Alabama. Yet I have no question that local support will increase as the worth of the institution to the state gains wider recognition and is more fully understood.

For twenty years as president of the University of Alabama, I have followed the fortunes of Tuskegee with increasing gratitude and appreciation. Dating back for a longer period I had acquaintanceship with your great Founder who gave not only his life to this institution, but whose outstanding service made it famous. His memory will abide in the hearts of good men and good women everywhere. His was the life of service and devotion to an ideal.

It may surprise many of you to know that, for an even longer period, I have known Dr. Moton. Forty-seven years ago, as small boys, our paths frequently converged. We were born in adjoining counties. We played marbles together. We hunted over the red hills of old Virginia. My father was a Presbyterian clergyman. He conducted an occasional service in the community in which Dr. Moton grew up. We visited in the home of a noble Virginia family where his mother was employed. That brought the association to which I have referred. I should like to add that no cleaner or finer influence came into my young life than that which came as a result of this experience.

As I knew him in those days of long ago, Dr. Moton had character. He still has. He had industry. He still has. He had determination. He still has. He had vision. He still has. He had ideals. He still has. He had a big program. He still has. Thus he has fought his way to the heights. There is a lesson in his life. That lesson is an open book which all may read and from which all may profit.

Now just a word in conclusion. No institution is ever quite what it is intended to be. It is the residuum of forces that act upon and within it. It is a matter of endless struggle. John Bright once said that we stand on the shoulders of our ancestors and that we can see further than they. He might have added that we must first climb to their shoulders, and that this climbing demands muscle and labor and sweat. Applied to the development of Tuskegee, the meaning is plain: You stand on the shoulders of those who have gone before, but the spirit of toil and sacrifice must continue here, if the second half-century that lies before you is to be worthy of the first.

No one can forecast the future. That is in the lap of the gods. My wish for Tuskegee is that it may continue to keep faith with the founders and to develop as it has developed, not too fast or too slow, but none the less surely and finely. That, after all, is the best way in which to develop. You recall the relay race in ancient Athens, a race run by night, in which each runner carried a torch to the runner ahead. If the runners ran too slow, they lost the race, if they ran too fast, they extinguished the torch and defeated themselves. The winners, therefore, kept in mind their real objective, namely to carry the torch with due speed but undimmed, to the goal.

Eufaula (Ala.) Tribune:
With men like Dr. Denny of Alabama University and Dr. Moton of Tuskege Institute leading the races there need be no cause for worry over racial matters. These two, born and reared in the same Virginia community, have a perfect understanding, as voiced in their talks at the Tuskegee celebration this week. Dr. Denny left his duties at the university to pay tribute to the black playmate of his boyhood days.

AN INSPIRATION

By Frank Willis Barnett
Editorial Staff of Birmingham News

I was in London at Queen Victoria's Golden Jubilee. I saw her as she was followed by the kings and princes of Europe through the streets of that great city. I saw the pomp and the pageantry and the glory of what we loosely termed the Anglo-Saxon races, and I say to Dr. Moton that it seems to me that this Golden Jubilee tonight has a deeper significance than that.

I have been the Negro's friend, I am the Negro's friend, and I will be the Negro's friend, until my death. The British Empire for generations had had her place in the sun, but I am looking in the face of a people who have been sitting in the shade of a great darkness. And yet, thank God, there is an intimation, a glorious intimation, of a dawn and I believe with my whole heart and soul that the black people are turning into their own through the sun of righteousness, and so, as a southern man, a son of a slave holder, I count it a privilege in a humble way to be a part of this Golden Jubilee.

MAYOR AND CITY COUNCIL OF TUSKEGEE

City of Tuskegee
Tuskegee, Ala.
March 30, 1931

We take this method of expressing our congratulations upon the occasion of the Fiftieth Anniversary of the founding of your School, for the wonderful achievements of the past and wishes for even greater attainments in the future. It is with no little degree of pride that we acknowledge its presence in our neighborhood and we are not unmindful of privileges our community enjoys by reason thereof.

Sincerely,
Mayor G. B. Edwards, Councilmen: R. M. Boyd, Floyd Forman, G. C. Thompson, J. R. Rush, L. W. Wilkerson and Clerk, J. D Randall.

ALABAMA WOMAN'S COLLEGE

Montgomery, Alabama
April 14, 1931

Greetings:

The trustees and faculty of the Woman's College of Alabama congratulate most heartily the faculty, Trustees and friends of the Tuskegee Institute on the occasion of the celebration of the Fiftieth Anniversary of the institution. May the remarkable development of the past half century be but a forerunner of an ever increasing and widening influence of the institution through all the coming years.

Very respectfully,
WALTER D. AGNEW,
President, Woman's College of Alabama.



Principal Moton and Dr. Denny ("Bob" and "Little George")

The Tuskegee Messenger

Published semi-monthly by the
Tuskegee Normal and Industrial Institute.

FIFTIETH ANNIVERSARY EDITION

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Subscription—$1.00 per year in advance.

Fifty Years

The Fiftieth Anniversary of the founding of Tuskegee Institute was regarded as a fitting occasion to emphasize the character and achievements of its great Founder, Booker T. Washington, and to survey the work of the Institute through its first half-century of activity. To this end the program was arranged to bring before students, returning alumni, Trustees and friends a resume of the forces entering into the establishment of the Institute and a survey of its activities such as would adequately interpret the influence which it has exerted upon the progress of the Negro and the contribution it has made towards our National existence.

Subsequent events more than fulfilled the purpose and expectations of the occasion. The exercises, themselves, were deeply impressive as a tribute to the Founder of the Institute, while the unsolicited comment in the public press reflected an interest in and endorsement of the work of the institution such as has not been surpassed in any period of the school's history.

The present edition of THE MESSENGER is issued as a permanent record of the utterances inspired by the occasion and the events transpiring in the course of its celebration. As nearly as they could be obtained the remarks of all speakers are reproduced; excerpts from editorials, letters and telegrams are also reprinted.

Perhaps the most trenchant phase inspired by the whole occasion is found in the editorial on Tuskegee's Fifty Years in THE BOSTON TRANSCRIPT of April 6, in which the editor says:

"If ever there was a man who seemed to live on just the same after his body was laid in the tomb, it was Booker T. Washington." To the hundreds of visitors who came from all parts of this country and some from foreign lands, as well as to workers and students, it seemed as though the living personality of the Founder of the Institute dominated the whole occasion, producing an exaltation such as only those who were present could feel and understand.

Tuskegee is grateful to the nation for the acclaim with which it was greeted on this most significant occasion in the progress of the institution. It enters upon another cycle in the spirit reflected in the words which the Founder placed upon the seal of the school—"Labor and Humility." —G. LAKE IMES

A Telegram and a Letter

Chicago, Ill., April 11, 1931

Dr. R. R. Moton:

My return from Honolulu was planned with the great event you are celebrating foremost in mind. The disappointment is keen, indeed. I am, however, endeavoring to accept it with good grace. Please extend to my fellow trustees, to officials and staff, teachers, students, and guests my warmest greetings. It is a source of the sincerest satisfaction that ten members of my immediate family are with you to pay honor to the Founder. To him the nation owes more than can be expressed in words or can be encompassed by the widest imagination. The greatest satisfaction which has come into my life resulted from contact with him, and to a greater or lesser degree this is true of thousands. When the President of the United States makes his address, I shall be listening from my bed. My thoughts will also be in Tuskegee often during Sunday, Monday and Tuesday, and with those who so loyally sustained and encouraged the Founder in times of stress, also now gone to their reward, John Washington, William H. Baldwin, Robert C. Ogden, Theodore Roosevelt, Seth Low, William G. Willcox, Frank Trumbull and others.

JULIUS ROSENWALD

Cleveland, O., March 15, 1931

My dear Major Moton:

I am genuinely sorry that I cannot have the pleasure of being with you when you celebrate the Fiftieth Anniversary of Tuskegee's great work. I am old enough to remember when Dr. Washington founded Tuskegee and as I lived on the edge of the old South I heard both hope and misgiving expressed at that time—but I never doubted either its mission or its success. Tuskegee's problem is too large and complicated, historically, for any ready made and quick solution, but I reverently thank God for the progress made in my time which seems to me real and right. So much progress as has been made seems to me to have been chiefly along the lines Dr. Washington laid down and Tuskegee, through him, and you and your devoted associates have helped it at every point. Please believe me grateful for your invitation and sorry that I am denied the privilege of accepting it.

Cordially yours,
NEWTON D. BAKER

Press Comment

Montgomery (Ala.) Advertiser:

Tuskegee Institute has every reason to be proud of its half century of life and achievement. It has won and held the confidence and admiration of both the white and black races. It has been a potent factor in the process which in the last half century has lifted the American Negro up to a new dignity and stirred him with a new hope. Tuskegee Institute, first under Booker T. Washington and then under Robert R. Moton, has, in the opinion of this newspaper, offered the American Negro his wisest and best leadership. Tuskegee Institute's adaptability is beyond question. It has not only survived, but flourished, and at the end of 50 years finds itself very much less on the defensive than in the beginning. It has developed a solid strength, a strength which is derived from the good will and the good wishes of two fundamentally different races living side by side under the same government and seeking life from the same soil and inspiration from a common national tradition. An institution of the type which the radical Negro intelligentsia of this country might have created at Tuskegee could not have survived. It would have perished in infancy and the cultural advancement of the Negro in the South would have been tragically retarded. For every white friend that the Washington-Moton method has made, the methods of the radical Negro would have made an enemy in his stead. Tuskegee Institute has offered the black race no political leadership. It has sought a mission in other fields, content to wait upon a fairer day to advance a political program for its race. It has offered the black people of the South cultural aspiration—it has offered them knowledge of the great world and its ways, it has offered them knowledge of books and pictures and music, knowledge of health and morals, knowledge of economics, of the practical sciences, of the handicrafts. It has taught them dignity and grace and pointed the way to security and peace. Tuskegee Institute is an amazing success, and The Advertiser, its friend since the establishment of the school by Booker T. Washington, joins all conservative, thoughtful Americans in extending hearty congratulations on the occasion of its golden jubilee.

Tuskegee (Ala.) News:

Tuskegee Institute was established in 1881. This year is, therefore, its Fiftieth Anniversary. No institution as far as I know has in fifty years made more remarkable progress than Tuskegee Institute in the fifty years of its existence, and no institution is more honored today. Its name and work are known all over the world and inhabitants of all nations do it honor. Its Founder, Booker T. Washington was a truly great man and one of the most remarkable men this nation has ever produced, and the present head of the institution, Robert Russa Moton is a worthy successor and has done and is doing a most notable work. Tuskegee is grateful for him and for his work and also for the many worthy helpers who assist him in the work of this great institution. There is no citizen of Tuskegee who does not hold the institution in highest regard and does not wish for it success more and more abounding. Doubtless we will all take great interest in the coming celebration of the first fifty years of the institution's life. May she live forever and never grow old but flourish in immortal growth.

New York Times:

One might say: Better fifty years of Tuskegee than a cycle of the earlier history of the Negro race. From being the name of a school, begun only a half century ago in a modest way, Tuskegee, has become identified with a method of education. Its friends do not claim that it originated the idea, but it has given that idea such effective and persistent application that it has won acceptance both as a way of education and a policy of social advancement. The entire country should take interest in the semi-centennial celebration. The Institute work was begun fifty years ago with an appropriation of $2,000 from the Alabama State Legislature for teachers' salaries. There was then neither land, building nor equipment, but there was a man, Booker T. Washington, who had been at Hampton and who had the courage to start out on this venture for his race. Today the institution has a plant valued at more than $2,000,000 and a permanent endowment of more than $8,000,000. Even this substantial gain does not measure the progress that has been made by this institution as a self-sufficient community. It is and has been throughout its half century far more than a school. It has projected movements for the advancement of the Negro race as a whole and has had a large share in the development of better relations with the whites. It has even exerted an influence in shaping educational policies of other lands in their dealing with retarded groups. Under the leadership of Major Robert Moton, Tuskegee approaches its new half century with a larger opportunity to be of direct service to the Negro race than it has ever had before and of indirect value to the civilization in which 12,000,000 Negroes are incorporate. Better still, another fifty years of Tuskegee!

Evening Bulletin, Philadelphia, Pa.

President Hoover's tribute to Tuskegee appropriately closed the celebration of the Fiftieth Anniversary of the founding of that institution. The remarkable progress of the Negro in wealth, and in the reduction of illiteracy and of the death rate during the half century of Tuskegee's life, the President attributed chiefly to the work done for the race by the schools in that period, work in which Tuskegee has borne a leading and unique part. The foundation stone of Tuskegee has been that, while the literary education of the Negro is not to be neglected, the most important thing he can do is to win for himself a position in the economic life of the community, especially in the South, which will make him indispensable to his fellow-citizens. Booker T. Washington, who did the pioneer work at Tuskegee, enjoyed the respect and sympathy of white citizens of the South from the start, but had to combat a good deal of misunderstanding from his own people before his real aims were generally comprehended. His successor, Dr. R. R. Moton, has carried on efficiently in the same spirit that animated Dr. Washington. Like him he has deemed it part of his mission to promote good will among the races and has been eminently successful in that regard. Tuskegee's influence has been widespread. For thousands of its graduates it has been the gateway to success and an assured position in the community. It has contributed to social peace, and better understanding of the races. Half a century of fruitful labor has shown the soundness of the lines on which it was founded.

Atlanta (Ga.) Constitution:

It's Tuskegee's Golden Anniversary, and an event of large significance to the Negro race and to civilization ahead. Booker Washington was an exceptional man. He had character, wisdom, a sane racial philosophy and a diplomatic genius that would have marked him as a leader among any race of men. In his ambitious adventure to improve and uplift the ideals and work of his southern Negro fellow citizens he literally walked in the ancient footsteps of Abraham of Ur—"by faith he went out, not knowing whither he went," but in that faith he invested his soul and has received the inheritance of an imperishable honor among the benefactors of man. The good and great work at Tuskegee is being carried forward with increasing usefulness by faithful disciples of Washington, its founder, and for its growing uplifting power it has the fullest wishes of the forward-looking men and women of the nation.

Atlanta (Ga.) Constitution:

The celebration of the semi-centennial of Spelman Seminary for Negro women in this city in the same week with the like festival at Tuskegee Industrial Institute founded by Booker Washington in Alabama, forms a brace of significant events. After the emancipation of the Negroes, two foremost problems in social civilization presented themselves to the American people. The first was to find work and economic provisions for 4,000,000 of ignorant and dependent Negroes, untrained and unaccustomed to self-support, especially under a new system of wage service. The second was to secure to them the advantages and personal powers of education and mental discipline * * * The Negroes had a few sound thinking friends looking unselfishly for their advancement. Such were inspired by Booker Washington, of their own race, who had the vision of Tuskegee Institute, and Miss Packard and her associates, who founded the school for Negroes here in Atlanta, that, under the fostering liberality of the Rockefeller family has come to be the fine and flourishing Spelman Seminary of today. These fortunate and valuable institutions have been the models for others scattered over the South. They have furnished ideals and produced trained, sensible men and women who have profitably taught and led a million Negroes in the South into ambitions and labors of genuine racial uplift. To them the people of the South owe grateful acknowledgements of their sanity, industrial philosophy, educational methods and contributions to harmony and cooperation of the better elements of both races that must live peaceably and prosper mutually in the states of Dixie—the land that is dear to the both.

Montgomery (Ala.) Journal:

So much has been said during the recent celebration of the semi-centennial of Tuskegee Institute concerning the great practical work accomplished by this school for Negroes, that its influence along one of the cultural lines has been well nigh unnoticed. It remained for a graduate of this school, Isaac L. Fisher, at present on the staff of Hampton Institute in Virginia, to call attention last Monday night to the fact that the Institute has been a factor for the preservation of native Negro music.

Chattanooga (Tenn.) Times:

Tuskegee does not discourage cultural studies and the professions. But it does not place upon them a larger emphasis than is warranted by the needs of the people it serves. Its distinguished characteristic is that it seeks to relate education in such large measure to the ordinary tasks and problems of daily life. Through its teaching it has been of incalculable benefit to the Negro race. And its example has not been lost on the general educational movement.

Birmingham (Ala.) News:

It is entirely fitting and proper that both races and all sections should join in the celebration of Tuskegee Institute's Fiftieth Anniversary, and that the President of the United States should take notice of it in an address to be relayed by wire from Washington to the Institute's Chapel. For Tuskegee Institute is something more than a distinguished and successful educational institution. It is, in a sense, a symbol. It is a symbol of the progress of the Negro race since it emerged from slavery, and in its purposes and its achievements it represents the highest ideals and the best thought of the leaders of the race. As such, it has a significance for the white race as well as for the Negro. For the best thought of the responsible leaders of the Negro race for its advancement and for its cooperation with the white people is not different, in the main, from the best thought of the white race on that score. Tuskegee Institute, as founded by Booker T. Washington, was dedicated not merely to the advancement of colored people, but to the furtherance of sympathetic and harmonious relations between whites and Negroes. It was Dr. Washington's great genius for promoting interracial friendship and understanding, no less than his ability as an educator, that gave Tuskegee Institute its high character and purpose. Booker T. Washington, by his remarkable capacity for promoting amicable relations and his persuasive reasonableness on virtually all questions touching interracial relations, had a profound influence on the thought of both races. The white people of the South, as well as the colored people, are indebted to him, and both races may properly do him honor. Dr. Washington was a great man and a good man. On the occasion of the semi-centennial celebration at Tuskegee Institute this week, it is natural and right that the ceremonies should be devoted principally to honoring Dr. Washington. But in paying tributes to Booker T. Washington, no one should neglect to give a share of the credit for the Institute's success to his successor as Principal, Major Robert R. Moton. Major Moton took over a difficult task when he succeeded Dr. Washington on the latter's death. He had large shoes to fill. But during the time that Major Moton had been in charge of the Institute, its conduct has adhered strictly to the principles established for it by Dr. Washington, and the school has continued its growth and improvement. Major Moton has been a worthy successor to the Founder of Tuskegee Institute. He has made a distinguished name as an educator and leader in his own right. He is an able, thoughtful man, and he has carried on successfully the work that was begun by his predecessor. The confidence that Dr. Washington reposed in him has been justified.

San Antonio (Texas) Express:

The Tuskegee experiment has succeeded beyond the Founder's expectations, perhaps, though hardly beyond his dreams. The Institute's civic and patriotic services through the past half-century must be appraised equally high. Conspicuous among those labors is its determined fight upon the lynching evil—begun when such a crusade called for high courage, indeed. Through diligent fact-finding and wide publicity, the institution aroused a somnolent civic conscience. Now—awakened to its enormity—many groups actively are campaigning to eradicate the abuse. Lynch-murder is no longer in good standing, but definitely on the decline.

Boston (Mass.) Transcript:

Many people now living have a glowing recollection of the day when a wisely optomistic colored young man from Virginia, who had been trained as a teacher in Hampton Institute, came to Tuskegee, in the "Black Belt" of Alabama, and, with the friendly authorization and assistance of the Alabama authorities, opened a "normal school" for colored people on a very humble scale. This start was made in 1881. The young man, whose name was Booker Taliaferro Washington, had at the outset but one teacher, himself, and he began his school with thirty students. But he soon evinced so much of capacity, and particularly so great a gift of interesting other people in his enterprise, that his "Institute" grew in proportions and in fame by leaps and bounds. Tuskegee Normal and Industrial Institute, which differed from Hampton in having only colored teachers and administrators, thereby becoming a work not only for the Negroes, but by them, became a national institution, and Booker Washington a national figure. And the Alabamians never had occasion to regret their welcome to its Principal. At least they entertained for him a real admiration, and the whole country came to the support of the institution. In place of its one teacher and its thirty original students, Tuskegee today has a notable corps of teachers and a mighty army of learners and strives not only at Tuskegee but all over the country. *If there was ever a man who seemed to live on just the same after his body was laid in the tomb, it was Booker Washington.* His name alone is a daily inspiration to the colored race and an influence toward interracial amity and cooperation. The many people who go to Tuskegee to attend the ceremonies and addresses in connection with the celebration of the conclusion of the half-century of his great work there must feel themselves under the influence of his beneficient presence. In view of what Tuskegee Institute has done for the advancement of the colored people of the United States and of the Negro race in the world, as well as for its cultivation of sound and hopeful relations between that race and the white race, and in view also of the eventual further elevating influence upon the race whose rise it is bound to serve under the able administration of Washington's successor, Principal Robert R. Moton, the forthcoming celebration of the Fiftieth Anniversary of the school will attract wide attention.

St. Louis (Mo.) Post-Dispatch:

The Fiftieth Anniversary of Tuskegee Normal and Industrial Institute, closes half century of high-planned educational endeavor that is a foremost American contribution to the world's well-being. A strong case could be made for the proposition that no other activity in the United States save the emancipation from slavery has done so much for the advancement of the Negro. From the time of its founding by Booker T. Washington, Tuskegee has been an institution of Negroes, by Negroes, for Negroes, and yet not alone for Negroes. Whatever serves to make them better citizens makes the United States a better place for all who live herein regardless of race or station in life. Today, Tuskegee-trained teachers, professional men and women, artisans, nurses and farmers are scattered throughout the country, and in far places of the world as well, for the Tuskegee idea has amounted to a gospel in its zeal-inspiring influence. A wire from the White House will carry the voice of President Hoover to the celebration in the Tuskegee Chapel. Booker T. Washington's school and that of the present Principal, Robert R. Moton, is about to look back on fruitful years of which the nation may well be proud.

Detroit (Mich.) Free Press:

The celebration during the past week of the Fiftieth Anniversary of the founding of Tuskegee Institute drew wide attention to one of the most useful educational institutions in the country. Also it afforded a means of measuring the progress American citizens of color have made in certain directions in the last half century. While the material growth of Tuskegee has been impressive, what is far more notable is the contribution the school has made to the education of the colored race in this country, along practical lines, as well as to human relationships. The financial assistance it has received from private citizens has come from both the South and the North. The two greatest assets Tuskegee has had have been its first Principal, Dr. Booker T. Washington, and its present Principal, Dr. Robert R. Moton, whose tact and broad-mindedness made it easy for their institution to win the respect and interest of their fellow-citizens. When it is remembered that seventy-five years ago it was against the law in many southern states to teach a slave to read, an achievement such as Tuskegee Institute represents today, appears in its true and remarkable light. A favorite argument in defense of slavery was that natives of Africa would profit intellectually and morally from their contact with American civilization. Would it be extravagant to point to Tuskegee as a tardy vindication of that assertion?

Plainfield (N. J.) Courier News:

Some will think especially of the late Booker T. Washington, others of the present extensive educational plant, still others of the thousands of Negro young men and women who have gone forth from the halls and fields of Tuskegee Institute, as that famous institution recently celebrated the Fiftieth Anniversary of its founding. All these aspects may well be joined and to them added the bright prospect of an even greater Tuskegee in the years to come. During the span of five decades more than 20,000 Negroes, in addition to cultural training, have acquired a working knowledge of one of the forty-two trades and agricultural courses taught at the institution. It was Tuskegee's good fortune to find available after Washington's pioneering and highly fruitful leadership of thirty-four years, the services of Robert R. Moton for the principalship of the Institute. During the past sixteen years he has continued to build on the foundations laid by his illustrious predecessor. His progressive plans for the future spell continued expansion to meet the opportunity of equipping the people of his race for their place in the life of this nation.

Roanoke (Va.) Times:

President Hoover's tribute to Tuskegee Institute and its splendid contribution to leadership of the Negro race was a thoroughly deserved one. Negroes who are striving sincerely and to the best of their ability to aid the advancement of their race along lines of industrial, educational, social and moral progress will be gratified and encouraged at the President's words and will find in them an inspiration and incentive to press on to new accomplishments.

Rochester (N. Y.) Chronicle:

In two busy days of speech making, President Hoover has spoken felicitously for the nation on matters touching our interests at home and beyond our borders. His earnest words of commendation to the Negro people of the country last night gave added dignity to the Fiftieth Anniversary ceremonies of Tuskegee Institute.



MRS. MARGARET WASHINGTON

IMPRESSIONISTIC SKETCH OF TUSKEGEE'S SEMI-CENTENNIAL

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twenty-five years before when such outstanding figures of that day and time—Charles W. Eliot, president of Harvard University; Andrew Carnegie, philanthropist; Robert C. Ogden, business leader and humanitarian; Dr. H. B. Frissell, principal of Hampton Institute, and J. G. Phelps Stokes, public-spirited citizen, attended Tuskegee's Twenty-fifth Anniversary exercises. Theodore Roosevelt was quoted in statements voicing the high esteem in which he held the educator.

The town of Tuskegee and environs are rich in cultural, social and educational background, which fact was emphasized by Prof. W. B. Riley, superintendent of the Macon County public schools. He gave a list of names of native citizens who have won high recognition in various fields of endeavor and attained national reputations, whose sympathy and support provided substantial encouragement for the school from the beginning.

Tuskegee's First Graduate

Tuskegee's first graduate. Buoyant, enjoying good health and comparatively youthful in appearance, standing erect, with a clear, strong voice Mrs. Virginia Adams Driver told of how her father, Lewis Adams, ex-slave and master mechanic, had enlisted white friends in his effort to establish a Negro normal school at Tuskegee, and of the instantaneous and hearty support given by them to make his dream a reality.

With roguish humor Prof. William H. Holtzclaw, a Tuskegee graduate, and founder and principal of Utica Institute, Mississippi, provoked gales of laughter as he indulged in retrospection: his keen disappointment when denied admission for not being sufficiently advanced in his studies; his earnest plea to Booker Washington, who ultimately consented to his matriculation; his first estimate of his Principal, whose size, clothes and democratic manner did not conform to the new student's superficial ideas of what a professor should look like.

Greetings from the National Baptist Convention, Inc., were borne by Prof. R. B. Hudson, secretary, who alluded to Booker T. Washington's having been a Baptist, and that the "largest body of Negroes in Christian work in this country," had named in the organization's Bible Association a "Booker T. Washington Night."

It was the Ruffner family which gave Washington a start when a struggling boy in West Virginia, and J. S. Ruffner, a grandson, of Malden, West Virginia, designated by the governor as a representative of the state, briefly narrated interesting incidents during the time Washington lived with his ancestors.

Dr. Thomas Elsa Jones, president of Fisk University, emphasized the debt liberal arts colleges owe to Tuskegee, and touched on the present-day disposition of forward-thinking white leaders of the southland to give the educated, self-respecting Negro a larger measure of recognition.

For fifteen years Dr. E. P. Roberts of New York City, trustee of Lincoln University, Pennsylvania, and president of the Lincoln Alumni Association, came in personal contact with Booker T. Washington, whose seeming indifference to the slangs and slurs of his critics, and whose liberal attitude toward those who bitterly disagreed with him made an indelible impression. Washington's philosophy of life, Dr. Roberts thought, was saner and safer than Mahatma Gandhi's, and more nearly approached the philosophy of Jesus Christ than any he has ever known.

In 1901, Booker T. Washington was the target of bitter attacks made by Negro leaders of other schools of thought. In many instances these opponents of industrial education resorted to personal vilification. Dr. C. V. Roman, then a young physician, today member of the faculty of Meharry Medical College and of Fisk University, wrote a letter to a Negro newspaper protesting against what he considered the unwarranted attacks on Tuskegee's Principal. A few weeks later he received a letter of thanks from Washington for having sent the communication for publication. This marked the beginning of Dr. Roman's long friendship for Tuskegee, which he first visited in 1905, and to which he has returned once a year ever since.

Record-Breaking Crowds Gather

Three hundred and sixty-five days in the year Tuskegee Institute is a beehive of activity. By Monday afternoon this was true in a superlative sense. So large was the gathering that eating and sleeping accommodations were taxed to capacity. The overflow was housed in Greenwood, the Negro village adjoining the school, another brain-child of Booker T. Washington, and in the town of Tuskegee. Pullman coaches run into the grounds, were utilized as sleeping quarters.

Monday morning a demonstration of the Movable School was given by Thomas M. Campbell, field agent of the United States Department of Agriculture. Adjoining the Chapel was a study in contrasts—two types of Movable Schools—of today and yesteryear. In 1906, the first Movable School to aid the rural farmer was given by Morris K. Jesup at the suggestion of Booker T. Washington. It was drawn by two mules—a crude affair—while the modern automobile truck is equipped with a complete agricultural outfit. Talks also were made by Dr. George W. Carver, Tuskegee's noted agricultural chemist and botanist, and R. C. Atkins, director of the Agricultural Department; and demonstrations by N. Kollock, Miss E. B. Brown, Mrs. L. R. Daly, Mrs. B. P. Pompey, R. T. Thurston and V. C. Turner, demonstration agents, who assist in Tuskegee's program of carrying education to the farmer.

An industrial program was opened in the Chapel, Monday afternoon at 2:30. It was instructive and entertaining, giving a panorama of the school's industries—a reproduction in ensemble—as conducted from day to day by students and workers, depicting the operation of an air-lift artesian well, house construction, house and furniture painting, trouble shooting in engines, tool making, installing radiator, lighting and wiring, pamphlet making, coat making, furniture upholstering, shoe building and upper fitting, chimney building, roof laying, horse shoeing, weighing and wrapping potato slips for shipment, inoculating a pig, repairing a plow, planting a garden plot, delivering horse for shoeing, shearing sheep, feeding and currying a calf, butter making, spraying fruit trees, brooding baby chicks, laboratory work in biology; domestic science class in teacher training, home in the making and mobilizing of fracture by nurses of the John A. Andrew Memorial Hospital.

Visualization of the role of public servant played by Dr. William Jay Schieffelin is very largely a matter of geography. In New York he is a zealous, intrepid crusader in the interest of good government and clean politics. At Tuskegee Institute and at Hampton Institute of which he is respectively Chairman of the Board of Trustees and member of the Board, he is best known as a warm and sincere advocate of Negro education.

Chairman Schieffelin Speaks

Speaking Monday afternoon in the Chapel on "Tuskegee: Fearless Advocate of Good Will," Dr. Schieffelin laid stress on the power and good in the Tuskegee idea, of Washington's marvelous industry and sagacity in building the school, of his talent for making friends and enlisting support. He paid generous tribute to his predecessors in the chairmanship of the Board of Trustees and other benefactors, past and present, who gave Washington good advice, moral and financial help. Dr. Moton was portrayed as a most worthy successor—a recognized leader and a champion of the Negro race.

A cordial reception was accorded Dr. Rush Rhees, president of the University of Rochester and representative of the colleges and universities of the North and East. Dr. Rhees is a personal friend of George Eastman, who has probably contributed more money to the Institute than any other person.

In Dr. Rhees's opinion, Booker Washington's greatness was manifested in his clear analysis of the problem he was called to work out in Alabama; it was a momentous step when responsibility in running the school was given wholly to Negro

Domestic Science Building Named Margaret Washington Hall

The Board of Trustees at their meeting on Monday morning voted to honor the memory of the late Mrs. Booker T. Washington by designating the remodeled quarters of the Division of Domestic Science as Margaret Washington Hall. Mrs. Washington organized the Department of Women's Industries in 1892 and after her passing June 4, 1925 Mrs. Moton succeeded her in the position of director as well as President of The Tuskegee Woman's Club.

Like two sisters were Mrs. Washington and Mrs. Moton in all their associations at the Institute; no day passed in which they did not see each other. They worked together in the local Women's Club, the State Federation and the National Federation of Colored Women's Clubs; they journeyed together to conventions and to meetings of the Interracial Commission. As Mrs. Washington's health declined Mrs. Moton, in countless unobstrusive ways, ministered to her and identified herself with her interests. The two were alike in their devotion to their husbands and the story of Tuskegee's development would be far from complete without the record of the activities of both.

At the Fiftieth Anniversary Celebration Mrs. Moton was hostess to the trustees, alumni and visitors and to her they are indebted in large measure for the comfort and pleasure of their stay at the Institute. She was little in evidence during the exercises, but her office in Dorothy Hall was headquarters for all plans for the entertainment of guests. In spite of her busy program her house-guests did not feel neglected nor the Principal's reception in her home robbed of any sign of formality by the gracious simplicity of her manner.



MRS. JENNIE B. MOTON

minds and hands. Washington's greatness, he said, received the supreme demonstration which is found in the ability of the organization, which he assembled to continue his work and maintain and advance his ideals after his personal presence and leadership were withdrawn.

The introduction of Dr. George H. Denny, president of the University of Alabama, representative of the State of Alabama and the colleges and universities of the South bristled with the dramatic. Brushing aside formal procedure of presentation, Dr. Moton feelingly told of the time when he and Dr. Denny were boyhood chums in Virginia, and the singular coincidence which brought them both to work in the largest educational institutions for their people in the State of Alabama.

Dr. Denny proudly recounted how he and Dr. Moton as small boys had played marbles and hunted together over the hills of Virginia, the wholesome influence Moton had exerted on his life, and referred to his long acquaintanceship with Booker T. Washington, whose memory, he predicted, would abide in the minds and hearts of good men and women everywhere.

Hampton Salutes Tuskegee

Hampton is called "the mother of Tuskegee," because it was upon the recommendation of General Samuel Chapman Armstrong that Booker T. Washington was called from Hampton to organize the state normal school for Negroes where he put into practice what he had learned at his alma mater. It was, therefore, fitting that Hampton signalize the occasion of the Fiftieth Anniversary of his work in an appropriate way.

The strong bond of affection between the two institutions was evidenced by Hampton's special display of amity and kindly concern. Its new president, Arthur Howe, brought greetings and expressed the conviction that the "two great graduates of Hampton—Washington and Moton—would have been great in any circumstance." He then presented as from Hampton to Tuskegee, a beautifully carved walnut table, a replica in style of one that stands on the platform in Ogden Hall at Hampton, made in the shop of that institution, on which at least thirty different students had labored.

Later on Dan W. Armstrong, son of General Samuel Chapman Armstrong, the founder of Hampton, presented Tuskegee Institute on behalf of Hampton Institute, a large gold medallion, designed by the famous sculptor, Juszko, on one side of which the words—"Hampton Salutes Tuskegee, 1881-1931"—surround the profiles of Lincoln, Armstrong and Booker T. Washington. On the obverse are the words of Washington from "Up From Slavery:" "I learned at Hampton that the happiest people are those who do the most for others." Replicas of the medallion in bronze were distributed as a special souvenir.

West Virginia's great pride in having contributed to Washington's early training was referred to by Dr. John W. Davis, president of the West Virginia State College, one of the four citizens appointed by Governor William G. Conley to represent the state. Dr. Davis announced that a resolution had been passed by the State Legislature to erect a monument to the educator's memory at Malden where he spent his boyhood.

Washington knew existing standards and traditions in education but would not be bound by them, asserting that standards must be determined by conditions; that he studied conditions and established a criterion for others rather than be dominated by adopted standards, was the observation of Prof. J. R. E. Lee, president of the Florida A. and M. College, formerly director of the Academic Department at Tuskegee, who spoke as the representative of all the workers associated with the Founder.

The General Education Board, the Jeanes, Slater, Rosenwald and Phelps-Stokes funds are household words and very definitely linked with the history of Negro education's progress in the South. The invaluable service rendered by these agencies in stimulating a policy of cooperation in education is well known.

Leo Favrot, field agent of the General Education Board, outlined the policies of these foundations to-wit: first, to undertake to see the whole field; second, working cooperatively and responding to requests for aid whenever in their power; third, to stimulate interest and support.

At the close of Monday afternoon's program, Dr. Schieffelin announced that the group of buildings now housing the Department of Mechanical Industries will be designated as "William G. Willcox Trades School" in honor of the distinguished New Yorker who for many years was chairman of the Board of Trustees; that the Home Economics Building just remodeled and equipped will be known as "Margaret Washington Hall," for the wife and helpmate of Booker T. Washington, who passed soon after her distinguished companion, and was until her death head of the Department of Women's Industries; that the auditorium-gymnasium nearing completion will be known as Logan Hall in tribute to Warren Logan, former treasurer and vice-principal, who came to Tuskegee two years after the Founder and is vigorous and active; that $750,000 had been pledged toward the Fiftieth Anniversary Fund of $1,000,000 for permanent improvements including an anonymous gift of $20,000 to be known as the Chellis A. Austin Fund in memory of the late New York financier, who was a Trustee of the Institute and treasurer of the Investment Committee; and another anonymous gift of $300,000 for the erection and maintenance of an engineering building in honor of Thomas A. Edison.

A girls' exhibition in physical education followed on the White Hall Lawn.

Festival of Negro Music

Monday evening, oratory was temporarily put aside and a festival of Negro music was given in the Chapel. The theme was "Up From Slavery," reflecting the mind and mood of the Negro in his journey from slavery to freedom, out of sorrow through hope and joy. William L. Dawson, Tuskegee graduate, and the director of music conducted the exercises. The program was built up of Negro melodies, first in their original form and when employed as motifs for developed choral and instrumental compositions for choir, band and orchestra. Dett's "Listen to the Lambs," Coleridge-Taylor's "Bamboula," Burleigh's "Deep River," arranged for band by Dawson; and "Lil David" by the Children's House chorus were vigorously encored. One hundred and twenty-five singers massed in the choir loft, a band of sixty pieces on the rostrum and in the orchestra pit, formed a striking picture. The Children's House chorus was stationed in the balcony.

Immediately following the festival of music an appreciation of Booker T. Washington and Tuskegee Institute's contribution to the preservation of plantation melodies was given by Isaac L. Fisher, Class of 1898, also a member of the editorial board of *The Southern Workman*, at Hampton Institute, Virginia. The leadership which members of his class had taken in communities in which they live was told by Gordon H. Kitchen, Class of 1921, who, on behalf of his class, thirty-three of whom were at their first reunion, presented the Principal a check for $320.50.

To Mrs. Charlotte Hawkins Brown, president of Palmer Institute, Sedalia, North Carolina, Tuskegee Institute has been "an open door of inspiration — a mine of information." In his address, the Rt. Rev. W. J. Walls, presiding bishop of the New England and West Alabama conferences, with pardonable pride commented on the fact that Lewis Adams, the leading spirit in the establishment of the normal school at Tuskegee, served as trustee, class leader and Sunday school



Marching to Chapel on Sunday Morning

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superintendent of Butler's Chapel, an A. M. E. Zion Church on the south side of the town of Tuskegee, where the work of the Institute began, Dr. Washington having used the church as an assembly room and an adjoining shanty as a class room.

The marked interest of visitors in the exercises was attested by the large and attentive audience at all of the three lengthy programs on Monday. In the evening many were compelled to stand.

Tuesday was last but not least in the series of conspicuous happenings. Everybody was keyed up to a high pitch in anticipation of an address over the radio by the President of the United States, and the delivering of the Founder's Day address by Dr. Anson Phelps Stokes, canon of the Washington Cathedral, and president of the Board of Trustees of the Phelps-Stokes Fund, New York City. From Tuskegee Institute's early history Dr. Stokes' family has been prominently identified with its development. Known as a true friend of the Negro both in the United States and Africa, Dr. Stokes was accorded an ovation.

His illuminating historic sketch of Tuskegee Institute is an authoritative work on the subject. Of about 25,000 words, it is divided into eight sections, as follows: "Pre-History," "Booker T. Washington and the Founding of Tuskegee Institute," "The Early Years of Struggle," "The Years of Expansion," "The New Administration of Major Moton," "The Agencies of Tuskegee Influence," "Resulting Evidences of Negro Potentiality and Progress," and "Tuskegee's Educational Creed."

Pointing out that the Institute's first financial aid was received from the state amounting to $2,000, Dr. A. F. Harman, state superintendent of education, acting as personal representative of the Hon. B. M. Miller, governor of Alabama, reminded his hearers of the significance of the fact that from the school's founding this continued recognition represents the full confidence of the state in the faithfulness, loyalty and efficiency not only of the great Founder, but also of his successor.

Southern White Woman Acclaimed

The surprise speaker of the whole celebration was Mrs. B. B. Cobb, of the town of Tuskegee, whose father, John Massey, at nearly the same time as Booker Washington began the work which was to make him immortal, founded in Tuskegee, the Woman's College, which is supported by the Methodist Episcopal Church, South, and now located in Montgomery. She came unheralded and at the beginning was accorded respectful, but casual consideration. Before she had talked two minutes all were sitting at rapt attention. And when she declared:

"Have we a color line in the South? Oh, yes! Where it is? Well, where is it? The horizon is the line where earth and sky appear to meet. When you stand beside the sea it seems far off and level, but to the dweller in the city or valley it seems near and broken. The same is true of the color line. Each man's color line depends on where he stands and how he looks at life," attentiveness gave way to thunderous applause.

When she sat down the audience arose en masse. Such stalwart champions of race rights as Alderman Fred R. Moore of New York, editor of The New York Age; Robert L. Vann, editor of The Pittsburgh Courier, and Alderman Louis B. Anderson of Chicago, led in the demonstration. The southern white woman emerged a beloved and popular figure.

Booker T. Washington's first teacher is alive today. At 83, William Davis, mentally and physically alert, motored from his home in Charleston, West Virginia, to recite that in 1865 he left Columbus, Ohio and settled in the Village of Tinkersville, now known as Dana, West Virginia, and through the efforts of the Rev. Lewis Rice and wife, and Frank Randolph, Negroes, opened a school in the Rice's two room home. Washington came to him then, a sandy-haired, hatless, barefooted lad of about eight years, with shirt much too large, but energetic, studious and ambitious.

The audience of 3,500 was growing restless. Time was drawing nigh for the big moment of the celebration—the address over the radio by the President of the United States direct from the White House to the Chapel. Dr. Moton was courteously, but firmly cutting short the addresses so the broadcasting program take place on schedule. The Rev. Ben Brave, Captain Alvin J. Neely, secretary of the Tuskegee General Alumni Association and registrar of the Institute; the Rt. Rev. W. T. Vernon, Bishop of the Twelfth Episcopal District of the A. M. E. Church, who eloquently described Washington as "father of Negro economic freedom," and T. C. Walker of Gloucester County, Virginia, a student of the night school at Hampton when organized by Dr. Washington, graciously acceded to curtailment.

Four-thirty central time! The zero hour. Mechanical experts from the National Broadcasting Company noiselessly moving about testing the network of wires. A request to audience to abbreviate applause when signalled. Voice of announcer in the Chapel identifying station and calling the first number, song by Tuskegee Choir—"King Jesus Is a-Listenin'," directed by Mrs. Portia Washington Pittman, daughter of Booker T. Washington.

Dr. Moton and Dr. Garfield on Radio

First speaker, Principal Moton, who in a brief eulogy said Booker T. Washington did more than any other man to make this nation—North and South—think of the Negro in terms of justice and equality—in terms of American citizenship.

Then Dr. Harry A. Garfield, president of Williams College at which his father, James A. Garfield, former President of the United States, and General Samuel Chapman Armstrong, founder of Hampton, were classmates, followed before the microphone. "Tuskegee," he said, "looks back over fifty years of accomplishments, of amazing and vital growth. Its roots are thrust deep into the soil of the southland. Its spreading branches cover the whole of our broad land, and its object unforgetable words, namely, 'to teach the Negro to lift labor out of drudgery and toil by putting thought and skill into it.' Tuskegee has been fortunate in her leaders."

"Soon Ah Will Be Done Wid de Troubles of de World," by the Boys' Glee Club had to be omitted. All hearts aflutter. The announcer on the other end introducing the President of the United States, speaking from the room where Lincoln signed the Emancipation Proclamation. Oppressive silence.

President Hoover Broadcasts From White House

The voice of President Hoover—distinct and resonant. All eyes were directed toward the loud speaker, every listening ear alert. Everybody motionless. One might have heard a pin drop. The President speaks for ten minutes. With the last word, suppressed emotion gave way to an avalanche of applause. A thrilling experience, climaxing an epoch in Negro life.

Dr. Moton wishing to preserve this last dramatic impression announces adjournment, not waiting to have the students sing "Hallelujah! I Been Down into the Sea." The audience disperses in a flurry of excitement. The Fiftieth Anniversary celebration is history!

Five-thirty. Tuskegee's largest throng ready for evening meal moving toward Tompkins Dining Hall, the most imposing structure on the campus accommodating 1,500 students and 225 members of the faculty at one sitting; Dorothy Hall and the Oaks, the last-named formerly the residence of Booker T. Washington, invaded by hordes of the tired and hungry. Hundreds literally swamped public eating places in Greenwood and the town of Tuskegee. A goodly number dined as guests in private homes.

Cavalcade of motor cars homeward bound. William Flake, Tuskegee's beloved traffic officer, with his empty sleeve, too loyal to stop working although on retired list, and his assistants as busy as traffic officers at the intersection of Fifth Avenue and Forty-second Street, New York City.

The hands of the clock atop White Hall point to 6:30. From Thrasher Hall the bell rings. The special train of Pullman coaches with Trustees and friends pulls out for the East. The exchange of many lingering farewells.

Twilight. Celebration of Tuskegee Institute's Fiftieth Anniversary and Founder's Day comes to an end, the end of three perfect days!

Partial List of Guests at Fiftieth Anniversary

Trustess—Mr. Henry S. Bowers, Mr. William H. Carter, Mr. John H. Drakeford, Mr. Warren Logan, Mr. Irving S. Merrell and Mrs. Merrell, Dr. R. R. Moton, Dr. William Jay Schieffelin, Mr. William M. Scott and Mrs. Scott, Mr. Edgar B. Stern and Mrs. Stern, Mr. C. E. Thomas, Mr. C. A. Wickersham, Mr. Andrew J. Wilborn, Mrs. William G. Willcox.

Eastern Party Headed by Dr. Schieffelin—Mr. Daniel W. Armstrong, Mr. J. T. Bernhardt, Mr. George H. Burchum, Dr. Walter G. Crump, President and Mrs. Harry A. Garfield, Mr. R. O. D. Hopkins, Mrs. J. L. Kendel, Mrs. E. H. Kinwell, Mr. Eric H. Louw, Dr. Rush Rhees, Mrs. Lessing Rosenwald and daughter, Dr. Anson Phelps Stokes, Mr. Anson Phelps Stokes, Jr., Mrs. Blanche Stone, Mr. and Mrs. Henry Willcox.

Rosenwald Party Headed by Mr. Alfred K. Stern—Dr. and Mrs. Will W. Alexander, Miss Kathleen Allen, Mr. George Arthur, Dr. and Mrs. A. Black, Admiral Norman Jerome Blackwood, Mr. and Mrs. Brownlow, Mr. and Mrs. George Wallace Carr, Mrs. Michael Davis, Dr. Clyde Frost, Dr. and Mrs. Isaac Kandel, Dr. Franklin Keller, Mr. Frank L. Hayes, Dr. and Mrs. David Levy, Mrs. Franklin McLean, Mr. and Mrs. Paul Poynter, Mr. and Mrs. Leonard Rieser, Mr. and Mrs. Edward Rosenheim, Mr. Lessing Rosenwald, Mr. and Mrs. William Rosenwald, Mr. R. S. Rubinow, Mr. and Mrs. Albert Sherer, Mr. and Mrs. Edward Sonneschien, Mr. S. L. Smith, Mr. Alfred K. Stern, Mr. and Mrs. Edgar B. Stern, Dr. and Mrs. Stifler, Mr. and Mrs. F. Sulzberger, Mrs. Mary Merrell Stevens, Miss Virginia Tucker.

State Representatives Appointed by Governors—Alabama, Dr. A. F. Harmon; Arkansas, Mr. J. B. Watson; Colorado, Mrs. Z. J. Parks and Miss Estralda M. Spratling; Connecticut, Mr. Frank P. Chisholm; Delaware, Prof. R. S. Grossley; Florida, Prof. J. R. E. Lee; Georgia, Mr. William M. Hubbard and Prof. J. W. Holley; Iowa, Mr. S. Joe Brown and Mr. E. L. Dimitry; Kansas, Miss Mabel Patterson and Mr. Dorsey Green; Kentucky, Mr. H. S. Russell; Louisiana, Prof. J. S. Clark; Massachusetts, Dr. Wm. N. Deberry; Mississippi, Mr. E. P. Booze; Missouri, Rev. J. L. Cohron, and Judge Crittenden Clark; Oklahoma, Mrs. T. J. Elliott, Mr. H. T. Hutton, and Dr. F. Melvin Payne; Pennsylvania, Mr. Robert L. Vann; South Carolina, Mr. Seymore Carroll, Prof. R. S. Wilkinson; South Dakota, Mr. C. L. Abbott, Rev. Ben Brave; Tennessee, Prof. W. J. Hale; Virginia, Dr. John M. Gandy; West Virginia, Prof. William Davis, Dr. John W. Davis, Mr. R. P. Sims; the Bahama Islands, Mr. Etinne Dupuch, and Mr. T. Augustus Toote.

Educational Institution Heads—Mr. S. G. Atkins, principal, Winston-Salem State Teachers' College, Winston-Salem, North Carolina; Mr. W. R. Banks, president, Prairie View

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The Man and the Idea

By Bishop W. J. Walls of the A. M. E. Zion Church

IN THE INTRODUCTION of the description of the Battle of Waterloo, Victor Hugo wrote as he was seated in the little farm house within the view of the entire sweep of that great struggle of human carnage and hell: "There is one thing more powerful than armies, more powerful than nations, more powerful than governments and laws; it is an idea whose time has come."

Nothing is more significant than this: a great conception that has lifted the world and human life a notch higher in the scale of progress, has always seemed to strike the world like a great ground swell, and everywhere can be seen the signs of its oncoming. When such a movement has been seized and formulated into a definite result and realization it has always had to be done by some individual or a small number of individuals willing to pay the price to make it a medium of service and helpfulness.

This is one of the strongest proofs that there is soul and ultimate reality in the universe, but only the man or woman inspired for sacrifice and service can bring it to action in the scheme of discovery and progress. This has been done always when some striking and compelling need is seen by one who aspires to serve and catches from the situation the idea that supplies the need and throws his genius, industry, and faith into the relieving of the need.

Booker T. Washington's philosophy of life had a compound text; namely, the relief of his people's moral and spiritual needs and the supply of their physical needs. He was accustomed to say: "Wherever there is a necessity there is a fortune."

Want is a pain. He who aids a people in the discovery of its relief from the pain of want and desire, receives their unstinted reward and everlasting gratitude. We are met here to express a people's and a nation's gratitude to one of the greatest builders of empire that the nation has ever produced.

Booker T. Washington's life was an epoch. His deed was love. No people can claim him; his residence was creation, his fame eternity.

The greatest need in the infant history of Israel was the opportunity for the coming of its greatest man, and we have its description climaxed, in the words of Stephen: "In which time Moses was born." The greatest crisis in American history made Abraham Lincoln the most beloved and revered of Presidents. Toussaint L'Ouverture made his advent into the heart of humanity's memory by leading his fellow-patriots from the degradation of European persecution. And Frederick Douglass, the most eloquent of Americans, came up from the blood and tears of his enslaved people, fighting to give them freedom, the desire of their souls.

Booker T. Washington joined a growing group of those engaged in the black man's education and self-discovery. His idea was not original with him—it had already come. It was Mark Hopkins' conception. General Armstrong had begun its demonstration; Booker T. Washington was its great product and exemplifier. In him the man and the idea had met their time. He coupled theory with deed and gave the dream its expression. He literally loved the races into peace. He taught the American public how to help the Negro to educate himself for usefulness.

The true test of a man's faith and genius is seen in how he conducts himself amid hardships and failures. It is said that George Washington lost more battles than he won, but he won the last one. Booker T. Washington also had many failures. His first came in an effort to secure an increased appropriation from the state legislature when Dr. W. H. Council and his associates captured the appropriation for the State Normal School near Huntsville, Alabama. It is said that this was a severe blow to Principal Washington and the school. He henceforth turned, with his wife, Mrs. Olivia Davidson Washington, to the friends of the North.

Another blow came one day when, in the beginning of his solicitation for funds, he was seated in a house awaiting the return of the lady of the house who had gone to the second floor to get her check book to write him a donation, and the man of the house entered. Incensed at the presence of this Negro in the home, and refusing to receive an explanation from Mr. Washington for his presence, or listen to his protestations of no offense, he drove him out of the door.

The humiliation caused Mr. Washington instantly to resolve to give up collecting funds in this way. And Booker T. Washington, who became the most successful man of America in this field of solicitation, started to quit until he walked a few doors away, and a second thought caused him to turn again to his quest. In the third home from this point where he met his discouragement the man of the house received him cordially, requested him to leave his card, promising to inform him later of his disposition of the matter. Three weeks afterwards Mr. Washington received from this man a check for $10,000, the largest gift to Tuskegee until then.

One of the secrets of Mr. Washington's success was that he had the courage to fail. He missed the additional appropriation from Alabama, but it spurred him on to win donations and cooperation from all America.

The hindrances in getting started, the handicaps of trying to build with raw and inexperienced students; the perils of misunderstanding between ex-slaves and former masters and numberless other discouragements were overcome in Mr. Washington's consciousness that he was living to serve. This I believe to be the dynamic that has sustained every great task of leaders and statesmen, of scientists, educators, of seers and martyrs the world over. Folks are the greatest things in this world.

I cannot close these remarks as a representative of the A. M. E. Zion Church without reference to the contribution of this church to the founding of this institution. We did not have money but we gave you vision and industry. A bishop of the Zion Church was consulted by Lewis Adams upon his project for a school and encouraged and directed him to his undertaking.

Mr. Washington wrote his own life story and we heard it from this platform last night by Mrs. Virginia Adams Driver that her father, Lewis Adams, conceived the idea of a trades school at Tuskegee and wrote to General Armstrong for a teacher, and Booker T. Washington and Tuskegee were the results. That story also states that Mr. Washington began his school with thirty students in a shanty that leaked when it rained.

Ladies and gentlemen, Mr. Lewis Adams, who invited Mr. Washington to Tuskegee, and arranged for the place to teach the first year of the school, was a trustee, class leader, and Sunday school superintendent of the A. M. E. Zion Church; and Butler's Chapel A. M. E. Zion Church on the north side of Tuskegee was that shanty school room.

Whenever Mr. Washington appeared in an A. M. E. Zion General Conference he was happy in telling this story. He was the personal friend of the matchless orator and founder of Livingstone College, Dr. J. C. Price, and had Mr. Price on two occasions as the commencement orator at Tuskegee. The first time I heard Mr. Washington was at the quarto-centennial celebration of Livingstone College in 1907. His laconic opening words that fell upon my student ears in that multitude that had come to hear him are a part of my undying memory. Standing like a giant upon the top of the world, he thundered out in his inimitable voice and consuming, magnetic personality: "I bring Livingstone College greetings from Tuskegee Institute."

Dr. Robert Russa Moton, builder of Greater Tuskegee, has inspired our Zion assemblies several times, and we love him for his great soul. By his labors of love and his uncommon wisdom and rugged integrity he has added his name to those of the greatest servants of the nation and mankind. The sun will never rise on that day when the name of Robert Russa Moton will not be seen among the mightiest and the most beloved who have lived to serve a rising people on American soil.

In the name of the A. M. E. Zion Church I greet you, and in her name I prophesy that you, the Trustees and alumni of a school that serves not one church, but all churches; not one section, but a whole people; not one race, but all mankind; not one generation, but all the ages to come, will widen and grow and heighten in the service of our common cause until not only our land, but all lands shall be blessed by the going and coming of your teeming thousands.

Tuskegee cannot die because it was the sweat of Booker T. Washington's immortal soul and it was the gift of America's repentance for the blight of slavery, the answer to the sainted slaves' prayer. You are our race motto in action. Your immortal Founder has inspired every Negro boy and girl—in fact, his toils are the toils of us all, his achievement the achievement of us all. If he had enemies, they are our enemies and his friends are the friends of the race.

PRESS COMMENT

Philadelphia (Pa.) Public Ledger:

In his address on the Fiftieth Anniversary of Tuskegee Institute, President Hoover suggested that perhaps its greatest service to members of the Negro race in this country has been as the model and inspiration for the widespread system of industrial education which has contributed so materially to their advancement. When Tuskegee was founded a half century ago "economic and cultural destitution," as Mr. Hoover says, was the lot of millions of Negroes who were bewildered by their newly acquired liberty. In Mr. Hoover's phrase, this Anniversary at Tuskegee marks, in a sense, "the semi-centennial of Negro progress." During this period the wealth of Negroes in this country has increased 130 times, the illiteracy of the race has decreased from ninety-five to twenty per cent and the death rate has been cut one-half. Even more encouraging is Mr. Hoover's conviction that the adjustment of interracial relations in the South, based upon "sympathetic understanding and absolute justice," is making equal progress.

Worcester (Mass.) Gazette:

The Fiftieth Anniversary of the founding of Tuskegee Institute, is a reminder that because so much has been done for the education of the southern Negro, so much more remains to be done. Great is the advancement of the Negro in the last half-century. Equally great, perhaps, is the change of point of view on the part of the whites. No longer, after the careful objective researches of Frank Boas, now of Columbia University—first published in his "Mind of Primitive Man"—is it possible to rank Negro capacity as limited.

Findlay (Ohio) Courier:

In celebrating its Fiftieth Anniversary President Hoover, speaking to a Tuskegee audience, reviewed the progress of the Institute and paid tribute to Washington and to his successor, Robert R. Moton, who has been Principal since Washington's death in 1915. Reflecting the views of the nation, the President pointed out that with emancipation the Negro assumed an obligation to find his place under new conditions, and that his struggle was one of adjustment, often in periods of uncertainty and hardship, when persons found difficulty in holding to a steady course. He praised the race for finding its way to higher and more inspiring fields of work. The history of Tuskegee is the history of Negroes since slavery.

Washington, Father of Our Economic Freedom

By Rt. Rev. W. T. Vernon
Presiding Bishop of the Twelfth
Episcopal District of the
A. M. E. Church

THE WAR between the States was over. It was the climacteric of divergent ideas, centuries old. Men had fought bravely for what they conceived to be right.

Some followed the great, silent soldier, Grant, on the one hand, and on the other were men willing to die at the command of the gallant, beau ideal warrior, Robert E. Lee. These gallant knights, Americans all, returned to their broken homes to often find all gone save love and honor.

The hurtling clash of battle shock had left a country purposeless, striving amid darkness to find its way to a readjustment, to a rebuilding on ruins which had threatened to engulf the mightiest republic of all the ages.

"Which way shall we turn?" was the query.

Here a North—there a South—brothers all, doubting each other; and an ignorant defenseless black race with but feeble ideas of home, leadership and proper governmental responsibility and that which makes for the vital, necessary elements of American citizenship.

Some said politics are paramount, others declared classical training the the panacea for all our ills. A decade found us wandering in the wilderness far from the promised land.

Participation in politics had not emancipated us from the untowardness that was our portion. All college training alone had not broken shackles which still bound us. Industrially, economically we were helpless. A groping people found only maladjustment, industrial incompentency and economic failure.

We might orate anent our bravery in war, our faithfulness in peace, but neither the eloquent praise of others, nor the pride in our own heroic past could be translated into a practicality that would bring real, definite worth—worth according to one's ability to do the things the world wants done, or give the world that without which society is unable to endure. I repeat, no man doubted our bravery in war, or faithfulness in peace. The history of wars of the past had told its story. The neighbors about, allotted to us the appelation—faithful.

The chronicler of human events finds us at Concord and Lexington, Boston Commons, Yorktown, and Bunker Hill, with Washington at Valley Forge, with Perry on Lake Erie, and with Jackson at New Orleans.

From sixty-one to sixty-five, whether as soldiers in the ranks, or as body-servants who went through shot and shell to find the body of the master and bear it home to this Southland, that it might rest under the jasmine and the rose where the bereaved loved ones might drop a tear over the sacred mound—we had kept the faith.

But the black man is now free. He must prepare to meet freedom's demands; he must become a contributor in a way that would have men evaluate him as a definite asset in our American life. He must find his place, must make his place.

But who could point the way? Who could roll us away the stone?

Who would find egress from the land of doubts and futile dreams? Who could set our feet in the path we might tread to the lasting and secure places of life in a world of calcium tests and unerring appraisement?

Every age has its leader, every crisis its man of vision, every hour finds its pioneer, its pathfinder, dreamer, whose dreams come true, its Moses who, descending from the mountain of God, hands down the law of life for his people.

Such men come from the ends of the earth in all ages. They belong to the ages. They make the ages. Their history is the history of the world. The palace, the hovel, the busy mart of trade, the field, the wilderness have birthed them.

Their lives but exemplify the ways of an inscrutable providence to do his work. As the years roll on their greatness is heightened. They are immortal.

It was no strange trick of nature—it was the providence of God that brought to this spot fifty years ago one of the world's truly great men, Booker T. Washington.

His way was a new way. It was the only way to reach the youth by countless thousands and prepare them to compete in this industrial age, in this intensely practical hour.

Misunderstood, opposed, he held his way. His face was set toward the Jerusalem of racial salvation, no matter whether it meant the acclaim of multitudes or a cross. Losing his life in service for his people, he found it; and we today still behold it in the unfolding in their march, their conquering tread toward the promised land.

The humble beginning, the privation and sacrifice endured in the incipiency of Tuskegee seem beyond conception in this hour of marvelous achievement.

These rolling acres, this city on a hill above the valleys, where black people dwell, this lighthouse pointing wanderers home, this elevating, envisioning place of preparation for our youth, are a far cry from the inauspicious beginnings of that half century ago.

And those who suffered in that day built far better than they knew. As Washington, "Father of our country," could not possibly see this day, neither could another Washington, "Father of our economic freedom," see this hour. But they followed the gleam.

Tuskegee is bringing readjustment where was maladjustment, bringing

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WAITING FOR THE LINE TO FORM
Dr. Schieffelin, President Rush Rhees, Principal Moton, and Bishop Vernon

Tuskegee as a Cause

By John W. Davis
President of West Virginia State College

HON. WILLIAM G. CONLEY, Governor of West Virginia, has delegated Mr. Joel S. Ruffner, President R. P. Sims and me to represent and bring the greetings of the State of West Virginia to Tuskegee Normal and Industrial Institute on this profoundly significant occasion. Unofficially, an invited guest has come with us whose presence here means more to him and to us than words can describe. Brilliant, alert, and engagingly active in mind at 83 years, William Davis, the first teacher of Dr. Booker T. Washington, journeys here to be more fully recompensed by seeing the life achievement of his barefoot pupil of 1865.

General Lewis Ruffner and his cultured wife, Mrs. Viola Ruffner, in whose home at Malden, West Virginia, the boy, Booker Washington worked, learned practical cleanliness, received the inspiration to go to study at Hampton Institute are represented here today by their grandson, Mr. Joel S. Ruffner. West Virginia rejoices whole-heartedly in this Fiftieth Anniversary celebration of the founding of this institution because it was from her borders as his home state that the late Dr. Washington went forth in 1881 to that marvelous career which has inspired the admiration of the civilized world.

Our state legislature, now in session, passed a resolution a few days ago to honor the memory of Dr. Washington by authorizing the erection of a suitable monument for him at Malden, West Virginia. Big-hearted women of the West Virginia Federation of Colored Women's Clubs, led by Mrs. A. L. Spaulding, as president, have not only secured favorable legislative action in West Virginia, but have caused the President of the United States, Ex-President Coolidge, Hon. Andrew W. Mellon, Hon. John W. Davis, former ambassador to the Court of St. James and other outstanding citizens, statesmen, financiers and philanthropists likewise to become interested. We shall place on yonder hill a monument in stone like others have done or will do but with greater profit shall join in a song of wider appreciation for the influence and spirit of a man which could not be limited by single states and nations.

There is a reciprocal relationship which exists between great men and causes. Lincoln and liberty; Eliot and Harvard; Andrew and Brown; Booker Washington and Tuskegee, Harper and Chicago—suggest inseparable elements of greatness. I was told the other day that the Oberlin College which has reality and which lives reverently, constructively and beautifully in many places in the world as well as on the campus there in Ohio was not the college but the cause of freedom which early pedagogs issued as their mandate of acceptance.

Tuskegee is a cause and Booker T. Washington was its active agent from its incipiency until he went away. The early institutional conception to redeem and re-evaluate the personalities of boys and girls who for years had been debased, enslaved, despised, handicapped, pauperized, perpetuated in ignorance and shame, to the extent not only of self-respect, but the respect of all men with common sense everywhere, was an ideal approximating the magnitude God's own estimate of the possibility of a man. This conception called for an education which would be incarnated and personified.

Only a curriculum that closely corresponds to the problems and activities of every-day life was applicable. A people had to be rehabilitated in body, mind and soul. To this cause Dr. Washington dedicated the strength of his life. Out of it he evolved for education a philosophy. To guide it a working charter was drawn with only that looseness which would admit fundamental educational variations as the rising social mind of the group demanded. With an aggressiveness and boldness hardly to be duplicated again among world educational endeavors this policy has been followed with the result that we have today Tuskegee here on these grounds and Tuskegee off the grounds, absent with leave and without leave functioning righteously and vigorously in an effort to make better men and women and a better social order.

The cause of education as represented and promoted in this institution has constructively influenced educational procedure in this and other nations. On the one hand it has set up debates, controversies, and discussions while on the other there have come from it little Tuskegee foreign likenesses of efficiency, educational plagiarisms or graftings at home and honest copying—but all for the common good. Education like fundamental virtue is best in its purest set-up and seems to be unduly embarrassed when descriptive and limiting adjectives are tied to it. No one wants to be called an "educational expert" today and the successful prosecution of the work here has served as an increasingly efficient rebuttal to doubtful expressions like "Higher Education."

Boldness then to serve the people at the level of their needs—putting it, in an uncanny way, "first things first" and not yielding to popular demands nor accepting the ecclesiastical leftovers from the period prior to 1860, gave us the Tuskegee philosophy of education. This, as a program followed along original and experimental lines and in contra-distinction to existing programs has served as the contrasting point of view to efforts of common pattern institutions of the standardized sort. The refusal to join the educational lock-step parade gave this institution an influential place in American education. After fifty years we justify today the faith and works of its proponents and at the same time recognize the value and worth-whileness of differing programs of other institutions.

It is difficult to contemplate just what conclusions would be reached if we tried to measure George W. Carver's worth, work value or pay in terms of *teacher-pupil load, a sixteen semester-hour a week program, or success at keeping an acceptable ratio between students passed and flunked.* Recounting now, I see that development through the years of an institution here which is justly and meritoriously applauded by the educated and those wanting education, all of which has come about without entangling alliances with educational standardizing agencies. This position is not one of condemnation so far as these agencies are concerned but rather a plea for that educational freedom which has characterized and made possible here outstanding results.

This is the day for educational covenants openly conceived between institutions and individual students for their self-discovery and awakening for achievement. The aloofness now mentioned is a part of your world-wide acclaim and records for you an enviable position for your continued self-rating, unit curricula appraisals, departmental standardization and product judging evaluations. This sort of thing has made people ask—how do they do that at Tuskegee? There is power in such influence. It is needed now more than ever in checking the institutional rush for places on rosters of accreditment at the expense of sound educational thinking. We should note with care the need of changed standards for rating educational institutions and also the unsoundness of the objective of an institution established to educate people as involved in preparing students only to become eligible without academic off-set for some university graduate school.

A friend of mine asked me a few years ago if I intended hearing Dr. Washington speak on a certain night. I told him that it was my purpose to hear him. My friend expressed surprise and told me that I would hear the same speech to which I had listened when I last heard Dr. Washington. I added then that that was the reason I intended hearing Dr. Washington at the opportunity then at hand. In this, I read the power of a single life purpose—an enthusiasm for an ideal and the necessity of sustained effort in order to influence constructively world thought and action. Tuskegee is so big, valuable, soulful and important in the life of this nation that its chief sponsor did not have time to talk about other subjects.

The economic rehabilitation of the American Negro is a twin thought with Tuskegee. Basic in this was the fact of the dignity of labor. Early recognition was given to the necessity of a well-fed, well-housed, and well-paid middle class group if the Negro race was to have perpetuity. Skilled and semi-skilled artisans and



A Minuet on White Hall Lawn—Scene from Girls' Exhibition in Physical Education

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Booker Washington and the Negro Spirituals

By Isaac L. Fisher, Class of 1898, General Secretary, Y. M. C. A.; and Member, Editorial Board, "Southern Workman," Hampton Institute, Virginia

WHEN I RECEIVED a telegram from Dr. Moton, a few days ago, asking me to discuss Dr. Washington's appreciation and use of the Negro spirituals, I immediately consented to do so. But I had no dream that my talk was to be against a background of such a musical program as has been presented here tonight. I want you to know, Dr. Moton, that in creating the conditions under which this elaborate "Festival of Negro Music" could be given, you are worthily continuing Dr. Washington's work for the preservation of the Negro's matchless gift of song.

One could not be around Dr. Washington very long without seeing that he was very, very fond of the "Plantation Melodies," as he called them. He did not use the phrase, "Negro Spirituals," as we do now. He employed the melodies regularly in the Chapel to add beauty to the usual exercises. As a member of the choir, I used to think that I did not like to sing these songs. I preferred to sing something more impressive, as I thought. But in season and out, after other songs had been sung, Mr. Washington would invariably say: "Sing a Plantation Melody"; and soon I began to love the sweetness of this music, as did hosts of other students. In the farmers conferences and the other gatherings held here in our Chapel, he was always making the same request: "Sing a Plantation Melody."

In the next place, he used these songs for personal inspiration, whenever he could have them precede a public address which he was to make. They seemed to call out the best that was in him, and to transport him into a higher realm of eloquence. I took the Tuskegee Quartet to Albany, New York, on one occasion, to sing for a great gathering at which he was to speak. He called me in advance, inquired as to the songs which the singers usually employed, and begged that they be urged to use the "Plantation Melodies" for the major part of all their programs. Just before his speech, the quartet sang, "Will You Lead Me to the Rock that is Higher than I?" and it seemed as if the man was transfigured with power, when he followed them and began to tell the story of his work for Negro education. Again and again, I have seen him moved out of himself by the transporting sweetness of a "spiritual" which had preceded his talk.

Not only did he use these songs for his own inspiration, but also to create a friendly and sympathetic atmosphere in which to plead the cause of the American Negro. He had learned by observation that a few of these songs in an hour could create more friendship than months of philosophic arguments could do, and he used this powerful solvent whenever he could to dissolve hostilities and to make audiences more sympathetic with the cause for which he pleaded. And the songs never failed him, but always touched the hearts of his hearers and made it easier for him to deliver the message always on his heart.

There was, however, a more enduring service which Dr. Washington desired to render to the Negro in the matter of the "Plantation Melodies." He wanted and sought to create at Tuskegee such an appreciation of the beauty of this music that it might be easy to preserve this undoubted cultural asset to the Negro for all time. He saw, even then, that as the Negro advanced in education, he would be inclined to abandon the "Spirituals" because they reminded him of his past. Here, too, as in other directions, he was prophetic in his keen discernment of what the future would do to the Negro, and he strove to prevent an irreparable loss to him.

On the eve of giving a farewell concert, next Thursday, before returning to Europe, the well-known Negro singer, Paul Robeson, was interviewed by a representative of The New York Times, on the future of the "Negro Spirituals." Among other things, Mr. Robeson said: " 'Throughout the country, with few exceptions, ... I found a special eagerness among the younger and I am sorry to say, the more intelligent Negroes, to dismiss the spiritual as something beneath their new pride in their race. It is as if they wanted to put it behind them as something to be ashamed of —something that tied them to a past in which their forefathers were slaves.' Mr. Robeson said that whenever large Negro audiences welcomed him there was a demand for the inclusion of the German, French, and continental classics on his program. He went on: 'It always makes me unhappy to do this.' "

If one will turn to the last edition of the New International Encyclopaedia, he will find these words concerning our music: "Negro music has been steadily losing its distinctive features owing to the tendency of the younger generation to discard everything which harks back to the days of slavery." And yet the Encyclopaedia Britannica, a standard authority throughout the world, says that "The (Negro) Spirituals constitute one of the finest bodies of folk songs in the world." But we are growing ashamed of them. Dr. Washington foresaw all this, and he did all that he could to have these melodies rendered here in such beauty that the Negro might learn to love them and not lose them, as he is in danger of doing.

Since almost all of the "Plantation Melodies" are based upon beautiful words of the Scriptures, giving them an effective setting, I may be pardoned for turning to the book of the Revelations for a thought with which to close these remarks. On the lonely Isle of Patmos, on the Lord's Day, One Who declared Himself to be Alpha and Omega, commanded John to write certain messages to churches at Ephesus, Smyrna, Sardis and others. Near the end of the list, He said: "And unto the angel of the church at Philadelphia write . . . I know thy works: behold, I have set before thee an open door, and no man can shut it."

From the earnestness with which Dr. Washington sought to preserve the folk songs of the American Negro, one might easily conclude that it was as if he heard the Great Creator saying to different peoples of the earth, as He endowed each with a special gift: "Behold, I have set before thee an open door, and no man can shut it;" heard him say to the Romans: "In your talent for government and rule, I have set before thee an open door, and no man can shut it. Develop this gift, and I will make you to be remembered as the people who taught the world the science of rule and dominion;" heard him speak to the Greeks: "I have set before thee an open door, and no man can shut it. I have given you a talent for aesthetics. Develop it, and I will make you to be remembered as the people who taught the world the science of beauty"; heard God say to the Phonecians: "I have opened a door wide for you. Cultivate your talent of seamanship, and history will write you down as those who taught the world the mastery of the sea and commerce thereon." Hearing these messages to other races, Mr. Washington, a firm believer in the justice of God, believed, I am sure, that the same Great Father had said to the Negro, as to the rest: "Behold, I have set before thee an open door, and no man can shut it"; and Mr. Washington sought to have the Negro go through the open door of these spirituals.

When we remember that wherever in the civilized world men have heard these beautiful songs, they have been charmed by their beauty, we have cause to know that the Negro has been given a great power through his songs. It seems to me that God is speaking now and saying to us: "When a little child is born to your race, I touch its palate and vocal chords and give it a sweetness of voice which I bestow on no other race. In doing so I have set before thee, too, an open door, and no man can shut it."

I appeal to all of you, particularly to our own young people, to preserve this divine gift together with the melodies we have created and in history we shall be remembered as the race which in addition to its other achievements, went through the "open door" of music, which God set ajar for our people, and added to the world happiness and joy through the medium of our songs.



INSTITUTE BAND WITH MR. WILLIAM L. DAWSON (insert)
Mr. Dawson, director of music at the Institute, was responsible for the music which featured the Celebration.

(See Page 21, Column 4)

How Booker Washington Taught His Teachers

By J. R. E. Lee

President of the Florida A. and M. College, and Formerly Director of the Academic Department at Tuskegee Institute

NO ONE COULD LIVE and work with Booker T. Washington for a number of years without being influenced in a large measure by his personality, his rugged character, his originality, and especially his belief in, and his advocacy of the fundamentals in life. His farseeing vision of the needs of his race, both locally and nationally was ever evident to every close associate. The association with him was in itself an awakening of new ideas and vital purposes in education. It was impossible to be with him and not imbibe the spirit of growth. In fact, it is not amiss to say that to be associated with Booker T. Washington was in itself an education.

Booker T. Washington had a full knowledge of the traditions in education. His study at Hampton and Wayland, and his wide reading and contact gave him a full understanding of these traditions. By such traditions, however, he was influenced, but not bound or dominated, even in the slightest degree. Knowledge for the sake of knowledge, education or knowledge as an end itself, had no attraction for him. He believed in a functioning knowledge — knowledge that did not function was to him a by-word. Words and discourses that would entertain only, were to him useless. Every word, every sentence to him must have a meaning clear and unveiled; must have a meaning, not only to the user, but a meaning to him to whom such words were addressed.

For the teacher to have the pupils write in a copy book or discuss in English sentences at that time, "Caesar crossed the Rubicon," or "Hannibal crossed the Alps," when the student had no conception of who Caesar and Hannibal were, and less conception of what and where the Rubicon and Alps were, was to Booker Washington foolish and senseless, and as he would put it, "a matter of words." His substitute for these would be, "Carver studies plants," "I crossed the Alabama River in coming to Tuskegee," or "The student cleans the room." In the former cases, he would invariably ask, "Who is Caesar?" and "Who is Hannibal?" He might also ask, "Where and what is the Rubicon, and the Alps?" Small things perhaps, and not according to traditions, but fundamental to the plastic mind of the student.

He knew existing standards and traditions in education, but would not be bound by them. Standards, he contended, must be determined by conditions. He regarded it senseless to be governed and influenced by customs which in no way fit existing conditions. Standards set up by others, had no sanction from Booker Washington unless they could be used in existing conditions. He studied conditions thoroughly and established a criterion for others, rather than be dominated by adopted standards. As an illustration, he would have the students taught that which would enable them to render service at the end of their course. Service was the standard and not the demand of some institution for entrance to its courses. In fact, the objective of Tuskegee was to serve the needs of the people, not a preparation to meet some standard set up by others to meet their requirements. Booker T. Washington desired that Tuskegee should be a standard maker for usefulness in education.

In the formation of his ideas of education for his race, Booker Washington studied the needs. His ideas, as his standards, were based upon these needs, and not upon what was an ancient custom or some modern fad. As an illustration, he had knowledge that of every 1,000 pupils that entered the seventh grade, only 630 reached the eighth grade; and that of every 1,000 pupils who entered the ninth grade, only 360 would reach high school, and only 140 would complete the high school course; of every 1,000 pupils who complete the high school, only 70 go to college, and of every 1,000 entering college only 20 complete the course.

It was his conviction, that, all ideas, standards and customs to the contrary, notwithstanding, something should be done to help toward useful life the 370 out of every 1,000 who never go to the eighth grade, the 640 out of every 1,000 who never go to high school, and for these 980 who never finish college. In other words, he felt that education should be directed to the 980 out of each thousand as well as to the 20. He determined that Tuskegee, through industrial and character training should serve these thousands. While he was ever interested in what many term the "aristocracy" in education, he was even more interested in what was termed democracy in education.

Further, it was his knowledge that of the 41,609,692 wage-earning population, 92 per cent of these, that is, 38,280,456 were hand workers. He determined that Tuskegee should enhance the value of these 38 million hand workers. To make those of the Negro race who are a part of these 38 million hand workers more efficient breadwinners and more capable home makers, was a determining factor in his ideas of education.

His vision and ideas are fully justified when we find in every section of our great country graduates and former students, a part of the 92 per cent of hand workers, living as useful additions to the communities in which they live, and exhibiting a tangible loyalty to their alma mater which challenges the admiration of the world.

These ideas trained a John L. Webb, as a contractor, whose financial rating goes beyond the half-million, and who considers it a small matter to give to his alma mater on call $5,000. These ideas trained a W. V. Chambliss, as an agriculturist, who at his death left to his alma mater more than $100,000, and made possible a modern training school for children and prospective teachers to bless future generations.

Booker Washington's knowledge of health needs, led him to start the movement of health education through the National Negro Health Week. Many of us recall his anxiety about the high death rate of the Negro race. These visions, as in other cases, were based upon very definite needs, and not on what had been done by others or standards set by others.

His knowledge of the needs of the rural schools led him to wise action, when he had the opportunity to give advice, in connection with the Anna T. Jeanes Fund, and with the Rosenwald School Building Fund. As a result of this knowledge of needs and his wise counsel in the early days, there are today 260 Jeanes teachers working in every section of the South, and there are over 5,000 Rosenwald schools, which emphasize the wisdom of Booker T. Washington, whose wise decisions were the result of the needs of the race as he saw them. The confidence of Anna T. Jeanes and Julius Rosenwald was inspired by Booker Washington's knowledge of the needs of the Negro race.

Another resultant feature of this great urge to supply the needs of the race is now the much heralded, and in influence, far-reaching interracial movement. He saw the absolute necessity of a closer and more intelligent relationship between the races. The first loud interracial note was sounded when thirty-five years ago at the Atlanta, (Georgia) Exposition he proclaimed in a clarion voice, "Let down your bucket where you are."

To Booker T. Washington no particular brand of knowledge constituted education and culture. Here again he defied tradition. Every inducement to constructive thinking and doing, to him was education and culture. To prepare food satisfying to the taste and health, to set a table properly and attractively, and to serve the food so as to add to the happiness of family or guest, was to him very vital education and culture. Understanding how to grow plants, to build a wagon or automobile, or to construct a wall—in all of these there was in Booker Washington's mind, education and culture. In all such activities one has to think coherently and constructively.

Booker Washington was not only the Principal of Tuskegee Institute, he was also the friendly inspector and supervisor of every activity. He had knowledge of all that he wished Tuskegee to be and do. At intervals he observed the classroom teaching, that it might be kept in basic, concrete and fundamental bounds. He saw the farm and all of its activities and constantly gave advice, lest it might all be theory and no production. He observed the teaching of trade work for boys and girls to be sure there was fact and construction, as well as words and theory.

With his vision of what he regarded education and knowledge of various approaches to the wider field of education, Booker Washington, however, sought advice from his associates and trusted them in carrying out his program of education. He was not fearful of his associates, and was sure they could be trusted for advice and accomplishment.

No man could be found firmer in his convictions than was Booker T. Washington. He knew what he

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A TEACHER HONORS A TEACHER

The Principal with the Chairman of the Board of Trustees and the Treasurer, Mr. William H. Carter (left), welcome Mr. C. H. Callark, a school teacher of the early days in Oklahoma, who made the long journey to Tuskegee to pay his tribute to the Founder.

HOLLIS BURKE FRISSELL LIBRARY
TUSKEGEE INSTITUTE, ALABAMA



Prof. William Davis, the Founder's first teacher, and Mrs. Virginia Adams Driver, Tuskegee's first graduate, at the Monument of Booker T. Washington.

My Distinguished Pupil

By Prof. William Davis
Booker T. Washington's First Teacher

WHEN GENERAL HUNTER made his advance toward Lynchburg, during the war between the states, George Washington Ferguson, the step-father of Booker T. Washington, left his home in Franklin County, Virginia, and joined the Army of the Union forces. He finally made his way to West Virginia. In this state he obtained work at the salt works owned by General Lewis Ruffner. He remained there in this employment until the close of the Civil War.

It was after the war had closed on the 9th of April, 1865, that he sent for his family, consisting of John H., Booker T., and Amanda. They arrived at the Kanawha Salines about the middle of May, 1865, and began housekeeping on a small scale.

Booker's mother was a very smart woman and had great foresight. She was illiterate so far as books were concerned, but she was far from being ignorant.

After my discharge from the Union Army on the 24th of June, 1865, and remaining at my home in Columbus, Ohio about two weeks, I went to Cincinnati and began life as a hand on the steamers which plied between Gallapolis, Ohio, and Brownstown, which was located at that time about ten miles above Charleston, West Virginia.

On one such trip, I made the acquaintance of Jesse Harris, who informed me that in the village where he worked, there were some who were anxious to obtain a teacher. He took me in charge and put me in the hands of the Rev. Lewis Rice's son. This son of Rev. Mr. Rice took me to his father for some advice. After talking for sometime, it was agreed that I should open a school in his house and that he would give up his bed room for the purpose of holding day school. The furniture consisted of old slabs about 12 feet long with holes bored in them and pieces of wood inserted for supports.

This house was located on the property of General Lewis Ruffner, the noblest white man in the Kanawha Valley. He not only encouraged the education of the colored youth, but protected them from the lawless whites, finally losing his life in trying to quell a riot between the races.

Booker T. Washington was enrolled as a pupil. On one occasion in walking through the village before the opening day of school I met Booker on the road. Responding to my morning's greetings, Booker said: "Are you the teacher who is going to teach us?" Replying I said: "Yes, are you going to attend?" So he said: "Yes, and I am going to be good and try to learn." I then told him I would do my very best.

Booker was very attentive and earnest in his efforts to obtain an education. He was a boy like other boys. He liked to play pranks, but I never knew him to get angry. Booker always had a pleasant word and smile for everyone. He was liked by everyone in the village, both white and colored. He was a good debater and often entered into the debates. He attended my school four years and afterwards went to Joel S. Spears, and later on to W. C. Armstead who taught Booker one year.

In my school, Booker Washington was first enrolled as a pupil. Here the foundation was laid; while the superstructure was erected by Hampton Institute and Wayland University for the immortal greatness of Dr Booker T. Washington.

Story of Tuskegee's First Graduate

Mrs. Virginia Adams Driver

Sunday evening, April 12, first day of the 1931 Founder's Day exercises, Mrs. Driver was the attraction of the evening, and indeed she was a real attraction. Who would learn of what excellent quality of work Tuskegee Institute did at the very beginning need go no farther than a visit with Mrs. Driver; the air of New England pervades the exterior of her home; vines, pretty flowers, hearty shrubs abound.

Mrs. Driver has a keen mind, and realizing what was going on and knowing she had spoken at Chapel the evening before, she quite understood why the man with a nose for news might be seeking her on Monday.

After a pleasant interview, she tendered the manuscript of her speech of the evening before, and made the observation that she thought the best interview which she might be able to offer was therein recorded.

—Melvin J. Chisum

THIS GOLDEN JUBILEE carries me back to a little over fifty years ago, and brings to my mind the conversations heard in my home. My father was constantly saying he wanted his children educated just as were the white boys and girls of our community. Having quite a large family he was particularly interested and, therefore, worked toward that end.

My father, Lewis Adams, who was an all-round mechanic, the master of several trades learned in slavery, and the possessor of considerable education, had a shop in Tuskegee where he did shoe-making and repairing, harness-making, tinsmithing and gunsmithing. Many boys came to him for apprenticeships. There were so many boys wanting to work in his shop and learn one of these trades that he could not accommodate them all, so he thought it would be a fine thing to have a trade school where boys and girls, too, could learn a trade. Mr. A. J. Wilborn, a graduate of Tuskegee Institute and a merchant in the Town of Tuskegee, who is a member of the Trustee Board of Tuskegee, was one of these boys.

Father consulted with his white friends, and when the opportunity came to make a real request, he asked a friend whom he had aided in getting into the State Legislature to present a bill asking for an appropriation for paying teachers in a school for Negroes at Tuskegee. The bill was presented and passed. I shall never forget the joy and gladness of my father when he received a letter from this friend saying, "Lewis, get your teacher, the bill has passed."

At this time we had a small ungraded school with an ex-student of Talladega College as teacher. He refused to take charge of the new school, so my father, having heard of a trade school at Hampton, Virginia, wrote to Hampton for a teacher, and Mr. Booker T. Washington accepted the call. The first meal that Mr. Washington ate in Tuskegee was at our home, and all of us were elated to have the new teacher with us.

Having only money to pay teachers, the great question naturally was, where will we have the school? Finally arrangements were made with the A. M. E. Zion Church on the hill near our home, and Mr. Washington started school by registering the pupils alphabetically. Being an Adams, my name appeared first on the roll of the first school of thirty students.

After registration we had an examination and to my surprise I made a higher average than my former teacher. I was put in the highest class. Although there was no boarding school, Mr. Washington had the students under the strictest discipline and controlled our going about both day and night.

I consider it a real honor to say that I studied at the feet of Booker T. Washington. He taught me in all my subjects. We soon learned that we should not neglect even the smallest things. He was strict and precise, expecting nothing but neatness and accuracy, and we knew only these would be accepted.

Before many months had passed we had several teachers. Among the very first who came to assist Mr. Washington was Mr. Warren Logan, who was also one of my [illegible] teachers. Later he became and remained treasurer of the Institute for a [illegible] number of years, and since his retirement continues his connection with the school as a member of the Board of Trustees.

The people of Tuskegee were loyal to Mr. Washington. They did everything they could to aid in the work. They gave concerts, suppers, money and actually worked to help toward getting land and a school building.

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Booker Washington's First Address In the North

By Miss Lucy M. Washburn
Dr. Washington's Sole Surviving Hampton Teacher

I am glad to put on record for Tuskegee Institute at the Fiftieth Anniversary of its founding my recollections of Booker Washington's first public speaking in its behalf at the North, introduced by General Armstrong somewhat as in the later campaign described in the twelfth chapter of "Up From Slavery."

I am the earliest now living of the little band of General Armstrong's helpers at Hampton Institute during its early development. Booker Washington entered as a student there in 1872, the second and last year of my stay. I then carried out previous plans by going to California as a teacher in its State Normal School.

The ninth school year afterward, having a leave of absence from California, I spent the period from New Year's, 1882, to Easter in New York City. It happened during that time that General Armstrong held there one of those meetings by which he gained the support of the northern public.

Miss Mary Mackie, with whom I had gone to Hampton when the General's strong call drew her from her notable position as one of the faculty members of Vassar College to become head of the academic department of Hampton Institute, and her sister, Miss Charlotte Mackie of the boarding department, were enjoying a vacation at their home near New York City.

We used this opportunity to attend the "Hampton Meeting" and "see how the General did it." So we sent no word to make our presence known to him, but seated ourselves at the extreme rear of the audience where we could best see and hear without being noticed.

The meeting, carefully prearranged, was held in the audience hall of the historic Union League Club. This high endorsement was added to by short addresses from two or three leading New York clergymen and philanthropists. Then General Armstrong gave one of his illuminating "rapid-fire" talks, illustrated by presenting briefly two of his students, one colored and one Indian. Then, as a graduate, he introduced Booker Washington, whom I had not seen nor heard of since he was a first-year Hampton boy.

He came forward with perfect modesty and without a trace of self-consciousness. His opening sentence, which I have always remembered, was: "General Armstrong has asked me to tell you how I came to go to Hampton, what Hampton did for me, and what I am trying to do in a similar way for my people in the 'Black Belt' of Alabama."

This outline he followed throughout his speech. He told of his early life and of his journey across Virginia to Hampton more briefly but as vividly as years later he wrote it out in "Up From Slavery."

When in the course of his narrative he arrived at Hampton Institute, he told, probably for the first time, the story that has become famous, of his so-called "Entrance Examination." I could visualize his graphic picture the better because I, myself had been in and out of the room in which Miss Mackie, as head of the academic work, was orally testing the slender acquirements of applicants on what must have been the very day when he described his anxiety as he saw other individuals assigned by her to classes, but himself passed by.

This accounts for the lingering in my memory of a few sentences that show more fully than his written account of his own initiative in winning his chance. "Miss Mackie," he said, "had left the room a few moments, and when she returned she remarked to another teacher: 'The janitor work is getting too much for Carter, he really needs a helper.' I slipped nearer to her and looked earnestly into her face. She caught my eye and said: 'Can you sweep? Take this broom and sweep the recitation room across the hall.'"

He described how he swept the room three times and dusted it four times and then, all unconscious of her presence, went on: "Miss Mackie is a Yankee woman and knew just where to look for dirt. She turned over the benches, looked into every closet and finally took out her white handkerchief and passed it over the furniture and the woodwork of the walls, and then said: 'I think you will do to enter this institution.'"

While a ripple of laughter went through the audience, I, sitting by her side, was enjoying the startled, blushing laughter of Miss Mackie herself. Her sister upon her other side was nudging her and smilingly whispering to her. "Was that how it was!" "Yes," replied Miss Mackie, as soon as she could catch her breath, "That's just how it was; but I didn't know he had only fifty cents in his pocket!"

I am now the only one living who can report that extraordinary coincidence, the simultaneous testimony of the two actors in that famous "sweeping examination."

With like vivid directness Booker Washington went on to tell, as General Armstrong had asked him to do, "What Hampton had done for him" —the activities and inner spirit by which, as he afterward wrote, "Life at Hampton was a constant revelation to me, taking me into a new world."

General Armstrong had no need at that meeting to give his usual explanation of his then revolutionary methods of developing "head, heart, and hand" together for they were set forth with startling clearness by one who was himself the living impersonation of their "Education for Life," and who had already become a leader in their extension to a new center of influence.

It was this new field and effort that was his main theme, to which all preceding had led. He had told the story of his own education to make his audience understand and sustain what he was "trying to do in a similar way among his people in the 'Black Belt' of Alabama," and the results already accomplished in less than a year by energy and self-help and friendliness in founding an institution along the lines of Hampton at Tuskegee.

As he spoke, the audience began to sit up straighter and to lean toward him, so that from the time I noticed that my attention was divided between him and his hearers. Can it be, I said to myself, that the quiet, unassuming boy I recall at Hampton has such power over an audience like this? With this thought in my mind I looked about the crowded hall from my observation post at the rear, and saw standing one who has always remained in my mind as typical of that audience—the only one I knew personally. It was Dr. Agnew, the noted oculist, foremost in the United States, to consult whom had been part of my errand to New York. His fine, cultured face, a type of the highest intelligence and spirit the metropolis or the world can produce, appreciatively intent upon that young speaker.

That life-story with its marvelous later progress and achievement as written out by the speaker of that evening, has since stirred countless hearts through even the silent message of a book; while the added magnetism of his presence and voice has thrilled audiences in every section of our great country. I heard him afterward at different times before various kinds of audiences, when he had become famous as one of America's foremost orators, and always his power lay deeper than any of those arts sometimes associated with that often abused term.

His was primarily the power of earnest, unselfish sincerity—of a man with a message that pressed for utterance and sympathy, who had lived what he was now saying to you, eye to eye, and heart to heart.

One self-revelation which he gave that evening as "another lesson learned at Hampton" has remained in my memory almost word for word. General Armstrong had recalled him after graduation and two years of enthusiastic teaching among his old friends in West Virginia to teach and take personal charge of some seventy-five Indian youths whom the General, with faith in the face of prevalent skepticism as to results, had caused to be brought from the plains to share in Hampton's mode of education.

Describing the effect upon himself of his close association with those so new to his experience, Booker Washington said: "Before this I had thought of my own race as the only one oppressed. Now I realized that there was another; and *I came to feel and work for the Indian as I do for my own people.*"

How often since have I recalled those words, realizing that deep, understanding human sympathy as a source of his wonderful harmonizing influence for his whole country, peculiarly needed at his time and place, drawing together those of different races and historic conditions into vital cooperation, and so making Tuskegee a herald of "Peace on Earth, Good Will to Man!"

As the meeting closed, I sent up my card by an usher and saw him take and read it and then look over the moving crowd for me until he grasped my hand with the smile that illuminated his face. By appointment then made, he spent an hour next day with my mother and myself, telling us in as unassuming a way as if he were again a student further details of his new enterprise at Tuskegee.

From that time by correspondence with him and by his and Hampton's publications I followed the progress of his great work until after a dozen years had passed I had the delightful privilege of seeing it with my own eyes as his guest at Tuskegee, and later still of welcoming him to our home in California.

I have tried to give some idea of that unforgetable evening when it was my privilege to see and hear upon one platform General Armstrong and Booker Washington—General Armstrong the great leader whose keen youthful eyes had noted in far Hawaii what had proved most fruitful in the work of his missionary parents, and whose manhood's wisdom and dynamic force had adopted that experience and enlarged its scope to fit the crucial need of America at the crossroads of its greatest problem—and beside him Booker Washington, his young disciple, with genius thus developed and inspired stepping forth at the very center of that tremendous problem in a leadership which a half-century has proved to be not only of his race, but of the whole country and extending its vital influence into every continent of the world.

SENATOR CAPPER ON TUSKEGEE

Topeka, Kan.

I was long ago convinced that Tuskegee is one of the most useful institutions in the country. It measures in a better way than anything else the marvelous progress your race has made in the last half century. I want you to know that I have a deep interest in Tuskegee and it pleased me immensely to learn of the fine spirit which was shown toward Tuskegee at the recent celebration.

ARTHUR CAPPER

Alumni Return to "Mother Tuskegee"

By E. L. Dimitry, Class 1916

TUSKEGEE graduates returned in unprecedented numbers on the Fiftieth Anniversary of their alma mater to be recharged with the Tuskegee spirit which Principal Moton characterizes as the spirit of aspiration, devotion and unselfish service. They came despite the economic depression to rub shoulders and exchange greetings, and above all to pay homage to Booker T. Washington.

Some came from points as far as Iowa, Texas, Connecticut, Cuba, and the Bahama Islands, representing every class from the first to graduate in 1885 to the class of 1930. The first graduate of Tuskegee to receive a diploma from Dr. Washington had a place on the program. Specially invited by the Principal, thirty-three members of the 1921 Class attended the celebration of the tenth anniversary reunion of their class and contributed a total of $320.-50 toward the Anniversary Fund.

Alumni began arriving as early as Sunday, April 6. Some brought children and others grandchildren. In one case there were three alumni representing three generations of one family.

Co-incidental with the celebration and by invitation of the Principal, the Tuskegee General Alumni Association held its annual meeting at the Institute. One of the most important actions of the sessions was the adoption of a resolution presented by the local organization making Tuskegee the annual meeting place of the general body. Resolutions of tribute and appreciation to the Board of Trustees, Principal Moton, the Institute faculty and the staff of "The Tuskegeean" (alumni publication) were also adopted. The Association concurred with the local association in its petition to Principal Moton for the preservation of Thrasher Hall because of its historic value.

The first of the four meetings of the Association, opened Saturday afternoon, the 11th, in the Alumni Hut, with Captain Alvin J. Neely, president of the local, and executive secretary of the general association, presiding. Albert G. Dobbins, principal of Lincoln School, Birmingham, Alabama, acted as secretary. After the routine work of reading the minutes and reports, the Principal and the heads of several departments gave short talks on subjects of interest to the Alumni.

In his opening remarks Principal Moton paid high tribute to the vision and wisdom of Dr. Washington, exemplified in his years of service to humanity and pointing out the marvelous results of his labors, said that the success achieved was well earned. He compared the Founder's method of quiet and persuasive action with that of Mahatma Gandhi. He welcomed the alumni back to Tuskegee for their annual meeting and congratulated them on their interest in the institution and expressed appreciation of their support of the Principal.

"All Tuskegee is for you and I hope you are all for Tuskegee," he said. "Every change made here since your leaving has been for the best interests of Tuskegee and you. Indeed, your interest is always considered in every effort put forth on these grounds. Any questions, any requests may be asked and as far as possible they will be granted."

Before Principal Moton was presented, J. O. Thomas, president of the Tuskegee General Alumni Association, gave his annual address. He lauded the Founder of Tuskegee for his foresight in establishing the school and for the many contributions that he made to his race and to the world. He thanked the Association for its loyalty to Tuskegee in attending the Fiftieth Anniversary and for all efforts put forth in helping put through all programs of the general body. In presenting Principal Moton, he told of the Association's gratitude for his success in carrying on the work of the Founder.

Dean W. T. B. Williams, of the College, in an informing address of the afternoon on "The Why of the College Department at Tuskegee," said that the organization of the college was inevitable in order that Tuskegee might keep abreast of educational standards.

William H. Carter, treasurer of Tuskegee, gave a report of the school's finances. Among other things he told of the success in raising approximately $750,000 of the Million Dollar Fiftieth Anniversary Fund.

Mrs. Moton summarized the work of the Department of Women's Industries, of which she is director, extended the alumni a warm welcome and urged them not only to feel at home, but to take part in extending hospitality to the visitors. She invited the Alumni to make any criticisms they saw fit.

The report of the committee appointed to draw up the Fiftieth Anniversary Resolutions of the Tuskegee General Alumni Association was adopted in part as follows:

"The Trustees of the Tuskegee Normal and Industrial Institute having made possible the fifty years of continuous growth of the institution through their unselfish service, their whole-hearted interest, and their generous and noble devotion to the cause of education for the Negro, therefore, be it resolved:

"That the General Alumni Association express its sincere thanks to these great benefactors of humanity.

"Dr. Robert R. Moton, fitting successor to our beloved Founder, having so patiently toiled that our dear alma mater might move ever forward, that even at the peril of his health he has labored unceasingly for this great work; that unmindful of adverse criticisms and almost insurmountable difficulties, having climbed higher and ever higher, be it resolved:

"That the General Alumni Association, in testimony of its love and esteem for this great man, hereby pledge its unfaltering allegiance to our common cause.

"That ever-increasing group of workers in the building of men and women, known as the Faculty of Tuskegee Institute, having so untiringly, without promise of any great material reward, devoted its attention to the instruction of our youth, be it resolved:

"That the General Alumni Association make known its appreciation to these splendid men and women.

"The Staff of The Tuskegeean, having so beautifully made us aware of our own possibilities, as well as our deficiencies; and having done such good work in such short time, be it resolved:

"That the General Alumni Association, both as an organization and through its individual members make the work of this loyal group of Alumni a success.

"Be it further resolved that: A letter of thanks go to the editor from the office of the president of the Association."



The Committee on Resolutions was composed of: A. Heningburg, chairman; Mrs. Lucy Elliot Hutton and J. H. McGrew.

The Class of 1921 brought thirty-three of its members, and nine children back to its re-union. Gordon H. Kitchen, executive secretary of the Crocker Street Branch of the Y. M. C. A., Des Moines, Iowa, and last secretary of the class was selected by the Principal, upon the recommendation of the class, as its representative on the Anniversary program. William L. Dawson, also a member of the class, now director of music at Tuskegee played an important part in the musical features of the program. Besides being in charge of all music for the Anniversary he composed a special chorus for the occasion, and arranged and transcribed several numbers for orchestra rendition.

Other alumni on the program were: Mrs. Virginia Adams Driver, '85, first graduate to receive a diploma from Dr. Washington, and daughter of Lewis Adams, in whose mind originated the idea of founding Tuskegee Institute; Isaac L. Fisher, '98; Thomas M. Campbell, '06; Captain Alvin J. Neely, '08. Claude A. Barnett, '06, and Jesse O. Thomas, '08, were also scheduled to appear on the program.

After being photographed at the Booker T. Washington Monument Tuesday morning, the Alumni, as a tribute of respect for the Founder, laid a large wreath on his grave. After this Isaac L. Fisher spoke briefly.

All of the twenty thousand graduates and former students who have gone out from Tuskegee during its half-century of existence have entered useful fields of activities. Records on file in the registrar's office show that graduates are found in industrial and normal schools as principals, trade teachers, agricultural teachers and literary teachers. In other professions and trades are: architects, bakers, bank officials, blacksmiths and wheelwrights, bookkeepers, brickmakers, brickmasons, butlers, carpenters, clerks in government service, contractors, dairymen, dentists, druggists, editors, electricians, electrical business proprietors, farmers, florists, hack and dray business operators, harness makers, upholsters. Others are insurance executives and agents, lawyers, machinists, merchants, miners, ministers, moulders, musicians, nurses, postal service workers, plumbers, plumbing business proprietors, pharmacists, painters, physicians, printers, printing business proprietors, real estate dealers, shoe makers, stenographers, tailors, tinsmiths, undertakers, government consuls, veterinarians and homemakers.

There are eighty-seven Tuskegee graduates on the faculty of the Institute. Four of the alumni are members of the Executive Council, where they fill places of responsibility as dean of women, registrar, purchasing agent, and custodian of buildings. One member of the Board of Trustees is an alumnus.

A number of graduates are employed on the staff of the U. S. Veterans Hospital at Tuskegee. Included among these are: a physician, personnel officer, property custodian, mechanics, dieticians, nurses, clerical workers, and orderlies.

Statistics compiled by the Records and Research Department of Tuskegee show that graduates are located in all but ten of the forty-eight states. Alabama leads with a total of 1,035; Georgia has 340; Texas 324; Illinois 247 and Louisiana 181. Eighty-five alumni are following their vocations in thirteen foreign countries: the Bahama Islands, Costa Rica, Cuba, Haiti, Jamaica, Porto Rico, Santo Domingo, the Virgin Islands, Panama, British Guiana, France, Sweden, and Africa. Forty-four are located in Porto Rico. The total number of graduates accounted for in the various vocations in this and foreign countries is 4,301.

The largest number of graduates is in the field of education—1,271. Industry has claimed 1,025, while homemaking and business follow with 666 and 309, respectively. There are 277 who, as students, are pursuing advanced work. In business 224 are accounted for while 129 are employed in various branches of government service.

The largest single delegation of returning alumni came with the "Chicago Party" which included graduates and friends from Chicago, Milwaukee, Detroit, Cleveland and nearby cities. The Special, bearing the party and consisting of Pullman cars, day coaches and a dining car, left Chicago, Saturday afternoon and after a through run arrived here Sunday at 1:00 p. m.

Claude A. Barnett, Class of '06, Director of the Associated Negro Press, served as chairman of the committee of prominent Chicagoans which secured special round trip rates to Tuskegee, and organized the party that made the trip. After the Chicago-Tuskegee Club, through a special committee, had worked for nearly a year on plans to bring a group of graduates and friends to the Anniversary in special cars, Mr. Barnett with the help of Percy Hines, official representative of the Chicago-Tuskegee Club to the Anniversary, put on a special drive with the characteristic "Tuskegee spirit" and brought to the celebration a party numbering nearly 150.

As a feature of the organization of the party the committee promoted the selection of a representative young woman of the "Windy City" to make the trip to Tuskegee as "Miss Chicago." The Regal Theater, Savoy Hall and the South Center Department Store were the business places where money spent was counted as votes for the purchaser's choice among the 161 girls entered in the contest. In a whirlwind close, Miss Edith Lautier, employee and representative of the Metropolitan Funeral Association, from third position two weeks earlier, finished with two hundred and fifty thousands more votes than her nearest rival. Besides a free round trip to Tuskegee as "Miss Chicago" she received a purse of $100 for spending money, a complete new spring wardrobe and round trip expenses for a companion whom she had the privilege of choosing.

Second place in the contest was won by Miss Lena Compton, a Tuskegee graduate, who because of her splendid showing was given, as guest of honor, a round trip to the Institute as a compliment from the South Center Department Store through the good offices of Richard L. Jones, its popular manager. A total of approximately $57,427.25 was spent in the process of chosing the winner from among the twelve highest contestants; of this amount $32,358 was spent in purchases whose votes went to Miss Lautier.

Among the distinguished persons with the party were: Bishop and Mrs. W. T. Vernon of Detroit; Alderman Louis B. Anderson, Chicago; Robert L. Vann, Pittsburgh; Claude A. Barnett and Richard L. Jones, Chicago.

Shortly before leaving the Institute on Wednesday morning the group was photographed at the Monument. Immediately afterwards they retired to the grave of Booker T. Washington where a beautiful floral piece was placed and Bishop Vernon offered a word of prayer and brief remarks on behalf of the party to which Principal Moton responded.



ARTY

TUSKEGEE INSTITUTE'S FIRST FIFTY YEARS

(Continued from Page 6)

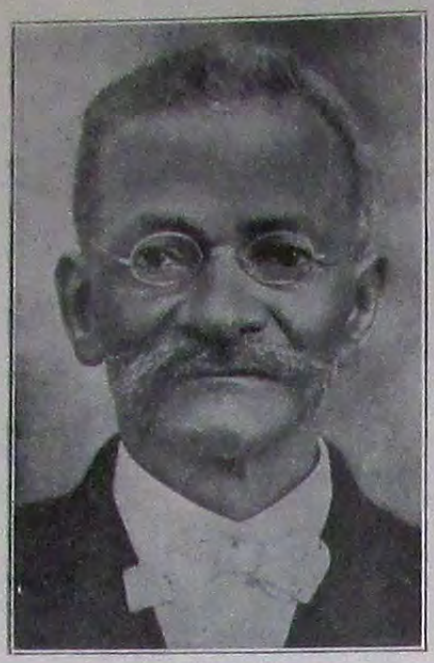
opening. Mr. Gregory graduated in 1887, and afterwards had charge of the brickmaking. He says:

"Early Sunday morning, July 3, 1881, I left my home in the lower part of Macon County for Tuskegee. I was never here before. I had been to Union Springs and Montgomery but never here. I was all day getting here, because I stopped about five miles from here to rest. I told everybody I was going to Tuskegee, I never said I was going to college. The first time I saw Mr. Washington was that Sunday afternoon after I got here. Then I met him just below Wilborn's store. He was just a common ordinary man in appearance. I was expecting to see somebody fine looking. He did not even have on a long coat. I was very much disappointed. Why, I never thought he was a professor. Mr. Washington said to me: "You want to go to school here?" Then he registered me right there in the road. He also asked me where I wanted to live. I told him that I wanted to stay right here. Then I met Mr. Adams, who told me of some people who lived right near the church. Mr. Adams was a big man. Mr. Washington kind of belonged to him; in fact, everybody looked up to Mr. Adams. He was a Methodist. The Baptists here did not have but one house. These Methodist people had a church and a school house, that is, a shack about 40x14 divided into three departments with the boards standing straight up and down.

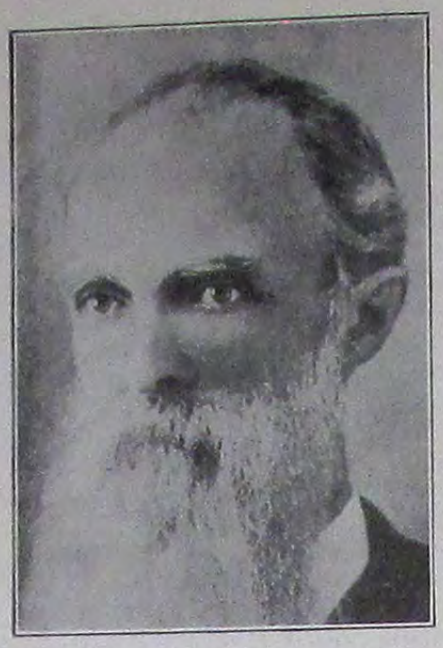
"So I started in school there the very first day. I did not see Mr. Washington any more that day. By the way, Mr. Washington was pointed out to me by a man who spoke to Mr. Adams while I was talking to him. Everybody's eyes were on Mr. Washington, and all the talk was that they were going to start a college in Tuskegee. . . . There were about 25 or 30 for examination that morning. They were the people who lived near here. They were all very old too. All of them were teachers, those who had been teaching in the little towns. . . .

"About the second morning he also had us lined up, girls and boys separately. He examined our cuffs, collars, etc. Then only one or two fellows had cuffs. Why, he looked us all over. My clothes were nothing but grease. Mr. Washington said he could not stand those grease spots. Several of us were found dirty and half dressed. Although we thought we were well dressed, Mr. Washington found all these defects in pants, shoes, and everything we had on. The next day everybody had on a collar. They got them down town; they were cheap, just those paper collars and cuffs, and everybody had their shoes blacked, even old brogans, and everybody stood straight looking ahead. Mr. Washington kept up that every day and everybody got straight. Then a fellow did not care about a hole in his trousers. . . .

"Mr. Washington wanted to know what was going on around here in the town, in the legislature and so on, but to us a big shooting or fight was the biggest thing we had. Mr. Washington stopped us from reading that stuff and said to us that that was no news." (For complete statement see Appendix III)



LEWIS ADAMS



GEORGE W. CAMPBELL

"Substantial elements—all vital and important groups—working to advance the cause of Negro education were the Negroes themselves, the southern white people, the government, and northern philanthropy.

"The Negroes were represented by Lewis Adams, a former slave of Tuskegee. He was highly regarded by all the best elements in a community of fine cultural and spiritual traditions, and it was he who first urged the establishment of a Normal School for his race here. He had never had a day's formal schooling, but he could read and write, and had learned in slavery to be a tin-smith.

" * * The white citizens of the South—descendants of its old time slave-holding aristocracy—were represented by George W. Campbell, a merchant, and banker of Tuskegee, father of the present honored vice-chairman of the Institute's Board of Trustees. He was deeply sympathetic with Lewis Adams' plan, and although not one of the original Board of Commissioners appointed for the proposed school, he succeeded Mr. Dryer as a member and as chairman soon after the original Act was passed."*

Booker Washington had now found his life-work, and from the year of our Lord 1881 until today it may be said of Tuskegee in relation to Booker Washington as was said of the University of Virginia at its one hundredth anniversary in relation to Thomas Jefferson—the institution is essentially but "the lengthened shadow of one man." He had splendid co-workers among the Trustees such as: Lewis Adams, George W. Campbell, Seth Low, William H. Baldwin, Jr., William G. Willcox, Victor H. Tulane, Theodore Roosevelt, Robert C. Ogden, William Jay Schieffelin, Charles W. Hare, Julius Rosenwald, Wright W. Campbell, Andrew J. Wilborn—to mention only a few both white and colored, northern and southern.

He had equally useful co-workers on the faculty—a large majority of whom in the early days (10 out of 14 in 1884) were Hampton graduates.

Some of these have passed away, such as his brother, Mr. John H. Washington, for 39 years at the Institute, rendering important service as superintendent of industries; the admirable women he married, and his staunch helpers, George W. Campbell and Lewis Adams—ex-slave holder and ex-slave—who should always be remembered with special gratitude for laying those sure foundations of interracial cooperation which have been among the glories of this institution. Others fortunately are still with us, such as Messrs. Warren Logan, from Hampton, who joined the great leader in 1883, and served the Institute with great credit as treasurer and acting principal for nearly half a century; his brother, J. B. Washington, postmaster at the Institute, 41 years; John H. Palmer, registrar and field agent, 37 years; Robert R. Taylor, vice-principal, designer and builder of many of our best buildings, 37 years; George W. Carver, eminent agricultural chemist, 35 years; Charles H. Gibson, instructor and bookkeeper, 35 years; John W. Whittaker, chaplain and field agent, 30 years.

Nearly 40 of the existing staff go back to Mr. Washington's time—a fine tribute of their loyalty to him and to his successor. He also had the invaluable help of public-spirited men from outside such as General Samuel Chapman Armstrong and Dr. Hollis B. Frissell, of Hampton; L. M. Curry of the Peabody Fund; Wallace Buttrick of the General Education Board, and James Dillard of the Jeanes Fund; Governors Jelks and O'Neal of this state and their successors, as well as of countless donors, large and small, North and South.

He also had the great good fortune to have an absolutely ideally fitted successor, Dr. Robert Russa Moton, to take up the work constructively and courageously where he laid it down—but in spite of the help of all these great and good men and women constituting a veritable Apostolic Succession through the decades, I repeat my assertion—Tuskegee Institute is "the lengthened shadow" of the one man who started it on its career of service July 4, 1881, when he was the only teacher, when the board of three commissioners had no property, and when the difficulties to be overcome in launching an institution for training Negro leaders in the heart of the "Black Belt" were simply collossal. These were added to by the fact that the type of education which Tuskegee emphasized as best fitted for the needs of its constituents was mainly what was then called "industrial education"—now more appropriately "vocational education"—and this was held in deep suspicion among most ambitious Negroes who wanted merely "book-learning," associating ordinary manual labor in farm and shop with the degradation of slavery.

III—The Early Years of Struggle

Let us pass from the Founder and his foundation to the early years of struggle—years when as Dr. Washington tells us "night after night I would roll and toss on my bed, without sleep, because of the anxiety and uncertainty which we were in regarding money" (*Up From Slavery*, page 145). We shall see how wise and vital each development of the Institute was under the direction of this amazingly resourceful leader.

At the end of the first six weeks Dr. Washington added to the faculty of one a colored woman of remarkable character and attainments, Miss Olivia Davidson, a graduate of Hampton and of the Massachusetts State Normal School at Framingham, whom he married after the death of his first wife. With her it was possible to plan wisely for the needs of the young women. She also aided him in raising $500 needed to secure the land—100 acres—an old plantation which was the nucleus of the present Institute property. Nothing pleased the two teachers more than the small contributions which came from hundreds of people, white and black, in this community.

The next steps in the development of the school were taken in logical order. They were:

First, the development of the land from the standpoint of agriculture, both as a means of student self-support, and as useful educational training. A friend gave $100 for this purpose and it was made to go a long way. "I took that one hundred dollars," said Mr. Adams, "and made it go so far that when I came back to the school I had a good horse, a second-hand lumber wagon, harness, a plow, and a sack of corn to begin to feed the horse on. That horse did all the work for a long while" (Thrasher, *Tuskegee*, V. 25).

Second, the raising of $6,000 to erect a substantial building in which the students could live as boarders, be trained in character and manners, and provided with an atmosphere that would stimulate useful life. Here "the gospel of the tooth brush" could be effectively preached.

Third, the erection in 1882—partly by student labor—of the first building, Porter Hall. This contained six recitation rooms, a chapel, a reading room and a library, a dining hall, and

in the third story, dormitories for girls. This building was followed two years later by the erection of Alabama Hall—girls' dormitory and dining hall. Miss Fannie Smith, a graduate of Hampton Institute, who came also from the Village of Malden, West Virginia, and to whom he was married this year greatly aided him in creating the atmosphere of a Christian home in these buildings.

Fourth, the development of the industries of brick-making, (1883), carpentry (1884), printing (1885), mattress and simple cabinet-making (1887), wheelwrighting (1881), tinsmithing, harness and shoemaking (1889), and so on. The order of starting these industries depended on the demand for the type of labor found in the actual work of the school. It is a good illustration of Doctor Washington's principle of "next things next."

Fifth, the school had become both a "normal" and "industrial" one, including agriculture under the last term, and had been placed under a Board of Trustees of nine members. As early as December 18, 1881, Booker Washington wrote that he wanted to teach his students "how to labor. . . education of the head and heart must go together. . . . we need stock, vehicles, tools, a stable, cash to pay for first year's labor, etc.," and added that "trained farmers are as much needed as trained teachers" (*Southern Workman*, Vol. XI, No. 1, January 1882, page 9).

Sixth, the starting in 1884 of a night school—whose students, when they had no money to pay for their board in the regular day school, could study academic branches two hours every evening, after ten hours work during the day time at some trade or industry.

The school was now, after only three years of life, a "going concern" with the main features—except for medical and college work and broad "extension activities"—which have since characterized it. At the close of its first decade it had 30 teachers and 731 students. It offered courses of preparation for 17 trades and professions, had property valued at $47,377, and an annual budget of $30,000, but with an endowment of only $2,105 (Blank prepared for author by Department of Records and Research, entitled, "Statistical Facts Regarding Tuskegee Institute.") Board was eight dollars a month, and this could be reduced by individual labor. The tuition—$50 a year—was provided mainly from money raised by the Principal.

. . . . . .

VII—The Resulting Evidences of Negro Potentiality and Progress

Tuskegee has, of course, been only one of many important agencies that have improved the condition of the Negro during the past fifty years. It has, however, played such a large part in this advance that it seems right and fitting that a summary should be here given showing the evidences of Negro potentiality and progress which the half century has brought about.

There are, I think, three specially effective ways of determining whether or not a race has large possibilities. They are these:

(1) Has a race shown increasingly its power to produce individual leaders of large mental and moral capacity?

(2) Has a race shown a constantly increasingly general level of civilization?

(3) Has a race developed a capacity for effective organization on a large scale?

The answer to the first is a simple one. Fifty years ago one could not count a score of American Negroes in the century from Phyllis Wheatley to Frederick Douglass, who had shown exceptional capacity as judged by the standards of the leading white races. This was because under slavery they did not have the necessary education or opportunity. Fifty years ago many thoughtful people actually doubted whether the Negro as a Negro had it in him to rise above the level of an employed laborer, to be more than "a hewer of wood and a drawer of water."

Now no thoughtful man questions this because of the achievements of hundreds of individual Negroes during the past half century. Let me call to mind a few representatives in different fields—most of them known to me personally. I have in mind such singers as Paul Robeson and Roland Hayes; such scientists as Carver and Just; such leaders in higher education as John Hope and Mordecai Johnson; such examples of noble womanhood as Mrs. Washington and Mrs. Moton; such business men as Spaulding and Rutherford; such physicians as Daniel Williams and George C. Hall; such men of letters as Alain Locke and James Weldon Johnson; such women leaders of public opinion as Mrs. Bethune and Mrs. Terrell; such women founders of educational institutions as Mrs. Charlotte Brown and Miss Burroughs; such Y. M. C. A. secretaries as Moorland and Tobias; such poets as Dunbar and Braithwaite; such founders of agricultural schools as Archdeacon Russell and Hunt; such critics as Pickens and DuBois; such historians as Woodson and Brawley; such creative musicians as Dett and Burleigh; such agricultural leaders as Thomas Campbell and J. B. Pierce; such inventors as McCoy and Matzeliger; such artists as Tanner and Mrs. Fuller; such economists as Charles Johnson and Monroe Work; such sociologists as Kelly Miller and Haynes; such leaders in the ministry as Bishops Robert Jones and Clement; such journalists as Moore and Abbott; such authors as Chestnut and Langston Hughes; such effective administrators as Robert Taylor and Colonel Ward; such missionaries as McDowell and Max Yergan; such founders of institutional churches as DeBerry and Proctor; such lawyers as Terrell and Lewis; such philanthropists as Grimke and Wright Walker; such leaders of public opinion as Booker Washington and Robert Moton.

These are only typical of scores of men with little or no white blood who have made good for themselves and for the reputation of their race.

(2) It is not only through the recent development of men and women such as those I have mentioned, that the progress of a race can be realized, but from the general increase in level of the rank and file of its people. Let me give you a concrete example which will supplement the statistics to be quoted later. In 1889, the Rev. Mr. Whittaker, the Negro chaplain of Tuskegee, made a trip throughout Macon County, Alabama and adjoining regions. The description of his trip and his findings were published in the *Southern Workman*, (Vol XVIII, No. 11, page 114). Booker Washington prefaced the account as published by a statement to the effect that he could vouch for its general accuracy. In this article the major part of the rural Negroes are referred to as marked by "astonishing ignorance" and "abject poverty." They are said to be "very immoral," while "masses" of their teachers and preachers are "guilty of the most shameful crimes of all descriptions." The author further says that "the Negro's chances to accumulate are very poor; they are tillers of the soil; they know no other way to make a living—The situation of a great number is very little better than that of cattle and their children are growing up in filth and dirt." (*Southern Workman*, Vol. XVIII, No. 11, page 114).

Now, no one who visits these regions today will find that general conditions correspond to this description. They have been vastly improved. There is still much, very much to be done, but most of the one-room cabins have disappeared, moral standards are observed in most of the homes, the children are going to fairly good schools, modern methods of agriculture have in most places been adopted, and on the whole the people are ambitious to improve their condition.

The contrast over fifty years ago is striking. Probably in no respect have conditions been more improved than in the matter of the teachers and ministers who came in for special criticism in Mr. Whittaker's article as being largely ignorant and immoral. Today both these groups, thanks to the influence of Tuskegee and other agencies, are leaders in improving conditions. There are now extremely few illiterate ministers among the younger generation, while the number of public Negro high schools in the South has increased in 15 years from 161 to over 1,000 with the resulting increase in standards for teachers. In considering the agencies which have brought about the improved conditions of the schools I would not overlook the work of your own State University and Normal Schools and of the Peabody College for Teachers in Nashville, which together have trained such a large percentage of the higher leaders of public education in the state.

(3) Let us now try to answer the question as to whether the Negro race has developed a capacity for effective organization on a large scale. If time permitted I should like to tell you the story of some of the Negro religious denominations and of the efficiency of their work conducted exclusively by Negroes. Another striking example is that of some of the Negro insurance companies. It was my privilege a few years ago to preside at the meeting in Washington when the Harmon Award in Business was given to a Negro for his efficient services as president of a large insurance company. Here is a company with over seventy million dollars of insurance in force and the firm of experienced white New York accountants which audited its report informed me that its business was conducted in a most approved fashion. Its directors, officers, agents and staff are exclusively Negro.

Tuskegee Institute itself is the very highest example that I can give of Negro potentiality and efficiency. Here is an institution of which, except for a couple of meetings annually of a Board of Trustees with northern white, southern white, and Negro about equally represented, the Negro has been in full command. The Principal has been a Negro, the executive council has been made up entirely of Negroes, the architect has been a Negro, the builders have been Negroes, the teachers have been Negroes, the health and military departments have been manned by Negroes, the research work has been done by Negroes, the publications have been written by Negroes, the treasurer's office is entirely cared for by Negroes.

Indeed, here at Tuskegee Institute, with its adjoining self-governing community of Greenwood and the nearby Veterans Hospital is the great demonstration of Negro potentiality. It is unanswerable. So far as I know, only three white men, other than legal counsel and accountants, have ever been employed in any way approaching faculty membership in this institution. I refer to those three rare men, the Rev. Robert C. Bedford, a Wisconsin Congregational minister in Montgomery, who served as field agent of the institution in the early days of Booker Washington, doing much to keep graduates in touch with the work of the Institute, and Mr. Robert E. Park and Mr. Max Bennett Thrasher, who helped for a few years to look after the Institute's publicity work. The educated Negro, as we find him trained in the Tuskegee atmosphere, has proved himself capable, and deserving of all the rights of an American citizen. Tuskegee is sure to prove what Booker Washington stated, that "Any man, regardless of color, will be recognized and rewarded just in proportion as he learns to do something well." (*Up From Slavery*, page 280. So this Institute is not merely an object lesson in education, but an object lesson of the power of a type of education which has created effective Negro leadership.

Two-thirds of a century out of

(Continued on Page 34)

TUSKEGEE INSTITUTE'S FIRST FIFTY YEARS

(Continued from Page 33)

slavery is but a fragment of time in the evolution of mankind. But progress has been so amazing due in no small measure to this and similar institutions, and to the changed attitude of the white people towards Negro education, that there is ground for high optimism. In this connection I remember to have been present as the guest of the Alabama State Teachers Association at its meeting in Mobile in 1911, when a proposal to pass a compulsory education law in the state was defeated by a majority of the teachers present. They did not believe that all Negroes could be or should be educated. Such a vote would be absolutely impossible today.

Of course, the Negro group still has many, many, obstacles to overcome both within and without, but now that it has developed a strong racial pride and wise leadership we should be hopeful. Let us all, North and South, white and black, continue to do what we can in wise and constructive ways to overcome all remaining prejudices and all remaining discriminations that are unfair or illegal. If we do this in the spirit of Booker Washington the time will surely come when every state in this Union will of its own free act and from its own sense of justice, give every man and woman of character, ability and capacity for self-support—the things for which Tuskegee training stands—the full rights of American citizenship.

In considering the position and influence of Tuskegee Institute in the South it should be noted that it stands almost alone among the more important Negro institutions of early foundation in representing a movement that was developed from within, not without. It was not founded by New England missionaries or even by Pennsylvania Quakers—two groups to which the South owes much in the field of education, in spite of some mistakes made in the earlier years—but was brought into being by the State of Alabama itself with the help of representative white and colored citizens of this locality. This historical fact gives it a position of influence which is of inestimable advantage in helping to create a sound public opinion in the South on all matters connected with the race problem.

The emphasis on Negro self-consciousness was necessary in the decades following the Civil War to give the Negro a feeling of racial solidarity and confidence, but now that this has been attained there is some danger of its over-emphasis. It is undoubtedly important when certain matters are under scientific investigation or consideration to remember that an Anglo-Saxon is an Anglo-Saxon, an Oriental an Oriental, and a Negro a Negro, but it is even more important, under these and all other circumstances, to remember that men of the white, black, and yellow races are first of all human beings. Probably, therefore, more can now be accomplished in matters involving Negro rights and Negro progress by emphasis on the constitutional rights of all our citizens and on human justice, rather than by stressing too much the rights of any one group, although there are times when the latter is still a necessity. Furthermore when we wish to consider racial differences, let it be done objectively and fairly without any smug presuppositions as to the essential and permanent superiority of any one group, or of the essential and permanent inferiority of any other. Brothers may differ in many ways, but they are still brothers!

VIII—Tuskegee's Educational Creed

I have been speaking largely of Tuskegee's Principals and their work. Let me now say a word before closing of Tuskegee principles. Here are some of those which seem to us most important and which constitute the foundations of Tuskegee's educational creed as illustrated by the Founder's sayings:

We believe in the dignity of labor. "We shall prosper in proportion as we learn to dignify labor and put brains and skill into the common occupations of life."

We believe in doing what we do well. "The man who has learned to do something better than anyone else, has learned to do a common thing in an uncommon manner, is the man who has a power and influence that no adverse circumstances can take from him."

We believe in the power of education. "Ignorance is not a cure for anything." "There is no defense or security for any of us except in the highest intelligence and development of all."

We believe in the life of service. "The only thing worth living for is the lifting up of our fellowmen". . . . "The greatest thing you can learn is the lesson of brotherly love, of usefulness, and of charity."

We believe in the spirit of cooperation between all individuals and groups. "Cast down your bucket where you are. Cast it down in making friends, in every honorable way, of the people of all races by whom you are surrounded" . . . "I will let no man drag me down so low as to make me hate him."

We believe in fitting all men to exercise the responsibilities of American citizenship: "It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges". . . "Let the very best educational opportunities be provided for both races, and add to this the enactment of an election law that shall be incapable of unjust discrimination, at the same time providing that in proportion as the ignorant secures education, property and character, they will be given the rights of citizenship." (Quotations from *Up From Slavery, One Hundred selected sayings of Booker T. Washington,* and Scott and Stowe, *Booker T. Washington.*)

Tuskegee is a radiating center for these ideals which have the same universal applicability as the ideals of the sermon on the Mount—on which they are so largely based. They were the foundations on which a simple industrial school was founded here. They *were* equally vital when it became a great Normal and Industrial Institute. They *are* equally vital now that the Institute is developing increasingly on the college grade. They *will be* equally vital if Tuskegee ever develops into a vocational university of a new type. Let us learn all we can from modern pedagogy, and modern science, and modern psychology, and modern sociology, and develop this institution fearlessly with their aid, but let us in the process never cast loose from these original moorings.

I would be untrue to my convictions and equally untrue to Booker Washington and to Major Moton if I did not say to you frankly in closing that these moorings are dependent upon the religious foundations of this place on which they are based.

The Founder, in a letter written after he had been at Tuskegee only four years, says:

"While there has been a material growth, this has not been our highest aim. There has been a real growth in character and work of our students. Many have become strong Christians. This is our highest ambition, the end to which all our energies are directed." (*Southern Workman*, December, 1885, page 131). This religious spirit is still strong in Tuskegee. It is nutured by this Chapel, by Bible classes, by the "spirituals," by the Christian associations, and by the attitude of the faculty. If it continues, and if the Institute continues to adapt its educational work wisely to the changing conditions of modern life in this country, its future is assured.

We do not have to seek elsewhere for our highest inspiration: "Let down your bucket where you are," in the ideals and traditions of Tuskegee Institute.

What His Students Learned from the Founder

By Alvin J. Neely
Executive Secretary, Tuskegee General Alumni Association

THIS IS a most delightful and inspiring occasion for the graduates and former students of this Institute. Those who have not been here for some time are greatly impressed and delighted with the marvelous beauty of the place. Some of us saw these barren and impoverished hills when they were things of ugliness and depression. They have gradually been transformed into places of exquisite beauty and loveliness, green lawns decorated with flower beds and shrubbery. Little saplings that many of us helped to plant are now large trees, shading modern well-illuminated streets. Several new attractive and well-adapted buildings, in addition to the splendid state of repair in which we find the remaining old buildings—all of these things, Mr. Principal, arouse in us emotions too thrilling to express.

Of course, we greatly miss such stalwart characters as: Mr. J. H. Washington, Miss Helen Porter, Mrs. B. K. Bruce, Mr. H. E. Thomas, Mrs. Booker T. Washington, Mr. E. C. Roberts and many others whose names time will not permit me to call. But we are grateful beyond measure that Mr. Logan, Mr. Palmer, Professor Carver, Mr. Taylor, Mr. Gibson, Mrs. L. T. Jones, Mrs. Martin, Mrs. E. S. Landers and others still remain together with many additional splendid men and women who have come to fill spaces in the ranks left by those who have passed.

Dr. Moton, we are especially pleased with you and Mrs. Moton. The manner in which you have given yourselves to this work here has placed every graduate, former student, student and friend of Tuskegee Institute under lasting obligations. Some of us, of course, anticipated success of the school under your leadership, but it has advanced in every direction beyond the fondest hopes of the most optimistic among us. The large and widespread representation of American citizens present here this week for the Fiftieth Anniversary celebration attests the confidence that you have held and increased in the heart of the public. Among the multitude of Americans present here today are representatives of the Indian race, a splendid group of white Americans, as well as an unusually large and significant representation of our own people, having to do with practically every vital activity of our progressive American life. I repeat, for all of this we are heartily pleased and most grateful.

Reference has been made, in most flattering yet not overdrawn praise, to practically every phase of Mr. Washington's life as it touched the life of this school. One, however, I think remains unemphasized and that is, little has been said of the impression he made on his students. What did we, as students, think of him? Therefore, in this moment we should like to have you think with us of Mr. Washington as he walked and as he talked and as he worked with his students. First of all, we were impressed with the fact that whatever other interests he might have had, the welfare and development of his students were his chief concern. With care and enthusiasm he led us into and impressed us with the dignity and grandeur of the common occupations of life. Said he, "The man who has learned to do something better than any one else, has learned to do a common thing in an uncommon manner, is the man who has a power and influence that no adverse circumstances can take from him." He stressed increasingly the importance and the necessity of a group of people situated as we were—more or less ignorant, practically without food, clothing, shelter, and the ordinary necessities of life—starting at the beginning of things and working our way out. He used these same old,

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The Movable School in Alabama

By T. M. Campbell
Field Agent, United States Department of Agriculture

OUT ON THE LAWN by the Chapel has been placed the the past and present Movable School equipment in the form of the original "Jesup Agricultural Wagon" and the "Booker T. Washington Agricultural School on Wheels." Following this series of demonstrations, you are invited to inspect both outfits. Overhead may be seen a rough sketch of the old mule-drawn wagon of the past, and also the present motor-driven outfit.



Old Truck and Staff in Operation

Twenty-five years have elapsed since this work at Tuskegee was begun in 1906 among Negro farmers. Since this is the Fiftieth or Golden Anniversary of the founding of Tuskegee Institute, it seems fitting that we should also celebrate at this time the twenty-fifth or silver anniversary of the inauguration of the Negro extension work in the South.

Allow me to tell you something in detail about the Movable School and its relation to agriculture, home economics, health and sanitation.

The present agricultural extension work among Negroes grew out of the annual Negro Conference first called, in 1892, by Dr. Washington to consider the needs of the black farmers and the best means of meeting these needs. In calling the conference for the year 1896, he stated the purpose as follows:

"The aim will be, as in the four previous years, to bring together for a quiet conference, not the politicians, but the representatives of the common, hard-working farmers and mechanics—the bone and sinew of the Negro race—ministers and teachers. Two objects will be kept in view. First, to find out from the people, themselves, the facts as to their condition and to get their ideas as to the remedies for the present evils. Second, to get information as to how the young men and women now being educated can best use their education in helping the masses."

Dr. Washington further stated: "It is believed that such a meeting of workers for the elevation of the Negro, held in the 'Black Belt,' with the lessons and impressions of the direct contact with the masses of the colored people fresh before them, can only result in much practical good to the cause of Negro education."

In the early days of the school, Dr. Washington and his associate teachers spent much time going into the homes and churches of the Macon County farmers (the county in which Tuskegee is located) and it was in this way that they were brought face to face with actual existing conditions. Dr. Washington also realized early in the history of the school a need for agricultural instruction. In an effort to supply this need he induced Dr. George W. Carver (under whom it was my good fortune to study) to come to Tuskegee and establish a department of agriculture. It was Dr. Carver's custom in the early years to put a few articles of demonstration materials in a box. This box he would place in his buggy, and accompanied by a student, he would leave the Institute Saturday afternoons for trips into the country, where on Sundays he gave demonstrations in canning fruits, making butter and kindred subjects.

Dr. Washington also realized the urgent need of a more definite system of preparation in his department of agriculture for the young men who were being trained to go out and assist farmers. With this in mind, in 1897, he was successful in getting the Alabama Legislature to pass the law which created the Tuskegee Agricultural Experiment Station. The act stated that the station was to be maintained with a view to educating and training colored students in scientific agriculture.

Dr. Carver was the first director of this station, and it was he who organized a stage coach or carryall which provided for a group of lecturers with demonstration materials to travel over the country week-ends in order to directly contact farm folk.

In the early years of the school there was a number of Negro farmers living in miserable shacks near Tuskegee Institute (which is itself situated on what was once a big plantation), barely eking out an existence on their poorly worked farms. Dr. Washington, realizing the necessity of bettering the condition of these people, organized a group of farmers. He invited these people to come into Tuskegee once a month to talk over their problems, and in anticipation of their coming he had displayed simple but attractive exhibits of farm products grown on the Institute farm, the land being of the same grade as that which the farmers occupied.

This, of course, was done with the object of creating a desire among these untrained people to learn how to raise more produce on smaller acreage at less expense. It was also intended to encourage them to make their homes more sanitary and attractive and to educate their children.

As time went on and Tuskegee's influence spread farther into the rural districts, Dr. Washington, eager to extend this kind of information throughout this and adjacent counties, appointed a committee headed by Dr. Carver to draw up definite plans for a demonstration wagon, including the kind of equipment that it should carry with these plans. Dr. Washington interested a friend, the late Mr. Morris K. Jesup of New York, and secured an initial donation with which to purchase some kind of conveyance to carry these exhibits and demonstrations to the homes of the farmers. He realized that even though many of them were being reached from year to year by conferences at the Institute, those who needed instruction most did not have the means, the moral courage, or inclination to attend such meetings.

With this money "The Jesup Agricultural Wagon"—the first Movable School—was fitted up and put in operation. The wagon was built and harness made in the school shops by the students.

In launching this movement, Dr. Washington described it as "A farmer's college on wheels which educates the farmers in the field, while the Institute is teaching his children—a kindergarten method of making thrifty landowners out of hand-to-mouth Negro tenants." After the work proved a success the idea was offered by Dr. Washington to and accepted by the Federal Government. Thus this wagon was in charge of the first Negro demonstration agent in the employment of the Federal Government, who drove it (drawn by two mules) into the surrounding communities teaching Negro farmers better methods of farming and living.

The success of this initial venture under the government was gratifying and after the enactment of the Smith-Lever Act of 1914, which apportioned extension work over the United States through the land-grant colleges, the Alabama Polytechnic Institute at Auburn purchased an automobile truck, known as "The Knapp Agricultural Truck," named in honor of the late Dr. Seaman A. Knapp, founder of farm demonstration work in America. This vehicle took the place of the Jesup Wagon and made it possible to cover more territory, and to carry more workers and equipment. Since January, 1923, we have been operating a larger auto truck, known as the "Booker T. Washington Agricultural School on Wheels," especially designed and equipped for extension work.

This truck carries a complete stock of farm implements and home conveniences, such as the average farmer will be able to purchase or construct and operate. Instead of one demonstrator, as in the beginning, three trained workers now accompany the school, a man to teach improved methods of farming, a woman to instruct in better home practices, and a trained nurse who gives demonstrations in simple home sanitation and hygiene, and in the care of the sick. As long as the Movable School is in a county, the local demonstration agents automatically become members of the force and take part in the demonstrations.

This truck also carries a motion picture outfit for visual instruction and travels practically the entire year, visiting all parts of the state, particularly regions which are difficult of access by rail and in counties where Negro extension agents are located. Arrangements for these schools in the county are made in advance by the agents, who announce the coming of the workers through churches, schools, the press, and circular letters. The agents also assemble the supplies needed in the execution of the program. In counties where there are no agents, this duty is performed by the preacher, teacher, or some other leader.



The New Truck, Purchased with Funds Raised by County and Home Demonstration Agents under Supervision of Mr. Campbell

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THE ALABAMA MOVABLE SCHOOL

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Instead of demonstrating at churches and school buildings in a community, we go directly to the farmer's home. Most people who do not know, think that the school force picks out the best home in a community through which to work, but we make it a practice to select one of the poorer homes which is the average, and for the scheduled period this house and its surroundings are used as a veritable classroom for the people of that community to learn how to do many simple and yet very vital things so that they may go home and put what they learn into practice.

In conducting these schools, the men and boys of the community are organized into groups and given practical instruction in making doorsteps, mixing whitewash, building sanitary toilets and poultry houses, sharpening saws, and when in season, instruction is given in curing and storing sweet potatoes, pruning the orchard, terracing land, innoculating hogs against cholera, butchering and curing meat.

Simultaneously the women are organized into groups and given instruction in cleaning the house. They wash the cast away rags, and from them make rugs and mats; they learn to make useful articles from shucks, and pine needles; they are given instruction in cooking, remodeling old garments and making of new ones. Joint instruction is also given to all in attendance in poultry raising, gardening and home dairying.

The rural nurse makes a survey of the community to be worked, looking into the various homes and gives first hand information in home sanitation, with special attention to child welfare, screening the homes, caring for the patient in the home, the eradication of vermin, and directing severe cases of illness to the community physician.

No one can go into the rural districts and mingle with the people without being conscious of the fact that there exists among them a kind of empty and depressing loneliness. Especially is this true of the young people. The Movable School force and county agents are trying to meet this problem. They not only carry tools and implements with which to teach farmers how to work, but, in addition, have a supply of athletic equipment with which to teach these isolated people organized play.

At the close of the day the whole group of "students" is brought together at which time they play volley ball, dodge-ball, tug-o-war, and engage in foot races, potato races, jumping, hurdling, and many other simple games directed by the Movable School force. It is interesting to notice how these simple people, old and young, unused to these games, after some little encouragement, join in the games.

The Movable School work is especially adaptable to the needs of the average Negro farmer, for the simple reason that it reaches by motor truck "the man farthest down" who lives in the most remote sections of the rural districts.

Certainly the methods used by these workers must necessarily be practical and elementary in order to instruct and inspire this class of people.

A white resident of an Alabama county, where one of these schools was held writes: "When I returned I found that during the four days, this simple Negro home had undergone a marvelous change. The house had been painted with an inexpensive whitewash. The yard had been laid off in walks, the flowers set in an orderly and attractive manner, the pig-pen which formerly was almost against the well had been moved back and the well built up and whitewashed.

"Other demonstrations in orcharding and terracing had been done. Practical cooking, soapmaking, basketry, fly-paper making, and preserving eggs had been taught a group of forty or fifty women in that community. I believe all those attending this Movable School have already reaped much benefit; in fact, I know of several instances where houses have been painted, sanitary toilets built, and other home improvements as a result of this week of instruction."

Ever since the birth of the Movable School idea, when Dr. Washington secured his first donation from Mr. Morris K. Jesup this project has continually faced the necessity of soliciting funds to buy its conveyance for travel.

The Jesup Wagon, the Knapp Truck, the Booker T. Washington Agricultural School on Wheels, and now a new truck bearing the same inscription—altogether aggregating an expenditure of about $10,000—have been purchased from private donations of friends and workers in the service. It is hoped that those responsible might be relieved of this burden, should an endowment fund be established, to be known as the "Movable School Endowment," as a memorial to Booker T. Washington and his efforts to aid the rural South. Such a fund would permanently insure the work of the Movable School in Alabama, and save the idea for Tuskegee Institute for all time.

It might be well to state for the information of all concerned that the Federal Government pays the salaries and expenses of the agricultural and home economics workers. The expenses of the nurses are paid by the Alabama Tuberculosis Association and Tuskegee Institute. It has not been the policy of the government to pay for the replacement of these trucks.

Since the death of our beloved Founder in 1915, through the present administration, under Principal Moton, the Movable School idea has kept abreast with Tuskegee's other lateral activities, comparable to that of the past.

After working in and out of the homes of our people for twenty-five years, I have come to the conclusion that their greatest drawback or the thing which keeps them in poverty as much as anything else is sickness. Possibly the most neglected phase of public service today in America is that of sanitation and health instruction among rural Negroes.

The Negro farmer is not likely to give the proper amount of attention to cholera stricken hogs or boll-weevil infested cotton when he and his family are sick most of the time.

These simple and practical Movable School demonstrations go far toward stimulating the interest of the Negro owner in his farm and home and strengthening his desire for them. They also arouse a desire on the part of the tenant farmer to own property, and lead the farm women to adopt more industrious and thrifty habits of home-making. They break down superstition; help create better understanding between the two races and do untold good toward gaining for the South more intelligent, peaceful and competent citizens.

Educational Foundations and the Spirit of Booker Washington

By Leo Favrot, Field Agent, General Education Board

DR. MOTON introduces a speaker as nonchalantly as he might light a Murad. I want to give the students a little warning about being too hasty in anything you undertake to do. It is always good to hasten to greet your host, but it may lead you into difficulties. It was just when I came in and rushed to greet Dr. Moton that it occurred to him that I might take Dr. Dillard's place. Those of you who know what a scholar and lover of mankind he is and has been will realize what a great difficulty one has in taking his place, especially on such short notice.

Since coming into the Chapel I have wanted to listen to everything, but for some time it has been necessary for me to plan this speech. Knowing it was the purpose of Dr. Dillard to represent the educational foundations, it might be well for me to name some of them. I will limit myself to naming those foundations with which I am quite familiar through my work with their representatives. Those I shall speak of at this time are the Phelps Stokes Fund, the Jeanes Fund, the Slater Fund, the Julius Rosenwald Fund and the General Education Board.

Now I have no hesitancy in naming these because of the fact that it has been the policy of these particular foundations to work in close cooperation, one with the other; and I believe that every representative of these foundations feels as if he belongs to the other. I am sure that Mr. Stern and others who represent the Rosenwald Fund feel free to discuss with members of the General Education Board or Jeanes and Slater Funds all matters relating to the work that they are undertaking to do.

The policy of these foundations has been, I should say, first, to undertake to see the whole field. They have been engaged for many years in innumerable studies of education in the South, in an effort to ascertain just what might be the function of educational foundations in stimulating education in the South. Therefore, they have undertaken studies and have facts about the whole situation always at hand. The second policy upon which they have all been agreed is the policy of cooperation. It has been our principle, whenever possible—I am speaking of the officers of these foundations—to get together and discuss things—for the Rosenwald Fund representatives to say to the General Education Board representatives, "What are you going to do; are you going to help?" And they usually respond when it comes within their power to do so. We have worked in close cooperation guided by the spirit that has governed the destinies of both funds for many years—James Hardy Dillard.

The third policy of these foundations on which they absolutely agree is the policy of stimulation of interest and support. In common, these foundations agree that much could be done in this whole field by philanthropy, or charitable organizations or state legislatures or people in the country who would undertake to support the institutions. I learned just the other day from the chairman of one of the funds that every year appropriations of money given by foundations decrease and money from other sources increases.

Just a few words now about Tuskegee's part in this, and those here who helped in Tuskegee's fifty years of service. Reference has been made to what Booker Washington did to begin the work of the Jeanes Fund, what a powerful factor he was in getting our work started and in beginning the work of the Rosenwald Fund in the South. I shall say, ladies and gentlemen, that all these foundations have been influenced by the spirit of Hampton and Tuskegee. All have sought for and obtained guidance from the presidents of these institutions—from Booker Washington and Dr. Moton and the presidents of Hampton from the very beginning. We have, however, relied largely upon these things to decide upon policies. It has been interesting to note that one thing to which Mr. Jackson Davis has often referred all over the South, has been the influence of Tuskegee. We do not realize what the influence of Tuskegee has been—and all schools of that type.

Ladies and gentlemen, it is not the Slater Fund alone, nor dozens of others—but I should say, the influence of institutions like Hampton and Tuskegee which today has extended throughout the South to such an extent that industrial work and ideas like those carried out at these schools have been carried into high schools and county training schools in all sections.

These institutions have furnished teachers, advice, helpful cooperation; and more than all other things, it seems to me, they have furnished that spirit of cooperation and interracial good will given to the foundations in every effort they have tried to put forth in this field.

The Arts College Debt to Tuskegee

By Thomas Elsa Jones
President of Fisk University

ON BEHALF of the institution I represent, its faculty, student body, and board of trustees, and on behalf of that larger group of arts colleges, who with patient consecration and high purpose have labored with Tuskegee during the past half century, I bring you greetings. In the large and diversified field of training a race for citizenship, there has been ample opportunity for educational give and take among institutions.

Coming with a background of Hampton and selecting a help-mate from Fisk, the Founder of Tuskegee drew from the highest traditions of cultural and practical education for the Negro. As frequently happens, however, during the years that have intervened, this healthy and vigorous offspring has taught his parents many things, and opened new educational doors in colleges throughout the land. It is, however, to pay tribute, rather than ask credit, that I speak in behalf of the liberal arts college.

Beginning at the point that true education ever begins, that is, at the interest of the child, Mr. Washington worked out a practical education for the practical need of his day. He took students where he found them, and ascertained their interests, led them out under their own volition into a world of skill and usefulness. From project to principle, patient teachers helped students find their way, until the interplay of natural laws and human desires became known and mastered.

The rail splitter, the pine-knot flame and the spelling book were symbols of self-education that were never allowed to fade from the consciousness of Tuskegee youth. On the farm, in the shop and in the classroom, students were impressed with the necessity of plowing their own rows, plumbing their own walls and preparing their own themes. It was clear that no one could buy an education or have it vicariously thrust upon him. Knowledge had to be won by the slow, patient process of hard work which had been endured by the student himself. No substitute for self-discipline and self-education was offered in the educational program of Tuskegee.

And motivated by the desire to meet a practical need in a direct and immediate manner, Dr. Washington was not content to pass along book learning from a bookish course prepared far away in a state capital. He appointed persons to make investigations into existing conditions and prepare a course of study to meet actual needs. Investigations were made in the character of soil, the germination of seed, the improvement of stock, the conditions of health and the condition of schools and churches. In time some of these investigations developed into programs of research that have provided facts of far reaching importance to educators and statesmen.

In the educational program of Tuskegee, therefore, is to be found the germ of much of modern education, philosophy and practice. The modern system of freshman advisers and vocational guidance shows close kin to the Tuskegee program of fitting the right man in the right place. In placing responsibility upon the student and requiring that he work out his own education in his own way there appears much of the modern philosophy of self-education. And, in putting teachers and students to work gathering facts about conditions in which they are to live and with which they will have to deal, we have much of the modern emphasis upon investigation and research which has captivated the college student.

In even greater measure, however, Tuskegee has influenced colleges to take an interest in and accept responsibility for community problems.

As long as the history of American education is recorded the story of Booker T. Washington and the first Rosenwald school will be told. Confidence in the willingness of Negro people to support genuine programs of education and to profit by all types of learning has led to the investment of millions of public and private funds in primary, secondary and collegiate instruction. Through the work of state and county agents; and with the aid of wise contributions from the General Educational Board, the Slater Fund, and other foundations, a new era of education not only for the Negro, but for the whites spread throughout the South.

The extension programs in agriculture, home economics, public health and ministerial training have long ago demonstrated their value and challenged other institutions to undertake similar work. And the organization and development of the National Negro Business League, which has carried the name of Tuskegee into every industrial center in America, has demonstrated the power of an institution to inspire and guide a community and a race.

Here again the liberal arts college has been immeasurably benefited. It has been led to see the value of carrying its program out into the community life. New emphasis has been placed by colleges upon sharing the educational program with the alumni. The slogan, "Once at college, always at college," is being acclaimed by an increasing number of alumni associations. The value of perpetuating the technique, learning and spirit of the alma mater by establishing a thousand branch colleges, so to speak, in as many communities, is being generally advocated by live alumni secretaries and college faculties.

And most far-reaching of all of Tuskegee's influence upon the arts college has been its message of interracial cooperation and good-will. Mr. Washington recognized early in his career that the Negro can neither be annihilated nor shipped back to Africa. He saw that he must win his way by work and good brains. He saw that it was necessary to begin with circumstances as they exist and begin to change them to what they should be. He recognized that patience and determination would also be needed as hand maidens of hard work and brains if the second emancipation—social and economic—were to be achieved.

Mr. Washington also recognized that the solution could not be worked out alone. He believed that the best of the white race should be called upon to lend a hand and every effort should be made to develop an atmosphere in which this could be done easily. The spread of bitterness, suspicion and fear, he thought could only hinder the consummation of the Negro's desire for full admission to citizenship. On the other hand, false humility, truckling and blind submission to injustice would lead to deception, dependency and degradation. He asked that the Negro strive to improve himself until his sheer ability would command recognition. Then he asked that with patience and forbearing good will the Negro stand his ground and claim his rights.

While this was being done, Mr. Washington hoped that the more generous and more Christian elements in the white race, the existence of which elements he never doubted, would assert themselves, and that they would point out the achievements of the Negro and demand for him an equal chance in economic and social advancement in America.

As education spreads and the world becomes smaller, all college groups are coming to recognize that the white and colored races of the world must work out a new technique for dealing with each other, if the products of field and factory and the benefits of civilization are to combine to be spread abroad. Understanding and mutual respect must take the place of suspicion, and fear. The development of such techniques can be worked out in the laboratory of race contacts here in America.

With the rise of race consciousness and the demand for autonomy in business, education, religion, and social endeavor may come a corresponding suspicion of and antagonism for members of the white race. This must be avoided if the Negro is to achieve his desires in greatest measure. In spite of discouraging set-backs he must ever keep the doors of his mind and heart open to genuine manifestations of good will and cooperation, and ere he knows it, these will come in increasing abundance.

In turn world travel, commerce, education and political necessity will aid the process of racial understanding, by forcing a larger and larger group of white people to recognize a Negro for his worth as a man rather than as a member of a race. The intelligent white man already sees the incomparable value that is to be derived in having well-trained, broad minded and socially responsible Negroes to administer community chest funds, operate social settlements, make community investigations and father programs of saving and home ownership. Wise, well-trained Negro leaders are the greatest possible asset to the economic and social advancement of any community.

As white and colored people recognize their interdependence, their mutual worth and their possibility for combined self-improvement, our social ills will diminish and principles of individual opportunity and personal responsibility will become more nearly accepted by everyone.

Tuskegee has drawn from the colleges in its cultural and practical foundations of education and it has given back a new project method, educational research, community responsibility and racial understanding.

It has carried its mission well and we wish it God speed in the unlimited opportunity that lies ahead.

Nashville (Tenn.) Banner:

Tuskegee is important for two broad reasons. The more obvious of these is the fact that it has educated and trained thousands upon thousands of Negro boys and girls for constructive service in such a manner that they have been able to go back home to take their places as citizens of their respective communities in the best sense of the word. Tuskegee graduates have learned how to run farms, how to apply themselves to the manual arts, how to make homes worthy of the name, how to plan and operate business concerns. The value of such training is self-evident. The less patent explanation of Tuskegee's success lies in the school of philosophy thought through and established by the late Booker T. Washington, and maintained by his successor. Washington, himself a former slave, believed that hope of his race for really substantial progress must lie in educational preparation for service and could not be forced by artificial means. He did not approve disregard of the Negro's constitutional rights, as has been erroneously charged against him, but he did lay all possible stress on the fact that the possession of such rights put great responsibility on the Negro to prepare himself to be capable of exercising them properly.

Pittsburg (Cal.) Independent:

Herbert Hoover had a proud story to rehearse in the rise of the Negro race in this country from slavery to citizenship. Its outlines, as set forth in his radio talk in celebration of the founding of Tuskegee Institute, in Alabama fifty years ago, make notable reading. Foremost as an influence in this upward climb has been Tuskegee Institute. In its superintendents—in the eloquent, stout-hearted, Booker T. Washington, and in Robert Moton, who has the gifts of a born leader and the bearing of an African king—it has presented two American men who would take rank in any age.

Alabama Appropriation Founded Tuskegee

By Dr. A. F. Harman,
State Superintendent of Education,
Personal Representative of
the Governor

HIS excellency, the Governor of this Commonwealth, commissions me as his personal representative and as the representative of the State Department of Education of Alabama to extend to you felicitations on this semi-centennial celebration of the founding of this institution and to record a tribute of respect to your great leader who lies buried under the shadows of this place in which we are now assembled.

The distinguished canon, Dr. Anson Phelps Stokes, in splendid fashion has related to you this afternoon the history of the founding and of the development of Tuskegee Institute. I am sure we are all delighted and highly informed with his beautiful and interesting discourse.

Dr. Stokes has called your attention to the fact that Tuskegee Institute owes its existence to the appropriation of a small sum of money by the Legislature of Alabama now more than fifty years ago. It is true that the sum of money appropriated by the Legislature as compared with the great resources of Tuskegee Institute today seems insignificant. However, it is my opportunity and obligation to remind you that this institution owes its origin to an appropriation by the Legislature of the State of Alabama. The significant thing is not the small appropriation by the Legislature of Alabama but that Tuskegee Institute owes its origin to legislation by the State of Alabama. But for the action of the Legislature of Alabama fifty years ago there would be no Tuskegee Institute today.

The distinguished canon has also told you that this first appropriation has never been repealed. It is true that no legislature of the State of Alabama has ever repealed or considered repealing its appropriations to this institution. The significant fact, therefore, is that Tuskegee Institute from its foundation without interruption has received recognition from the state. It should be observed that this continued and uninterrupted recognition represents the full confidence of the state in the faithfulness, loyalty and efficiency not only of your great deceased leader, but also to his successor who sits here on this platform.

It is also noteworthy that although the appropriations by the state to the support of this institution are inconsiderable, it is the only institution of learning in the state which administers funds appropriated to its support through a board not directly appointed by or under state authorities.

Before closing there are one or two other comments which I think should be made. I think the out-of-state visitors here for this celebration should know that Alabama's interest as a state in higher education for Negroes is not confined to Tuskegee Institute. Only yesterday I was informed by one of the best students of this subject that in the quadrennium now coming to a close Alabama has made larger investments for capital outlay purposes for its Negro institutions at Montgomery and at Normal than any other southern state has made during the same period. We are very proud of these achievements and wish that you might visit both of these institutions.

I listened intently as Dr. Stokes was speaking to hear him mention the name of a white man who, I think it can be demonstrated with historical accuracy, played a most important part in the founding of this Institute. I believe it can be ascertained beyond question that Tuskegee Institute owes much for its existence to a white man long since gone to his reward, the influence of whose life runs like a golden thread across the warp and woof of the life of the people of this state.

It is known that a warm friendship existed between the elder Campbell and Colonel J. T. Murfee, a Virginia scholar, gentleman and aristocrat, who was then president of Howard College at Marion Institute. I think you will find, on careful investigation, that when the elder Campbell appealed to Colonel Murfee for assistance in locating a white man who might become the first principal of this institution, he was advised by Colonel Murfee that a white man was not needed for this service and was referred by him to Hampton Institute where a qualified Negro might be found to head the school.

Had it not been for this friendship between Colonel Murfee and the elder Campbell, it is entirely possible that Tuskegee Institute would have been presided over during all these years and would now be presided over by a white man. But for the friendship between the elder Campbell and Colonel Murfee Tuskegee might never have had its Washington!

Again, for the Governor of the State and for the State Department of Education, may I extend congratulations and express faith that Tuskegee Institute through all the years to come will fulfil its mission in uplifting humanity through the services to be rendered only by the soundest educational practices.

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my faith in the day when out of the South is to come in answer to the prophesy, in answer to the faith, in answer to the confidence of Booker T. Washington, a leadership that will bring in a new day in a larger way in interracial relation.

I am interested in personality—we are all interested in personality because there is no truth apart from personality. Certainly, there is no coordination of truth apart from personality. The study of personality is compelling even though the study is difficult and so I am thinking tonight of Booker T. Washington. Tuskegee Institute and Booker T. Washington are synonymous. Someone went into Westminster Abbey and looking upon the statues there, asked for the statue of Sir Christopher Wrenn who had built Westminister Abbey. The reply was: "If you want the memorial to Sir Christopher Wrenn look around you." If you want a memorial to Booker T. Washington, look around you. Tuskegee is his child. He brought it into life and baptized it, christened it with love and devotion.

I am thinking rather briefly of some of the outstanding points in his manifold and marvelous life. 1. He began the interracial movement when others were afraid at that time to attempt it. 2. What if we had had sense enough twenty-five years ago to have adopted the economic program of Booker T. Washington; where would we be in the midst of this economic upheaval and where would we be tomorrow as this reckless, selfish, restless old world heads forward? 3. I am thinking of that outstanding point in his life that we are to learn to do by doing; and we balked on that just as if we could learn otherwise. How strong he was to hold steady to this process in education, to this philosophy of life; to this prophesy of a better day. Somehow I think I could hear him say as did the Christ of old, "Father forgive them for they know not what they do." 4. I am thinking of him in the exaltation of the dignity of common things.

May I name tonight three outstanding men in this connection. First may I name George Washington—he who was the father of his country. Was it not rather singular, that both of these men coming from Virginia, the humbler of the two should name himself after the great illustrious father of our country? And I rather think that the great Washington would not have disdained to have owned his foster child. I am thinking of Dr. Washington also in connection with Abraham Lincoln—two men of very much the same type of mind; very much of the same beginning and very much of the same strange faith.

In this connection I am thinking of Theodore Roosevelt, who was present when the memorial service was held here in Tuskegee in honor of Booker T. Washington. Mr. Roosevelt who had then served as Governor of New York and later as President of this great nation made this statement concerning Booker T. Washington: "I owe him much. I know of very many people who owe him much. He was one of the men to whose counsel and guidance I frequently turned when I was President of the United States. He was one of the men whom I summoned in to aid me by his wisdom—a wisdom guided by moral purpose and accompanied with such extraordinary sanity of judgment. I turned to him as I turned to only a limited number of other men for advice and help when I was President, because I knew that never would he give me one word of advice with any selfish purpose of benefit to himself. He never gave me any advice save what in the exercise of his best judgment he deemed would be best, not only for the people of his race, but for the people of all races."

Is this not a rather significant statement from Mr. Roosevelt, this man whom few men could fool, a man who spoke his mind and who was known for his fearlessness? In paying a more direct tribute to Mr. Washington, President Roosevelt said: "There was not in him a touch of the servile spirit." And the great President was correct. There never lived a Negro who was more loyal to his race and who was more anxious for the uplift of his race, and more interested in all phases of life of the race than Booker Washington. I call you to witness that we had more political appointments during the day of his power than during any other time that I know anything about.

It justs happens that it was my good fortune to have charge of the last trip, one of the never-to-be-forgotten state-to-state tours that Mr. Washington made. Mr. Washington had made tours through various states of the South. He had not attempted Louisiana because Louisiana in some ways was a difficult state. I shall never forget and I acknowledge it now as a tribute to me that Mr. Washington was willing to place practically everything under my direction concerning the trip in Louisiana. I remember the correspondence in fixing the date. Dr. Washington would not agree to any date that did not fit into the schelule of Dr. Moton. I quite well remember how we changed dates and then again changed dates at Mr. Washington's suggestion, for he said: "I will not take any date that prevents Major Moton from coming. I will not take any date that is not entirely agreeable to him. I will not make the trip unless he is with me."

I remember how we went through the state from New Orleans to Baton Rouge; from Baton Rouge to Alexandria; from Alexandria to Shreveport. I remember among those in the private pullman car was Dr. Kenney, who was at that time Mr. Washington's physician. Dr. Kenney came back to a group of us in one end of the car and said sorrowfully: "The red lights are out." The end was near for our illustrious leader. I sat opposite Dr. Moton one day and put my hand on his knee and looked into his face and said: "It is yours to take up the work of this good man when he goes hence." And all along through the trip it looked as if Dr. Washington were saying the same thing, although he never

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Booker T. Washington and the Indians at Hampton

By Rev. Ben Brave (Ohitica)
Indian of Norris, South Dakota

DR. MOTON, Board of Trustees, ladies and gentlemen, student body of Tuskegee: It is a great pleasure that I am able to be here with you. A few days ago, I received a telegram of invitation to be here to speak for not more than five minutes. Just to think five minutes to speak—all the way from South Dakota—over two thousand miles—and it is almost impossible to make a speech in such time. I am just leaving from Santee Normal School in Nebraska where my youngest baby is attending, and when she bade me goodbye she said, "Goodbye, Papa, good luck to you. Make a good loud speech." And my superintendent from whom I have just received a letter said among other things: "Be sure to make a good loud speech so everybody can hear you." All these folks, it seems, do not trust my voice, although I have had to speak on some such occasions like this. My elocution teacher taught me how to speak distinctly and loud.

Now, fifty years ago, I was only a boy when I arrived at the Hampton Institute, and where Booker Washington used to take charge of the Indian boys at the Wigwam. Just to think that over seventy-five, mostly growing young men—some of them warriors—were captured at the St. Augustine, Florida,—where Captain Pratt was in charge of that prison, Fort Morrow, for three years. During these three years he found that these young warriors could learn to read and write as well as anybody else. So when their term was up, they were going to send them home, but he looked for a place and said that they must go to school before they go home.

Hampton Institute was the only school for Negroes which was founded by General Armstrong. And so he wrote to General Armstrong and told him about the prospect of these students at this school. General Armstrong already had one strong armful to carry the Negro students, but when the cry "help" came from Florida, he welcomed them at Hampton with the other arm, and so he had both arms full. They entered as the bloody warriors to attend that school. There were over seventy-five in the same building where Booker Washington, just a young man, took charge. "Our Father," as we called him. How well he with the Indian boys got along at the Wigwam. He talked to us as a father to his sons—how to do the work and how to study. At evenings we had evening prayer with him, and we all enjoyed it. We loved him so much as "our father." We used to call him "Booker Washley hca," which means in our language, Booker Real Good.

We were very sorry one Sunday evening when General Armstrong was talking to the student body, just as you do here, a messenger boy came in and gave him a message. He tore it open and read right out loud these words, I remember so well, something like this: "Booker Washington suits us well. Send him at once." And he told us that some gentleman wrote from Alabama asking him to recommend a white man to be principal of a real State Normal School for colored, but General Armstrong did not see any white man that he could recommend and Booker T. Washington was recommended. So his telegram was answered. And within a few days, he packed and bid us goodbye and to be good boys. Then he left us to go down to Tuskegee. So it is really Booker T. Washington's first stepping stone from the Wigwam to Tuskegee.

A few years after he went back and told us about the situation of colored people down here. He went back to Hampton to see General Armstrong—to see if he could arrange to have some meetings in the North. And so General Armstrong was ready to help him get up a group of men—General Armstrong, Booker Washington and myself. It was my privilege, then only a boy, to speak and to help in this great work.

I remember our first meeting in Washington, D. C. My teacher helped me with my manuscript and taught me how to deliver it, and it seemed that I could deliver my speech so well, but after the next meeting, one of the series of the campaign, we came back to the hotel, Dr. Washington called me by my Indian name, "Ohitica, would you mind if I correct your speech?" And I said, "No, Mr. Washington, I would be glad." And he said: "Now when, you say, 'You give us the wrong name, you should say, 'name,' and when you say, 'God said, let there be light, and there was light,' you want to say 'was light.'" These were the two corrections he made for me. At the next meeting in Philadelphia, I especially remembered these expressions and after our meeting, Mr. Washington said: "Why, Ohitica, you did splendidly!" And, of course, I was glad to hear this.

Then later, I was called back from Dakota to Hampton to take part in the campaign work. We had to raise $40,000 dollars for the trade school at Hampton, and when it was completed the opening exercises were held at the church. There was just as large a crowd there as we have here today. Dr. Frissell, Booker T. Washington, Arch Deacon Russell and myself were speakers. When I finished my speech Mr. Washington congratulated me saying, "Mr. Brave, that is an excellent address." And so such an orator as he thinking my speech excellent made me feel very proud.

And now, Dr. Washington invited me to visit Tuskegee and I never was able to be here until today when I was invited by Dr. Moton. Dr. Moton was my schoolmate at Hampton and adviser. He took charge of the Wigwam and then later he was commandant at Hampton. When Booker Washington passed away the Board of Trustees looked for a man in his class and found Dr. Moton—Major Moton as we used to call him, a worthy successor to be the Principal of this Institute. So you see Dr. Moton has followed closely in his footsteps. We need Dr. Moton for years to come. And it is through my teachers at the Hampton school—Booker T. Washington and Robert Moton—my strongest helper and adviser that I am able to do the work for my people. And I will repeat to you a poem that my elocution teacher taught me. I have made many speeches since that time, but I remember that quotation that my teacher made me pronounce and deliver until yet. This may be the last speech that I may make at such a gathering, and I am going to repeat it to you:

. . . "Break, Break, Oh ye seas! Victorious—Sounds like loud thunder—Victorious—all around!" . . .

Oh, ye Armstrong, Washington, Frissell, tho' return thy lowly Nazarene. Thy works have been glorious, and the world knows. Glorious are thy works, and here we have gathered together lauding thy works today. They have broken down prejudice, ignorance, and accomplished the wonderful work that has been done. And here we, Dr. Moton, Dr. Schieffelin, General Armstrong's sons and daughters, Dr. Washington's sons and daughters and grandchildren, faculty of this school, graduates and student body declare thy works and "the heavens declare the glory of God and the firmament showeth His handiwork." Our Savior when He was victorious and had accomplished and done His work after He was risen, called His disciples at the Mount of Olives and He appeared before them and comforted them and said: "All the heavens and all the power of heaven and earth I give to you and go ye into all the world and preach the gospel to every creature. That I command you." And as He was raised to Heaven, He said, "And Lo' I am with you always, even until the end of the world." And so it will be. Amen.

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spoke it; but his conduct through the trip was just as if Elijah were transferring his mantel to Elisha. Particularly was this true in Shreveport. Mr. Washington began by asking Major Moton to sing and Major Moton sang, "In Bright Mansions Above."

Not many months after this trip Dr. Washington fell asleep and left a vacancy that would have tried the strength and courage of any man. For a man to walk in and take hold of the helm left by the man of intrepid leadership who had gone; to take hold of Tuskegee with all its ramifications and its multiplied activities; take hold of this work so that it would not sag, but go forward, lifting it, holding the burden, harnessing the strength, holding together the organization, reveals another man of superb leadership. Robert R. Moton has earned for himself in his own name a title and place among the people of our time. Any man who could take hold of the organization of Tuskegee Institute and hold it together without strife has succeeded. Any man who could so organize the forces here as to permit a trip around the world has succeeded. Any man who could develop the faculty and student body and add to the equipment and endowment as Dr. Moton has, has succeeded. I pay him tonight, my friends, a tribute of love, of loyalty and of confidence.

I greet you, my dear friends, tonight in the name of my people. I greet you, those friends who come representing the other side of American life; but all of us are Americans. I cannot forget the words of Mr. Washington, on the Twenty-fifth Anniversary, who said that if America persists in treating the Negro race as an alien part of its life, we must change the form of our government.

I am thinking tonight of him who must sit somewhere hard by the throne. There is on Riverside Drive in New York, just above Grant's tomb a little removed from the monument of Joan of Arc, one of the great churches of all time; the church from which Harry Emerson Fosdick speaks to the nation in a hook-up every Sunday. In a niche in this great church along with the profile of great men of all time, is to be found the profile of our great and immortal leader, Booker T. Washington—servant of man, servant of God. It is a long way from a pile of rags, unsought, unsung, unloved, to an equal place among the great of all ages. But before the artist placed that profile in stone, he had to take it out of the hearts of a grateful loving people, for he is enshrined, enthroned in our lives, in our gratitude, in our reverence, in our inspiration.

Mother Tuskegee we love thee!

Coshocton (Ohio) Tribune:

The Fiftieth Anniversary of Tuskegee Normal and Industrial Institute, closes a half century of high-planned educational endeavor that is a foremost American contribution to the world's well-being. A strong case could be made for the proposition that no other activity in the United States save the emancipation from slavery has done so much for the advancement of the Negro. From the time of its founding by Booker T. Washington, Tuskegee has been an institution of Negroes, by Negroes, for Negroes, and yet not alone for Negroes. Whatever serves to make them better citizens makes the United States a better place for all who live herein regardless of race or station in life.

Newark (N. J.) News:

Progress for the colored race in the half century whose close was celebrated recently by Tuskegee Institute of Alabama is a subject of praise by the country. A growing place in industry is found to have had at least a part of its origin in this institution, and the labors of Booker T. Washington and his associates are felt to have produced results.

Tuskegee's Educational and Cultural Background

By W. B. Riley
Superintendent of Macon County Schools

WHEN the National Superintendents' Conference met in the City of Washington four or five years ago, I heard Mr. Coolidge, who was then President of the United States, make the statement that one of the potent influences in the early history of this country contributing to the establishment of an educational system in the nation was that wielded by John Wesley and Mr. Whitfield, representatives of a religious society that afterwards became what is now the Methodist Church. The influence of these two men for education found lodgment in the homes of the pioneers of this section, particularly; and the old academy, the forerunner of present-day high school, was liberally patronized by the well-to-do classes throughout the South.

In the course of time there grew up a generation of people who recognized the fairness of co-equal educational advantages for their girls and boys; and the question of founding colleges for women stirred them to action. Resulting from this attitude of fairness toward the education of the entire family, the first chartered female college in the world was located at Macon, Georgia—Wesleyan Female College, a Methodist institution, and not more than two hundred miles from Tuskegee Institute. In rapid succession many other Methodist colleges were founded as follows: a boys' college at Auburn in the adjoining county to this, Macon; a girls' college at Tuskegee for white girls; and also a Baptist college for girls at Tuskegee.

There was also located at Tuskegee in these early days before the Civil War the famous Parke Academy for boys, where many distinguished southern gentlemen received their early training, one of whom I recall was John Temple Graves, editor, author and orator. Into this cultured environment were born many young people who caught the vision of greatness and began their preparation for occupying places of eminence in various fields of activity. One of the world's famous and world renowned artists, Frederic Bridgman, was born in Tuskegee and received his first lessons in art at the Woman's College of Tuskegee. The most distinguished surgeon of the world in his day, Dr. J. Marion Sims, practiced medicine in Macon, Georgia, and in later years founded Bellevue Hospital in New York City, and also was the first surgeon of the world to remove the ovaries.

When Grover Cleveland became President of the United States he looked for a man suitable for representative to Brazil and found and appointed General Armstrong of Notasulga, Alabama. Also when Mr. Taft became president, he also looked for a man to send as representative of the United States to Mexico, and he also found a Macon County man, Mr. Marion Letcher of Shorter, this county, and appointed him. There are two old Tuskegee boys today—brothers—the Holcombe boys—one of whom is one of the editors of The New York Herald Tribune; the other one vice-president of a large eastern corporation —the Brooklyn-Edison Electric Company. There are many other younger men, born and reared here, men receiving their elementary and high school education in the schools of Tuskegee, who are making rapid strides in their professions or who are destined to rank among the foremost leaders in profession, industry and statesmanship.

This, my friends, indicates to you the background of education, culture and leadership that lent to an environment conducive to the foundation of an institution for the education of boys and girls who hitherto had had little or no chance in this life. It was this same liberality of spirit, and freedom from the bonds of prejudice that induced the fathers and leaders of this section to build colleges, the first of the world, for the education of their daughters, that also accorded the same right and privilege to the Negro race—this attitude of fairness toward all.

It was out of this environment that Tuskegee Institute was founded; it is still this environment that makes the relationship of the races in Tuskegee perhaps the least affected, the least strained and the best understood in the nation today. I see on every hand the same cooperative spirit manifested at this time between the races, the same cordial interest between the community and the school that must have prompted Lewis Adams, ex-slave, and George W. Campbell, banker, to plan for the founding of Tuskegee Institute and to support that matchless leader of your race, Dr. Washington, who led the war of the emancipation of his people from the bondage of ignorance and superstition. May his worthy and distinguished successor, Dr. Moton, feel the uplift that comes to a man who is conscious of the good will, approbation and support of all his associates.

Capper's (Topeka, Kans.) Weekly:
Fifty years ago a man born a slave, the lowliest of the lowly, who worked his way through one of the very few institutions for the education of colored youths, organized a training school for Negroes at Tuskegee, Alabama. Of equipment the institution had none. Its students were the poorest of the poor. The enterprise was faced with seemingly unsurmountable barriers, but by the faith, perserverance and genius of one man, Booker T. Washington, it succeeded. In a few weeks the institution will celebrate its Fiftieth Anniversary. It now has a plant valued at $2,000,000 and an endowment of $8,000,000. It is not only the leading Negro educational institution of the United States, but ranks well up with the best of all American institutions.

Press Comment

LaFayette (Ind.) Journal Courier:
President Hoover's address marking the Fiftieth Anniversary of the founding of the country's most remarkable school, Tuskegee Institute at Tuskegee, Alabama, ought to be studied by all the people. To the Negro schools established and maintained in growing and progressive significance folfowing the admission of 4,000,000 Negroes to citizenship, the president properly gives large credit for helping to avert social upheavals. Declaring that the advancement of the Negro since slavery "has surpassed the most sanguine hope of the most ardent advocate" of the cause of literacy, President Hoover praised the late Booker T. Washington, his successor, Dr. R. R. Moton, and those engaged in similar activities, for the great service rendered to their people and to their country. It was fitting that the President should speak from the study where Abraham Lincoln wrought for the emancipation of a race. The speech was transmitted to the Chapel at Tuskegee Institute and from there re-broadcast to the country.

Rochester (N. Y.) Times Union:
When Booker T. Washington, noted leader of the Negro race, founded Tuskegee Institute in an old church shanty in Tuskegee, Alabama, he had only 30 students. In the 50 years that have followed, Tuskegee has become something of the Negro race's temple of hopes. It is one of the brightest spots in the history of the Negro race. The Institute is expanding yearly. Rochester's interest is made manifest by the fact that George Eastman is one of the principal benefactors, having given more than $2,300,000 to the school, and by the fact that Dr. Rush Rhees, president of the University of Rochester, is attending the celebration.

Paterson (N. J.) Call:
Tuskegee Institute, outstanding world Negro educational institution, has achieved world-wide recognition in the educational field and has served at the same time as a laboratory for experiment in advancement of the Negro and as a bureau for gathering disseminating data concerning development of the race. Founded in 1881 by Booker T. Washington, the work of the Institute steadily unfolded along the lines conceived and put into effect under the able direction of this pioneer. His sound judgment, unselfishness and tact enabled him to blaze a trail in the earlier steps of bringing enlightenment to his race and to establish his work upon the theory of sound pedagogy, which has remained the basis of all later work.

Norwick (Conn.) Bulletin:
It is an anniversary in which the institution, Alabama and the country may well be interested. Tuskegee stands as a monument to Booker Washington but it is likewise an institution in which the nation is proud because of the work that it has accomplished and because of the assurance that it gives of a continuance of that invaluable leadership in educating the Negroes. Having made such a wonderful record in the past 50 years there are vastly greater expectation from it during the next 50.

Cadiz (Ill.) Record:
The golden jubilee of the Tuskegee Normal and Industrial Institute at Tuskegee, Alabama, * * * was a memorable event in every particular worthy of the occasion it undertook to celebrate. This institution of learning has grown to become the outstanding colored college of the entire country.

Elmira (N. Y.) Star Gazette:
When Booker T. Washington, noted leader of the Negro race, founded Tuskegee Institute in an old church shanty in Tuskegee, Alabama, he had only 30 students. In the 50 years that have followed, Tuskegee has become something of the Negro race's temple of hopes. It is one of the brightest spots in the history of the race. The Institute is expanding yearly. Some recent figures on Tuskegee students refute the claim not infrequently heard in the North that the Negro desires to quit the South as rapidly as he can, and must leave it to make any progress in the world. The statistics show that 75 per cent of Tuskegee students have taken up residence in the South after leaving school. The remainder are in the North, excepting the few who have removed to foreign countries. The interracial good will Tuskegee has taught unceasingly has borne rich fruit. It has won the confidence of public spirited people throughout the country and their support doubtless will be forthcoming whenever Tuskegee needs help.

The Canton (Ohio) Reporter:
The traditions of Tuskegee Normal and Industrial Institute are intricately interwoven with the forward progress of the Negro race. As America's attention is directed toward the Institute this month during its Fiftieth Anniversary celebration there should be a clear realization of the extent of this progress, and recognition of the leaders who have encouraged it by their untiring efforts. Today, Tuskegee serves under the leadership of Major Robert Moton. Standing between Major Moton and Booker T. Washington are thousands of enlightened Negroes, who have been educated and sent into the world equipped to perform full shares of labor in many fields. Continuing through the years to come will be thousands of others, each doing his part to make his race more capable. The work started 50 years ago by Booker T. Washington is being performed faithfully by those who revere his memory.

Manchester (N. H.) Union:
President Hoover, in praising the work of Tuskegee Institute on that school's Fiftieth Anniversary and in paying tribute to Booker T. Washington, its Founder, called the nation's attention to the accomplishments of the Negro race, from "complete economic and cultural destitution" to its present day standing. He recalled that the American Negro has multiplied his wealth more than one hundred and thirty times, that he has reduced illiteracy from 95 per cent to 20 per cent, and that the Negro death rate has been reduced by one-half. In considering the Negro, the fact too often is forgotten that he started with no assets.

Daly City (Cal.) Record:
Booker T. Washington died in 1915, since which time his work has been ably carried on by Robert Moton, another Negro educator of high ability. Both Washington and Moton met with fine success because of their profound understanding of the Negro's problem and the real sentiments of his southern neighbors and friends. As a result of their labors the South is proud of Tuskegee Institute and it is held in high esteem by citizens in every station in life. This feeling was concisely expressed by John Temple Graves of The Birmingham Age-Herald in commenting on the semi-centennial celebration, in these words: "Tuskegee Institute was never more cordially recognized as an integral part of the South's educational and economic scheme than it is today."

Tuskegee, a Guiding Lighthouse

By Charlotte Hawkins Brown
Principal of
Palmer Memorial Institute

I BRING GREETINGS from North Carolina, the state whose interest in Negro education is so great that it has changed the cardinal points of the compass in these United States. Most people speak of East, West, North, South and *North Carolina*. I also bring you greetings from a host of New Englanders now engaged in various activities in the South, who were inspired through the earnestness and zeal of Dr. Washington through his frequent visits and talks in that section.

It was under the spell of one of these forceful and eloquent appeals in a Boston church that I made up my mind to turn my footsteps after graduation toward the state of my birth that I might sow into its fertile soil the seeds of intelligence and culture which had been given me in that environment. It was my great and good fortune to have the personal friendship of Dr. and Mrs. Washington. Mrs. Washington, too, had a great influence on my life. It was she who led me into that great arena of club life among Negro women that brought them freedom of expression and service for their own. Often during the years, my footsteps have turned this way for inspiration and advice.

Dr. and Mrs. Moton have continued this guiding interest and I am so glad to call them friends. America is proud of your leadership, Dr. Moton, and the wonderful success you are having at Tuskegee Institute.

This institution, the crystallized soul of that noble leader, stands as a light-house on a storm-tossed shore, guiding ships of ignorance, idleness and extravagance into a harbor of intelligence, economy, industry, and thrift. In the words of the immortal Lincoln on the field of Gettysburg: "We cannot dedicate, we cannot consecrate, we cannot hallow"; the sacred spot which knows him best gives greatest evidence of his unselfish devotion to the interests of his race, coupled with the sacrifice and self-denial which must have accompanied the most colossal undertaking this country has known; successful men and women all over the country, an army of graduates stretching from the Gulf of Mexico to the Dominion of Canada, from the golden shores of California to the fertile slope of the Atlantic, bear witness to the wisdom, greatness, and goodness of this man.

This work will go on and on, administering to generations yet unborn, while his soul is basking in the sun-light of God's love, enjoying an everlasting welcome in a building "not made with hands."

WASHINGTON, FATHER OF OUR ECONOMIC FREEDOM

(Continued from Page 24)

hope where was despair, bringing light where was darkness, bringing understanding where was misunderstanding.

Tuskegee, founded by Dr. Washington, developed and led by his worthy successor, Dr. Robert Russa Moton, is a practical, eminently efficient achieving committee on better race relations.

Every student becomes an agent, every graduate a factor; all the alumni by their worthwhile lives and endeavors neutralize the effect of any words and deeds of irresponsible enemies within the race. They mellow the heart, soften and even change the attitude of enemies from without.

Your graduates going forth with the ideals taught here are everywhere lifting our people. In swamp, in bog, in hedges and highways, in village, town or city, their lives thread our group, and this leverage is doing its work in thousands of homes and thousands of communities as the levels of the race transcend our hitherto lowly estate.

Competency, efficiency, honor, high idealism and the modesty of true greatness have been and are pronouncedly evidenced by the Tuskegee output.

A bright and shining light in all these elements is exhibited to the superlative degree by your present great leader, Dr. Robert Russa Moton.

Our great Republic is secure when just and sane standards are the only qualifications for real citizenship. Tuskegee ideals point the way.

Any institution having at its head a man who could tell the world "What the Negro Thinks" will send forth souls touched and quickened to higher living and saner endeavor.

As Tuskegee has grown through the years so have its graduates. The appraisal is fixed to the honor of the young, practical prophet of a half century ago, who both dreaming dreams and seeing visions opened the way to this glorious day. Booker Washington lives. His successor, also with the Armstrong-Hampton spirit, has nobly carried on the great venture.

We pyramid upon the foundation laid by Booker Taliaferro Washington, the author, and Robert Russa Moton, the finisher of our racial hopes and faith, in a utilitarian phase of education.

Thirty years ago I came to Tuskegee by invitation. What I received that day has remained with me all these years.

I recall not alone the faculty, the buildings, the student body, but the Farmers Conference, that assemblage of untaught, untrained men and women from the community. It was the patience of the leaders, the willingness of scholars to point out the way for the unschooled, the desire of those who knew to impart knowledge to those who did not know—the thought of service, emblazoned everywhere by every word and deed, that sent us away knowing Tuskegee was born from above.

Its mission was and is to find and develop prophets and apostles of uplift, who go everywhere seeking and finding the lost to their good and the good of humanity. There has been no diminution of this attitude and spirit. Thus, we have Tuskegee, the enlightener, Tuskegee, the salvator.

This miracle of altruistic achievement would have been impossible without the sympathy and support of the white South and the white North.

The doubting Thomases became fewer as the leaders and helpers went on their way. One by one, forever keeping the faith, the forbears and founders went beyond the skies. There stood, even if within the shadow, other angels of philanthropy emerging to fill the ranks and carry on.

Recruits came from everywhere. Here, in the South, yes, from all around, from all sections came those who wished Tuskegee well, who were anxious to serve, to protect, to give to a cause so sacred. There came those from all over the Republic, to contribute, to endow and to bless the institution. All these good benefactors, living, those glorious saints of blessing, dead, have made and are making a reach to find our youth and lift them, to lift a race, lift a country to lives of useful service.

The Schieffelins, Sterns, Rosenwalds, Willcoxes, Scotts, and other benefactors are here to bless the work.

They have not failed. The farthest North finds Tuskegee graduates filling well their places in life's battle. Here and there over this Southland, from the Atlantic to our farthest western areas, the Tuskegeean will be found performing his duty well.

As the spirit of Booker Washington hovers here, encompassed by his pioneer confreres, I am come today to say to Dr. Moton, great leader, walking the high places of life with flawless armor and stainless escutcheon; to all these who give either in prayers, well wishes or money, that fourteen million Negroes thank you, and pray that the blessing of Him who guides all in the effort to save and serve may abide with you forever.

Booker T. Washington will never die.

He taught that out of the welter of human events youth could rise to highest heights. What a marvelous day is this! We do not understand the mystery of death. Perhaps he knows what we do here. If so, at this hour his heart must be glad, as he beholds these youths, going out to give their lives in service to their fellows, as he beholds the race, rising higher because of the life he gave.

Yonder is his grave. May he rest in peace. Somehow, somewhere, sometime, I believe a white North, and a white South, a black North and a black South will in the spirit stand over his grave and exclaim, "Let us cease our quarrels, let us have peace."

Yonder stands his monument. Upon it fall the rays of the dying sun. This monument is only material. Things material piled to heaven, in time, crumble and are no more. I rather think his enduring monuments are these young men and young women before us, and the finer spirit that has come upon earth because of his life.

Rest, Washington, Rest! Thy fame is secure—trusted to posterity it is secure. It is safe with those who love freedom, good government, justice, uplifted humanity and all things of blessing that send the world forward.

Minstrel and bard will sing of thee, dreamers will place thee with the immortal of all ages. What a life! Who shall tell the story of this life? Romancist or historian? Rest Washington, rest! Thy name is undying. Thy fame is secure—it is secure.

This monument of bronze, with all monuments and all sarcophagi by time's erosions will crumble and pass away, but still fresh as the God-ordained deeds of the prophets, thy deeds shall endure until time shall cease to be.

Mobile (Ala.) Register:

Tuskegee is of large note in the contemporary history of the Negro race in America. Starting with only a few thousand dollars, Tuskegee now has property worth several million dollars, and is contributing much to the useful training of younger members of the Negro race, and to the general progress of the Negro in this country. The New York Times says, 'The entire country should take interest in the semi-centennial celebration at Tuskegee," and, of course, Alabama, always evincing a lively interest in Tuskegee, is not unmindful of the meaning of this institution in the life of the state. The legislature of Alabama appropriated the first $2,000 with which to pay the salaries of teachers at Tuskegee, and the people of the state have watched the progress of the institution with helpful interest.

Christian Science Monitor (Boston):

In the beginning, not with an educational curriculum, but with the actual needs of the Negro, Booker T. Washington lived his conviction that genuine education must go hand in hand with compassionate understanding of immediate problems. Today, it is not too much to say that the general upward trend of home standards, morals, economic independence and education among the Negroes is due, beyond any accurate measure, to this great school of the South whose thousands of graduates, students and friends this month honor its fiftieth year. Tuskegee has, however, been teacher of a vaster community than that of the Negro students who have met under Washington and its present head, Robert Moton. For while it has served the Negro and trained him in leadership of his own people, it has ever actively interpreted his needs to the white man. Beyond the borders of the United States it has also sent its teaching message. The Government of Liberia has chosen it as a model. Countries seeking educational solutions for their own minorities have studied it intently. So it is that the fifty years of Tuskegee have meant racial and even national progress. For this, and for the ideals of cooperation and consecrated service for which it stands, the great school founded by Booker T. Washington deserves the appreciation and gratitude of the American people.



Members of the 1921 Class Reunion

Ten Years of Service after Graduation

By Gordon H. Kitchen
Representative of Class of 1921

NEVER YET has a prodigal son returned to his parents' home with as much joy, as much enthusiasm and as empty for revived inspiration as we, the 1921 Class, come back to Tuskegee on this great occasion. We have come to receive again that new hope—that new life—that new inspiration, which Tuskegee gives and keeps on giving. As we come on this significant occasion to receive we also have come to give—and the gift without the giver bears no fruit. Therefore, Tuskegee has our hearts along with the lives we are endeavoring to live so that she may be proud of us as we are of her.

If the opportunity were yours to visit all of the 30 states and foreign countries where "1921" graduates are located, you would find them represented in every walk of life and acquitting themselves splendidly. You will find them in the rural districts of the South, the North, the East and West, tilling the soil and helping to feed a hungry nation and bring prosperity back to a depressed people. You can find them in the classrooms and at the work benches imparting to others the knowledge gained at this great institution. You will come across them in every trade finishing the task in that true Tuskegee fashion. They are represented in all the professions. Manufacturing concerns, every kind of organization and individuals prefer Tuskegee graduates to others. In short, the "1921" members are letting down their buckets of service in their respective communities and helping their people to drink of the purest sparkling water of industry and progress.

In every walk of life—the low and the high—you will come in contact with the Superiors of '21, pointing and leading the way! They are forming the nucleus in their particular communities for progress and prosperity. We represent ten years of unselfish service to our community, our state, our race, and our nation. The combined wealth of the 1921 Class including real and personal property, savings, insurance, etc., reaches far into the millions.

We would be very ungrateful if we would not pay a rightful respect to our deceased classmates on this occasion. It seems to us that every one of them went down in the midst of a happily and serviceably planned life. We want them to know that we who are left behind will carry on just a little harder for them.

If I were to be permitted to leave a message to the members of the Superior Class at this time, I should say this: Making a place for yourselves in this world is indeed very difficult. Reaching the stars is only for the few in any line of endeavor. Remember our motto: "To the Stars Through Difficulty." We all have reached our stars. Success, after all, is our own way of thinking. If we are happy in what we are doing, regardless of what it is, we have gone to the stars. Maybe our star of success is reached by cleaning a room or doing something just a wee bit better than anyone else. A word of cheer and firm handshake to the downtrodden and heartbroken may be some one's high star.

By all means, let us understand, that service to mankind and service to our respective communities mean that we have reached our star, although the task might have been a very difficult one. Remember as you go back into your various communities that after all it is the spirit of doing the thing that counts. It is the spirit of ambition, of loyalty, of work, of love, of hope, of service, of human understanding: yes, the spirit of sympathy, because, when we fully and unselfishly serve our community and its people we are serving the Master. The spirit of living and doing for others does count in this world.

In the shadow of this Chapel sleeps the Founder of this great institution —quietly resting among the flowers and on the spot he loved and where he planned his campaign for human understanding and cooperation. Mere words are too inadequate to even suggest tribute and homage to Dr. Washington. But we know that he knows of this significant occasion and he is happy. And as long as members of the 1921 Class live, as long as their children live, as long as their children's children live and ad infinitum, the perpetuation and growth of Tuskegee is assured. This great work will go forward.

And, too, we want Dr. Moton to know that we appreciate the great work he is doing in carrying onward to its highest this unfinished task left by Dr. Washington. He has seen to it that every phase of the work has moved forward with the progress of the times. We also are desirous that these good Trustees, donors and friends, know that the 1921 Class owes them a lasting debt of gratitude that it can never repay.

Not only are the graduates eager to make a lasting and definite contribution to Tuskegee by the lives they live and the service they render, but we, the 1921 Class, want to make a tangible contribution to our dear alma mater in a financial way on her fiftieth birthday. It is the happiest moment of my life as the official representative of the Superiors to present to Dr. Moton a contribution in cash from the 1921 Class. We sincerely hope that this small amount will help in some way defray the expenses in maintaining this great storehouse of world influence.

New York, April 11, 1931

This is to extend to you my congratulations on the Golden Jubilee of Tuskegee. It is an important event in the nation's history—a new milestone in the onward march of civilization.

As an historian of some fifty volumes, analyzing the complicated processes of human progress, I consider Tuskegee the crucible of a great race in the making, a race that must establish its position on its own mental and moral development. Its development in the last half century is due largely to such institutions as Tuskegee—"Light House" in the great Black Seas of human longings and aspirations.

It was Lincoln who said: "God must love the common people—that's why he made so many of them." So it must be declared: "God must love the colored people—that's why he made so many of them,"—two-thirds of the entire population of the earth.

I often think that our American flag should have been White, Black and Red: White and Black in symbolism of its races—with Red as the symbol of the blood that runs through us all alike, regardless of creed, race of even political faith. Perhaps, however, the Blue is more symbolic of the time through which we are now passing.

With kindest regards to you, personally; to your distinguished Board of Trustees, and to every member of your faculty—and with best wishes for long life and prosperity to every young man and woman who carries the honor banner of Tuskegee into the world.

I am now and always,

Faithfully yours,
DR. FRANCIS TREVELYN MILLER
(LL.D., Litt.D)
President HISTORICAL FOUNDATIONS

ANNIVERSARY SPEAKERS



Prof. W. B. Riley has been a resident of the Town of Tuskegee for twenty-eight years. In his official position, as well as his private activities, he is representative of the spirit of cooperation and good will manifested toward the Institute by the white people of the town from the very beginning, without which there would have been no Tuskegee Institute and by which the institution has been sustained through many trials and difficulties.



Mrs. Virginia Adams Driver is the daughter of Lewis Adams, a skilled mechanic born in slavery, and the superintendent of a Negro Sunday School in whose mind was born the idea of a normal school at Tuskegee in which trades should be conducted. Himself the master of three trades, he had more applicants for apprenticeship than he could accommodate and for many years advocated the establishment of a school for such a purpose. Mrs. Driver, being an Adams, was among the first pupils to enroll in the new school and the very first to receive a diploma from the hands of Booker T. Washington.



Prof. William H. Holtzclaw is one of the early graduates of Tuskegee Institute and the founder and principal of Utica Institute at Utica, Mississippi, a school modeled and conducted on the lines of Tuskegee. Mr. Holtzclaw is one of the most useful of the graduates of this institution and in the course of his labors has evinced the same spirit in facing many of the same disadvantages and handicaps as his illustrious teacher.



Dr. Thomas Elsa Jones is the president of Fisk University of which institution Principal Moton is a trustee as was also Dr. Washington. Tuskegee has always included a number of Fisk graduates in its faculty. Among them was Mrs. Margaret Murray Washington, wife of the Founder. Dr. Jones with characteristic energy is developing a real university at Fisk where he has gathered a strong faculty and has added greatly to the plant and equipment.

Dr. H. E. Lee is president of the John A. Andrew Clinical Society, organized at Tuskegee in April, 1918, which holds its annual meeting at the Institute Hospital during the week of the observance of Founder's Day. It brings together outstanding physicians and surgeons of both races from all sections of the country in the critical study of the interests of the profession. Dr. Lee is a practicing physician in Houston, Texas, and was last year elected to the presidency of the society. Dr. Lee was unable to appear upon the program because of the pressure of professional duties at the hospital.

WHAT HIS STUDENTS LEARNED FROM THE FOUNDER

(Continued from Page 34)

barren, worn-out hills as opportunities to teach us the practical value of beauty—the power gained in the process of making the rough places smooth, the unattractive attractive and the unclean clean. He was anxious here that as students we would become so impressed with the advantage of putting intelligence into the common occupations of life and keeping things in first class repair that when we left this place we would be unhappy in surroundings that were not attractive and wholesome.

And so, from this very platform we had simple family talks by him on such subjects as: "Do not permit yourself to run down at the heel," "Keeping in repair." Said he, "When you return home pull the old pillow out of the broken window and replace it with a whole pane; replace the old gate which you left hanging on the hinge. Do not permit yourself to be idle; pay a man to give you a job rather than be without one." We think of him as he passed through the dining hall at meal time telling us, "Don't take more on your plates than you are going to eat; keep your tables clean, make them attractive with a vase of flowers; learn the proper use of forks, knives and spoons." Running through these admonitions was the effort to impress upon us the value of courtesy at all times. He insisted that we should be ever mindful of every person who came upon this campus, whether white, black, rich, or poor. He requested us to leave nothing undone in seeing that they were treated courteously and made as comfortable as our means permitted.

"After leaving here," he said, "it is important that you learn to get along with your neighbor. The bed rock upon which every individual rests his chances of success in life is securing the friendship, the confidence, the respect of his next door neighbor of the little community in which he lives. Cooperate with people of your community in church, Sunday school, day school and in whatever effort is put forth in the community for the advancement of the people. The greatest thing you can learn is the lesson of brotherly love, of usefulness, and of charity."

These, in a word, my friends, are some of the impressions he left with us as students. These form the background of the spirit that has made this place worthwhile. Is this spirit still here?

Columbus (Ohio) Evening Dispatch:
Tuskegee has grown amazingly during the 50 years of its existence and well deserves the standing it enjoys as an educational institution. It has earned the sincere respect of the white man and for the Negro it is, perhaps, the most important stepping stone in his steady upward climb.

Press Comment

Providence (R. I.) Journal:
The famous educational institution for Negroes at Tuskegee, Alabama, has reached the dignified age of fifty years and its Anniversary celebration was begun Sunday with a special church service in which twelve choirs from the backwoods of Macon County participated. In the great audience were many white persons as well as members of the race that has been so signally benefited by the half-century of Tuskegee Institute's existence. The anniversary sermon was by a St. Louis clergyman whose father had served as chaplain to General Robert E. Lee. There is abundant reason for the jubilation marking this semi-centennial observance. Tuskegee's success has been due chiefly to the long and devoted service of Booker T. Washington, who was its active head from its beginning in 1881 until his death in 1915. Tuskegee Institute stands today as his monument, and the work as he planned and developed it is being ably carried on by Dr. R. R. Moton, the present Principal.

Watertown (N. Y.) Times:
Not only has this great institution set the black man on his feet, given him the ability to do tasks and do them well, to increase his belief in himself, but it has also interpreted him to the white people. And believing in the ancient principle that we rise and fall together the white man in helping on his black brother has lifted himself from the gutter. The Principal who succeeded Booker T. Washington, Robert Russa Moton, is carrying on the ideals of its great Founder and if Tuskegee accomplishes in another 50 years what she has accomplished in this first half century, what may we not expect?

Boston (Mass.) Herald:
The soul of Booker T. Washington goes marching on, and the school which that eminent Negro educator established for the training of young men and women of his race is this week observing the Fiftieth Anniversary of its founding. The institution in Alabama has grown mightily. Tuskegee has always endeavored to promote interracial understanding and it is interesting to note that only 25 per cent of its 20,000 former students have gone North to live, the great majority remaining in the South where their training can more directly benefit their own people and the country as a whole. Robert R. Moton, who has been head of the Institute for sixteen years has been successful in carrying out the principles of self-improvement which Dr. Washington enunciated.

Cleveland (Ohio) News:
Tuskegee has played an important part in this country's educational program. Not only has it given thousands of Negro boys and girls academic and vocational training to enable them to support themselves and reach a higher stage of citizenship, but it has served as a center in which many have become trained to serve as teachers to those less fortunate. An important by-product has been its quiet work of breaking down barriers of discrimination and race prejudice.

Ann Arbor (Mich.) News:
Progress for the colored race in the half-century whose close was celebrated recently by Tuskegee Institute in Alabama is a subject of praise by the country. A growing place in industry is found to have had at least a part of its origin in this institution, and the labors of Booker T. Washington and his associates are felt to have produced results.

Monongahela (Pa.) Republican:
The Negro race together with the whole country can well praise the efforts of Booker T. Washington, who perhaps has done more than any other individual to solve the Negro problem. Without his great ability the progress of the Negro might have been retarded to such a degree that the problem of the colored man might have been a crushing burden on the United States, and the dire effects of the Reconstruction period following the Civil War might have been a more lasting scourge than it was. That his ideals and hopes for his race have been carried on is attested in the high standards which the present administration of Tuskegee is maintaining.

Decatur (Ill.) Morning Herald:
Tuskegee Institute, the pioneer and still the most famous institution for Negro education in the United States, has celebrated recently its semi-centenary. * * * In such a growth, there is as good an indication as could be found of a half-century of Negro progress. In the changing emphasis and trends of Tuskegee and its sister colleges, there is as good an example of the progress to be made during the next generation.

Troy (N. Y.) Record:
Undoubtedly the entire country will be interested this month in the semi-centennial celebration of the Tuskegee Normal and Industrial Institute. This statement is impelled because the institution is so widely known because of its achievements and consequent phenomenal growth and support and because of the attention accorded the man, Booker T. Washington, who must be credited with its development and permanent establishment. The opinion will be practically unanimous that Tuskegee is one of the most practical and valuable institutions of learning in the nation.

St. Louis (Mo.) American:
Down in Alabama, Tuskegee has just celebrated its Fiftieth Anniversary in an impressive way. Dignitaries from all over the country were present to honor the work of the man who fifty years ago started out with an old church shanty and 30 students. Today, Tuskegee is a rightful memorial to its Founder, Booker T. Washington. Tuskegee graduates and ex-students, more than 20,000 of them, touch all Negro life in the United States. In fact, the school's reputation and influence is international. None can gainsay that Tuskegee stands high as one of the beacons on the interracial front. Its first fifty years have been prodigious; may its next half-century be equally as influential.

Cleveland (Ohio) Press:
On the same day the President had another address to deliver, a broadcast in connection with the Golden Anniversary celebration of Tuskegee Institute, established by Booker T. Washington half a century ago. The President spoke of the progress of the Negro since the emancipation. The greatest single factor in it, he said, has been education in schools established by self-sacrificing men and women of both races and in all sections of the country. The nation owes a debt of gratitude to Booker T. Washington, who conceived education as based on vocational and moral training. Tuskegee has made a notable contribution not only to the day-to-day training of the members of its race for their part in the life of the nations but its leaders have made a higher contribution to the adjustment of interracial problems which must awaken the gratitude of the nation, the President said.

Early Days at Tuskegee Institute

President W. H. Holtzclaw
of Utica Institute, Mississippi

I CAME to Tuskegee as a boy way back in the nineties. I did not know how to read and write; but I still hold that I was not ignorant. When I came here, I came not because I knew what I wanted or what an education meant; but because it became popular for boys to go to school where I lived. I wanted to be popular too.

When I arrived and saw the Institute I was amazed. I had never seen a town before I came to Tuskegee. When I got here and saw people so different from what they were at my home I began to understand something of what it was all about. I made application to enter school, but because I could not read and write I could not take the ordinary examination.

The head teacher, who afterwards became the wife of the lamented Booker T. Washington, gave me an oral examination. She put the questions on the board, read them off to me and allowed me to answer them. I could answer some of the questions, while some I cannot answer even now. Most people are ignorant because of poor contacts. After this she asked me some questions in geography. I doubt if I had ever seen a geography. I did not know anything about states and counties; in fact, I did not know much and did not care much. But when she asked me about the officers in my county, I knew two. I knew the sheriff in my town and I knew the judge pretty well.

But such answers as I could give to the questions were not sufficient. I could not pass and was told to go back home and go to a country school and learn how to do something before I could get in. Up to this time I had not seen Mr. Washington and I wanted to see him before I went back. I went into his office and there were three or four secretaries in the outer office; and they asked, "What is your business?" I did not know what business was, so I could not answer them. And they said that I could not see Mr. Washington because he was busy.

I wanted to know why I could not see him. Then they could not answer. I went in anyway, because I did not have any better sense. Mr. Washington became interested and talked with me for a long time, and told me if I could drive mules I could stay. So I drove mules for four years and went to night school. During that time I accumulated enough money to go to day school. For four more years I went to day school and finally finished the course of study here.

Some of the students now know more when they enter than we did when we left; but we got some things that would help if you got them now. I knew nothing about collateral reading; but I got the advantage of learning from men like Mr. Logan, Dr. Carver and my great teacher, Booker T. Washington, than whose life I can find none greater. I got out of their lives something not written in books.

It was a custom of Dr. Washington to talk to the students, even before we had a chapel. Mr. Logan will tell you that we sat and listened to him in a house made of corn stalks; we went and we enjoyed it. In that corn-stalk house he told us things we never forgot, things that helped to better mould our lives. He hammered on this: It is your duty to become useful to others. (That was just what I did not want to do as I wanted to become useful to myself). He hammered it in that we must become useful and learn to work for others. After eight years I began to find myself sympathizing with him and enjoying it, instead of going to sleep as I did at first.

One story he told will remain part of my life forever. It converted me as truly as any man has ever been converted. He said, "It is your duty when you leave this institution to go out into the world and give your lives to others." He told us the following story: Some years before, he went out to a little town where lived a lady who had been accustomed to give money to the school before she lost everything and became a poor woman. He thought it his duty to pay his respects. She saw him coming and from a corner of a room she brought some pennies and said, "Booker, here are some pennies. I have saved them by burning bits of paper to light my lamp instead of matches. I give it to you because I believe in you, in Tuskegee, in Negro boys and girls. I believe they are going to become useful citizens when they go out into the world." He was so overcome, he hardly knew what to do. When he got out of sight of the house, he kneeled down and asked God to make him and to make Tuskegee and the boys and girls worthy of a friend like that; to equip them to render service as this woman believed they would.

When he told this story, I said, "If there is a soul in this world who believes in me like that, I will go out into the world, I will make good, I will give myself to the service of others." I have not changed until today even though that was more than twenty-eight years ago.

After leaving Tuskegee I went to Mississippi, and actually set out to give myself to the people. I did not think about myself then, and for years I worked with little thought of myself.

I went to the town of Alcorn where there were five hundred Negroes; but the town belonged to the white people and the Negroes lived in the country. I went out in the country and got the superintendent of education interested, then got the colored people interested, then the white people got interested, and when we all got interested, we got together and built a school house.

Out of this has grown what is the present Utica Institute—with a large body of students, sixteen hundred acres of land, thirty teachers, twenty industries. With all that we have a splendid institution. I don't want any credit for this, as I believe some of the credit belongs to some of the Tuskegee people who have joined hands with me in developing the institute to its present state. I want also to give credit to Dr. Moton, because he was interested in this work long before he became Principal of Tuskegee. He came on visits, looked into our work, offered suggestions and criticisms, and helped us in many ways.

In those days I was told that Dr. Moton seldom delivered an address for Hampton where he did not mention Utica also, and the same thing holds until today.

You do not know how things were out in Mississippi right after the Civil War and you never will know until you live in the "Black Belt" where I lived. The white folks did not know what might happen; the Negroes did not know what might happen, and everybody wondered what was going to happen.

Somehow it got into somebody's head that Dr. Moton could come out and tell us what to do. Upon being invited, he came and went up and down the state making speeches to large audiences of colored and white people. Everybody came out to hear him. In these addresses he smoothed things out so that we have not looked at each other hard since he left Mississippi, and things are going on smoothly there now.

Dr. Moton, because of your visit, I think you have added much to the friendship of both races in Mississippi.

CONGRATULATORY LETTERS

Columbus, O., April 2, 1931

I send to you cordial greetings from Ohio State University and best wishes for the continued growth, prosperity, and influence of the Institute in a constantly increasing degree. The development of the Institute under the stimulus of the personality and vision of Booker T. Washington is a feature of the history of the colored race and the intelligent white interest in the race for a period of thirty-four years and it is gratifying to know that the Institute has not only maintained its momentum, but has increased it and has accomplished larger results continuously through the sixteen years during which you have been in charge. This entire history indicates the substantial direction in which the purposes and activities of the colored race in the southern states are moving.

Very cordially,
GEORGE W. RIGHTMIRE,
President, Ohio State University.

Hampden-Sydney, Va., April 9, 1931

Gentlemen:

Tuskegee Institute has our best wishes for the continuance of its work of pre-eminent usefulness.

Very sincerely yours,
J. D. EGGLESTON,
President, Hampden-Sidney College.

New Windsor, Md., April 7, 1931

We wish you every success in your work. We know that you have done a most excellent work during the past fifty years and trust the next fifty years will see greater things accomplished.

Respectfully yours,
E. C. BIXLER,
President, Blue Ridge College.

Occidental College, Calif., April 6, 1931

The president and faculty of Occidental College send cordial greetings and good wishes to the Principal and Trustees of the Tuskegee Normal and Industrial Institute on the occasion of the Fiftieth Anniversary of the founding of the Institute by Booker T. Washington. They remember that Dr. John Willis Baer, recently deceased, president of the college from 1906 to 1916, was a personal friend of Dr. Washington, and that the congratulations on this occasion would be most personal were he now the chief administrator of the Institute. The president and faculty express most cordially their good wishes for the continued development and service of this great center of training and culture for a great race coming more and more to self-respect and the recognition of responsibility.

OCCIDENTAL COLLEGE

Nashville, Tenn., April 6, 1931

The progress made by Tuskegee Institute in its half century of history is one of the notable chapters in the history of American education. All other educational institutions in the South are glad to join in the hope that the next fifty years will be crowned with still greater success.

J. H. KIRKLAND,
Chancellor of Vanderbilt University.

Marietta, Ohio, April 3, 1931

May I congratulate you on arriving at 50 years of age. One of the memories of my life I prize is seeing and also hearing Booker T. Washington speak in Ypsilanti, Michigan, while I was a student at the university.

Very truly yours,
GEORGE J. BLAZIER,
Librarian, Marietta College.

Poughkeepsie, N. Y., April 7, 1931

Let me express in this letter our great interest in your work. With best wishes for the continued growth of Tuskegee Normal and Industrial Institute, I am,

Sincerely yours,
H. N. MACCRACKEN,
President, Vassar College.

Williamsburg, Va., March 24, 1931

I am very much interested in the work that is being done at Tuskegee, and am always glad to further your work in any way that I can.

Sincerely yours,
J. A. C. CHANDLER
President, College of William and Mary

Clarksville, Tenn., April 7, 1931

I wish to congratulate the Tuskegee Normal and Industrial Institute on its Fiftieth Anniversary and to wish for it much greater success in the next fifty years than the wonderful success which it has had during this half century. Let me, also, congratulate you on the great wisdom with which you are administering the affairs of the Institute.

Yours sincerely,
P. P. CLAXTON,
President, Austin Peay Normal School.

Bowie, Me., April 10, 1931

I want to congratulate you on the successful advancement of your institution under your administration, and I wish for the school all that is desired for continued progress so well started and carried on by members of our race. We feel that all of this is befitting, as has been stated by one of our leading white papers, because it commemorates the successful efforts of one of the most outstanding educators of the world—the late Booker T. Washington.

Very sincerely yours,
L. S. JAMES,
Principal, Maryland Normal School.

Sketches of Speakers on Anniversary Program



Prof. R. B. Hudson is the principal of the grade schools for colored children in Selma, Alabama, than which there are no better conducted public schools in the state. For many, many years Professor Hudson was a faithful supporter of Dr. Washington and of Tuskegee in its comprehensive program for Negro development. As secretary of the National Baptist Convention, Incorporated, he is a directing spirit of the largest organization of Negroes in America, if not in the world.



Dr. E. P. Roberts is a practicing physician in New York City. Besides his connection with Lincoln University, he is associated with many other movements aiming at the social advancement of Negroes in the greatest city in America and in other parts of the country. Dr. Roberts makes frequent pilgrimages to Tuskegee which is the home of Mrs. Roberts, whose father, Mr. Warren Logan, was for forty years treasurer of the Institute and continues to serve as a member of the Board of Trustees.



Hon. Fred R. Moore was a life-long friend and supporter of the Founder and is cordial and loyal toward Principal Moton. As publisher and editor of The New York Age, he exerts a wide influence upon the thought and sentiment of the Negro race throughout the country and is everywhere honored for his consistent interest in and support of all movements making for the advance of his people. He is one of the few Republicans among the Aldermen of New York City, where he represents the famous Harlem District and the interests of his own people in the metropolitan city. Though programmed, Mr. Moore asked to be excused from speaking on Sunday evening because of the late hour to which the exercises had run.



Dr. C. V. Roman, of Nashville, Tennessee, is one of the staunchest friends and supporters of Tuskegee Institute. One of the organizers and one of the first presidents of the John A. Andrew Clinical Society, he has regularly attended the annual clinics throughout its history and his presence is looked forward to as much for his brilliant attainments as a thinker and public speaker as for his skill as a specialist in the diseases of the eye, ear, nose and throat. No Founder's Day program at Tuskegee is complete without the sparkling wit and wisdom of Dr. Roman. They are enjoyed as much by Trustees and visitors as by students and teachers among whom his popularity never wanes.

TUSKEGEE AS A CAUSE

(Continued from Page 25)

tradesmen must make up this middle group. This class will draw from the indeterminate group below and also feed and augment the upper or professional class. The backbone of the race must be in a strong middle-class group. Participating and competitive organization in industry and for industry will be here. Citizenship with a forceful voice is usually found in this group. People of this class use effectively the ballot as a tool in the workshop of democracy and thereby cut down as nothing else can the ills which disturb them and retard the onward march of society. To the people of this race and community, the overalls of the supporting class are a badge of distinction.

HOW BOOKER WASHINGTON TAUGHT HIS TEACHERS

(Continued from Page 27)

wanted to do and how he wanted it done. At the same time, any worker was free to express his opinion and even to differ strenuously without securing his hostility. He welcomed such differences and never counted those differing from him as disloyal.

As one working with him almost 15 years, and in close conference with him constantly, though I knew he was often criticized and was often ill, it was not mine ever to hear him or see him exhibit the least sign that he was under criticism or that he was ill. Nor was there ever a word of complaint or any word or indication on his part of a desire for sympathy. We knew he suffered under criticism, we knew he suffered under poor health conditions, and that he had a sympathetic feeling for his co-workers, but never was he known to court sympathy for himself or express it with regard to others.

These and many others are the lessons and inspirations that came to the close associates of Booker T. Washington and which will always be a governing influence not only for those close associates, but for the great mass of the Negro and of the white race who are susceptible to fundamental progress.

It was eminently fit and providential, and has been most gratifying that Dr. R. R. Moton, successor to Booker T. Washington, was one of his closest associates. He had the opportunity to know him intimately, and has, therefore, been able to carry forward the work of Tuskegee in such admirable accord with the ideas and plans of the Founder.

Little Rock, Ark., April 11, 1931

We convey sincere congratulations upon your celebration of Tuskegee's Fiftieth Anniversary. The generous life, the strong, sagacious leadership of its Founder, Booker T. Washington, has given to the race, to the nation, and to the world a vast and splendid monument of enlightenment and service which is so nobly enlarging itself as the days pass on through your own noble life and ingenious mind.

BOOKER and BOOKER, Attys.

CONGRATULATORY TELEGRAMS

Santa Barbara, Calf., April 12, 1931

It is, of course, a profound regret to me that I cannot be present at the celebration of the Fiftieth Anniversary of the establishment of our great institution. Tuskegee stands today as a monument to its noble Founder whose memory lives among us as a guide and inspiration. You and your faithful, collaborators have loyally and successfully carried on in this spirit and you have earned the gratitude of the entire country by your unselfish work. May I express to you my heartiest congratulations on what you have achieved and the heartfelt wish that the record of the next fifty years in Tuskegee's life may prove as glorious as the annals of the first half century of its existence. My warmest greetings to you, the members of the faculty, to the students, and to my fellow trustees. May we succeed in keeping high the standard that Booker T. Washington placed in our hands as a sacred heritage and a blessing to mankind.

PAUL M. WARBURG

Washington, D. C., April 13, 1931

Graduates and former students in Washington, D. C., and vicinity send this telegram to sincerely reaffirm their confidence in your management of Tuskegee and to congratulate you on her steady, promising and commendable growth and on the influence for good exerted by Tuskegee in America and abroad. We sincerely appreciate and thank the Trustees for their love and labor in behalf of Tuskegee. We feel truly grateful to the men and to the women of the North, of the East and of the West who have given of their money, time and energy to help make Tuskegee what it is today. We also feel sincerely thankful to the men and to the women of the southland who have given sympathetic, helpful and invaluable aid. Lastly, but not least, we feel grateful to the President of the United States, to his official family, to former presidents, and to the Congress of the United States of America for their sympathetic interest shown and for their words of advice and other encouragement. May we in America ever sing, "My country 'tis of thee, Sweet land of liberty, of thee I sing."

JOSEPH H. MONTGOMERY

Miami, Fla., April 11, 1931

It is with sincere regret that I, as a member of the first class of graduates that Tuskegee sent out, cannot be with you on this Fiftieth Anniversary and Founder's Day celebration. Circumstances almost insurmountable prevent my coming. However, The B. T. Washington Elementary, Junior and Senior School with 2,500 pupils and sixty teachers, including Principal James T. Espy and myself, send you their best wishes for a wonderful, instructive, inspiring jubilee gathering from every nook and corner of the world. Remember me personally to the surviving members of the Class of 1885, who are fortunate enough to be there.

HIRAM H. THWEAT

Tuskegee Institute, Ala., April 15, 1931

I wish to thank you all on behalf of The Postal Telegraph, for your kindness in giving us the privilege of serving you and your guests during the celebration just closing. I also wish to congratulate you personally on the wonderful success of the occasion and assure you that if on any future occasion you have need of special service we stand ready to serve you. Kindest personal regards.

M. M. MOOSER

New York City, April 14, 1931

The Board of Trustees of Fisk University rejoices in the beautiful record of progress and service you have made in reaching the fiftieth milestone. It is our joy to think that Mrs. Booker T. Washington, beloved alike at Tuskegee and at Fisk, was one of our graduates and that so many of Fisk's sons and daughters you have on your faculty unite us with your service. It is our distinction, too, that Robert Russa Moton, your leader, is a member of our Board and that your great Founder was for many years, and at the time of his death, a trustee of Fisk in the absence of Paul D. Cravath in Asia. It is my happy privilege to sign this message.

L. HOLLINGSWORTH WOOD,
Vice-Chairman Board of Trustees, Fisk University.

Chicago, Ill., April 12, 1931

Sincere congratulations on the Fiftieth Anniversary of Tuskegee Institute, founded by Dr. Booker T. Washington. The event marks an epoch in educational progress and mutual understanding. May the next fifty years of Tuskegee be crowned with success and may you long be spared to continue your splendid work. Deeply regret my inability to be present as I had long hoped. Chicago is sending a worthy delegation. We are pleased to have Nahum D. Brascher personally present the spirit of our good-will.

MALCOLM VINEBERG,
Manager L. Fish Furniture Co.

Boston, Massachusetts, April 17, 1931

Many thanks for your message. Regret more than ever we could not be with you. Do write all the details. My arm is doing nicely. Best wishes to all.

ELIZABETH A. MASON

Washington, D. C., April 6, 1931

With sincerest regret I am compelled to advise you of my inability to be present at Fiftieth Anniversary exercises to be held beginning April 12. Have been hoping against hope to be present so as to personally testify as to my love and reverence for Doctor Washington's memory and offer my congratulations to you as his successor for the splendid way you have carried forward the ideals of the great Founder. All of us here at headquarters join in this expression of best wishes for a highly successful celebration.

S. W. RUTHERFORD,
Chairman, Board of Directors, National Benefit Life Insurance Co.

Muskogee, Okla., April 11, 1931

Mrs. Elliott will arrive at Tuskegee Sunday morning bearing official message from our Governor. May we also join in congratulations on the Fiftieth Anniversary of Tuskegee Institute. We hope her great service to humanity will continue to grow for a thousand years.

T. J. ELLIOTT

Durham, N. C., April 14, 1931

I can imagine your feelings today. Congratulations to Tuskegee and her leadership on this glorious Fiftieth Anniversary. May the gracious benediction of Him from whom all blessings flow breathe upon you a more abundant success and progress.

G. W. COX, Agency Directors
North Carolina Mutual Life Insurance Company.

Enfield, N. C., April 14, 1931

Faculty and students of Brick Junior College extend greetings and heartiest congratulations to the great school founded by Booker T. Washington and carried on to its present magnificent proportion by yourself. We rejoice with the rest of the world in its fifty years of glorious existence.

JOHN C. WRIGHT

My First Contacts with Tuskegee

By C. V. Roman, M. D.

CONSCIOUSLY OR unconsciously we measure values by the yard-stick of personality. People who struggle little have little regard for the struggles of others. They measure the value of accomplishments in the terms of their own efforts. Egotism supports their unfounded assumption that no one works more than they do.

Being one of Fortune's stepchildren upon whom she has never deigned to smile, but often to frown, I have had a life of intensified struggle that seems to gather momentum with increasing years. Naturally, the spirit that prompts this occasion commands my admiration and sympathy.

We are celebrating the Fiftieth Anniversary of the founding of this school. The thought that haunts me is the Recessional. What lessons will remain when these events are history?

The poets have a way of sensing the heart-beats of humanity. The most outstanding, certainly the best remembered incident, of the Victorian Jubilee is Kipling's poem celebrating the ending of that jubilee.

The second stanza of his "Recessional" finds echo in every mature mind that contemplates a great festivity.

"The tumult and the shouting dies—
The Captains and the Kings depart—
Still stands thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget, Lest we forget."

All human history justifies the concluding stanza of that prayer, and this poem is a prayer. Notice the singular form, making it to apply to individuals as well as to groups and nations.

"For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding, calls not Thee to guard.
For frantic boast and foolish word,
Thy mercy on Thy people, Lord!
Amen."

In 1881, I was an employee in the carding-room of the Dundas Cotton Mills in Dundas, Ontario. In 1891, when I first heard of Booker T. Washington, I was a practicing physician in Clarksville, Tennessee.

In 1901, I became indignant at the attacks on the motives and activities of Booker T. Washington whom I had never seen nor had any communication with either directly or indirectly. I wrote a letter to (at that time) the leading colored paper of the country, protesting against these destructive attacks and pointing out that Washington's program was constructive. Without committing myself to either his philosophy or his activities, I demanded for him the opportunity to do his work, and I advised his critics to take up some constructive work themselves for the benefit of the race.

To my surprise the editor featured my letter on the front page. This publication brought me a personal letter of thanks from Dr. Washington.

In 1905, at the invitation of Dr. Kenney, I made a professional visit to Tuskegee Institute. From that day I have visited the institution at least once a year.

My first visit was honored with an invitation to speak in the Chapel, an honor that has been repeated upon every subsequent visit.

Today for the first time I find myself in doubt as to what I should say. The invitation to be commencement speaker did not bring the embarrassment of this hour. Yet, I would like to give a message to you young people that would justify your kindness to me—a message that would stick in your memories till the chapter of your life is closed. The life and struggles of Booker T. Washington and the high character and eminent achievements of his gifted successor, as well as the pomp and pageantry of this occasion, should become green spots in your memories.

The first thing I would like to impress upon you is a consciousness of the debt you owe to those who have gone before you and to those who are now trying to guide your footsteps. There is a marked tendency in our present social thinking to discredit or reject the work of our predecessors. You are peculiarly exposed to the danger of this fallacy. Even our friends sometimes show a tendency to make young people believe that they are the whole show.

The lesson I want you to learn is this—Progress is rendered possible by the fact that we assimilate and use certain judgments that have been worked out by our predecessors.

For every fact that survives, a thousand false judgments have perished. To reject this accumulated knowledge is to handicap yourselves unnecessarily. *If the past be worthless, the future is hopeless.* If your parents are fools, remember that every tree bears fruit after its kind.

College may not improve character. Some people's resistance to cultural influences is very high. Personally, I have found a jingle both an aid to the memory and a convenient way to convey a good lesson. Let us study the woodpecker.

"The woodpecker pecks out a great many specks
Of sawdust when building his hut.
He works in a jigger
To make the hole bigger;
And he's sore if his cutter wont cut.

"He works by no plan of cheap artisan—
But there's one thing that can rightly be said;
Of the whole excavation
There is this explanation—
When he works, he uses his head."

Use your head and remember the thoughts of today may determine the fate of tomorrow. The future is in your hands. When many tomorrows have become yesterdays may your memories be pleasant and your hopes be high.

"You are writing each day an epistle to men:
Take care that the writing is true:
For the only gospel some men will read—
Is the gospel according to you."

CONGRATULATORY LETTERS

Portland, Ore., April 6, 1931
On behalf of Reed College I send hearty thanks for the invitation to attend your Fiftieth Anniversary celebration. We send hearty congratulations and good wishes.
Sincerely yours,
NORMAN F. COLEMAN,
President, Reed College.

Wooster, O., April 10, 1931
President Charles F. Wishart would like on behalf of The College of Wooster, and for himself personally, to extend hearty congratulations upon this most auspicious occasion in the history of the Tuskegee Institute, along with warm good wishes for the future development and well-being of that splendid institution.

Westerville, O., April 13, 1931
I congratulate you and Tuskegee upon the half-century of splendid service which the institution has rendered. The public has a fine appreciation of what you are doing for Negro education in the South.
Cordially yours,
W. G. CLIPPINGS,
President, Otterbein College

South Hadley, Mass., April 8, 1931
I wish to send my congratulations and good wishes to you and to the Institute. The signal achievement of Booker T. Washington and his successor in the work at Tuskegee is recognized everywhere. I hope that the Institute may have many more prosperous years under your guidance.
Yours sincerely,
ELLEN B. TALBOT,
Mount Holyoke College.



RELATIVES OF THE FOUNDER NOW LIVING AT TUSKEGEE

Seated left to right: Mrs. Edith Johnston, nephew's wife; J. B. Washington, foster-brother; Mrs. J. H. Washington, brother's wife; E. D. Washington, son; Portia W. Pittman, daughter; G. W. A. Johnston, nephew; Mrs. J. B. Washington, foster-brother's wife. Standing: Mrs. Lilla T. Gaillard, niece; Mrs. Margaret W. Barrington, niece; John W. Barrington, niece's husband; Fannie W. Pittman, granddaughter; Mrs. E. D. Washington, son's wife. On the ground: J. W. Barrington, Jr., Margaret E. Washington, Gloria Davidson Washington and Edith Olivia Washington, grandchildren.

ANNIVERSARY SPEAKERS



T. M. Campbell is field agent of the United States Department of Agriculture with headquarters at Tuskegee Institute, from which he directs the work of farm and home demonstration agents of Alabama, Georgia, Florida, Mississippi, Louisiana, Oklahoma and Texas. A graduate of Tuskegee of the Class of 1906, his whole career has been spent in the agricultural service and for his achievements in that field he was recently honored with the Harmon Award in agriculture. The Movable School is an agricultural project conceived by Booker Washington and brought to its present effectiveness by Mr. Campbell. The director of the Albanian-American Institute at Kavaje after observing the Movable School in operation writes: "In Albania, we shall probably try something of this sort, but instead of being a "School on Wheels," it will probably be a "Donkey Back School," for the majority of the villages that most need our help will be inaccessible to anything on wheels."



President Arthur Howe, of Hampton Institute, was the leader of a party of fifty representatives of the "Mother of Tuskegee" who came to the celebration by train and automobile. Included in the number was the famous Hampton Quartet, of which Principal Moton was at one time a member, when he travelled throughout the North and East in the interests of his alma mater. Mr. Howe was only recently elected to the presidency at Hampton, where, with his wife, the daughter of Hampton's founder, he has won the instant confidence and affection of students and teachers in what already promises to be a period of noteworthy achievement.



Dr. John W. Davis, president of the West Virginia State College, was designated by the Governor of the State to head the official delegation of that commonwealth in paying tribute to the name and achievements of the Founder of Tuskegee whose boyhood was nurtured in that state, and to whose memory the state has authorized a suitable memorial to be erected at Malden, the scene of his childhood. Dr. Davis brought with him in the delegation, President R. P. Sims of Bluefield Institute; Mr. Joel Ruffner, the grandson of General and Mrs. Viola Ruffner, made famous in "Up From Slavery," and Mr. William Davis now of Charleston, the first teacher of Booker Washington, to whom he came as a bright, energetic, stocky, red-headed boy.

Mrs. Mary McCleod Bethune of the Bethune-Cookman College at Daytona Beach, Florida, was hindered by a motor accident en route from attending the anniversary exercises. Mrs. Bethune directs one of the best organized schools for Negro youth in the United States, and is a speaker of uncommon eloquence and persuasiveness.

Press Comment

Ithaca (Mich.) Herald:

This month Tuskegee Institute, Alabama's great institution for Negro education, celebrated its Fiftieth Anniversary. To those who think the Negro is persecuted and unappreciated in the South, some incidents of the Anniversary celebration may be enlightening. Speakers on the program included such noted white southern educators and citizens as Dr. George Denny, president of the University of Alabama; Dr. M. Ashby Jones, nationally known Baptist minister, and son of a Confederate officer; and others of almost equal prominence. President Hoover sent a message of congratulation and good wishes.

Gloucester (Mass.) Times:

Tuskegee Institute in Alabama, that excellent school of training for Negroes, is celebrating its Fiftieth Anniversary. The long principalship of Booker Washington has been followed by the equally successful one of Robert Moton, and the school undoubtedly does much to promote the wise development of the Negro. New England has always been particularly interested in this work for colored people.

Philadelphia (Pa.) Enquirer:

It is highly fitting that distinguished men from all parts of the nation should journey to Tuskegee to participate in the observance of the Golden Jubilee of the Alabama school, and that the President of the United States should broadcast an address from the White House. It was the climax of fifty years of intelligent and useful work for the Negro race, and it stands out with a significance which cannot be misunderstood. The fame of the late Booker Washington rests on the work he did for this unique educational movement. He was a genius in his way, and he had a personality which won for him the friendship of many important men. Theodore Roosevelt was one of his ardent admirers; he was outspoken in his praise for the leader who did so much for his people. Dr. Robert R. Moton, successor to Washington as the head of Tuskegee, has carried out the policies of his predecessor. The results have been all that any one could desire. It is no exaggeration to say that Tuskegee has been one of the worthwhile assets of this country.

Scranton (Pa.) Times:

All may rightfully feel proud of the part that the Institute has played in the development of the Negro. Whites, no less than Negroes, should be interested in the celebration of what is put down as an historic event of wide significance in American history. To Booker T. Washington, now dead and gone, Tuskegee owes much. That the Institute is able to carry on after the death of its Founder, to grow in size and importance, is the best evidence that he built well and with the idea of permanency.

Rome (N. Y.) Sentinel:

Booker T. Washington's story of the early years of Tuskegee, including the manner in which he convinced northerners, of wealth, that their money would not be thrown away, was fascinating reading when first published. With the race having more than proved its ability as predicted by Washington, it may not thrill a young person of today to the same degree. Similarly, the multiplication of public schools for the Negro throughout most of the southern states and the shift of so many thousands having dark skins to the North, together with the statistics showing how the Negro has been able to accumulate wealth in the last fifty years, unite in reducing somewhat the obviousness of Washington's policies, whether as an educator or as a leader.

Salem (Mass.) News:

President Hoover spoke over the radio, in recognition of the Fiftieth Anniversary of the founding of Tuskegee Institute in Alabama by Booker T. Washington. He took occasion to pay special tribute to Mr. Washington, for his conception of education for the colored people based primarily on vocational and moral training. It seems likely that as time goes on, this noble colored man will obtain recognition as one of the greatest constructive builders that the country ever produced. Statesmanship is the art of formulating and applying policies that will elevate the people, and not many men can be found in our history who have done more in such constructive work than this very remarkable black man who came up from slavery. There have been two contrasting theories of the way in which the colored people can best be helped to rise from their originally lowly station. One was that they should pursue a kind of aggressive and fighting policy to obtain their legal rights and fair treatment. While it is usually desirable for people to stand up for their rights, yet people do not ordinarily gain the most by an aggressive attitude. If a family of any race moves into a community and finds itself socially neglected and treated with contumely, the best way to overcome that handicap is not to engage in controversy with people responsible for such treatment. The best way is for that family to make itself so useful that it will be honored and sought after on the merits of its helpfulness and service. That was Dr. Washington's philosophy about the colored people. He urged them to educate themselves, obey the laws, become good citizens, acquire property, make themselves skilful in the trades. If they will do that, he saw that they would be respected in the community, and be far more likely to obtain a fair chance at American privileges than if they pursue an aggressive policy of constantly fighting for their rights. He emphasized that philosophy at Tuskegee. His influence has been a factor of incalculable power in promoting the advance of the colored people. Mr. Washington should be honored as one of the great heroes of American life, one of our foremost men of vision.

Springfield (Ill.) Register:

Tuskegee has not only represented the fruition of a great ideal in Negro education, but has symbolized in an important way the social and economic advancement of the race along constructive lines. When we think of Tuskegee Institute, we instinctively call to mind Booker T. Washington, that splendid exemplar of Negro progress and enlightenment. If any institution may be said to be "the lengthened shadow" of an individual, such an association is clearly demonstrated at Tuskegee.

Mansfield (Ohio) News:

Tuskegee serves under the leadership of Major Robert R. Moton. Standing between Major Moton and Booker T. Washington are thousands of enlightened persons, who have been educated and sent into the world equipped to perform full shares of labor in many fields. Continuing through the years to come will be thousands of others, each doing his part to make his race more capable. The work started 50 years ago by Booker T. Washington is being performed faithfully by those who revere his memory.

Dallas (Texas) News:

The summary of fifty years of Tuskegee is written in the history of Negro education in the period. When Booker T. Washington went to the Alabama town in 1881, Hampton Institute, white taught, was the only school that was training the Negro in trade education. Its mature graduate caught the vision of the Negro as his own teacher and on that principle Tuskegee grew. At first, Booker T. Washington was its entire faculty. Today, it is a huge plant and its influence is felt through seventy-seven schools offering college work to more than 14,000 Negro students. Tuskegee, under Robert R. Moton, the present Principal, is the largest of the Negro schools and fittingly is set in the heart of Alabama's "Black Belt." Its dual mission is to train Negro teachers for the growing number of schoolrooms in grade and high schools and in colleges, and to develop the industrial initiative of the Negro. It has succeeded admirably in these aims. So much so, that there is a growing disposition in the South, that once regarded Tuskegee as the feeble effort of a one-idea man, to recognize the contribution that Booker T. Washington made to Southern progress. That contribution is the Institute as it stands today. Its semi-centennial is an Anniversary that the South, white and black, has every reason to celebrate.

Ft. Worth (Texas) Star:

Progress for the Negro race in the half century whose close was celebrated recently by Tuskegee Institute in Alabama is a subject of praise by the country. A growing place in industry is found to have had at least a part of its origin in this institution, and the labors of Booker T. Washington and his associates are felt to have produced results.

New Orleans (La.) Tribune:

The celebration of the Fiftieth Anniversary of Tuskegee Institute furnishes occasion for hearty congratulations to its able and intelligent promoters and to all the white friends, North and South, who have aided them in their difficult task. Observers everywhere commonly credit that exceptional leader Booker Washington, with establishing a method of education, and laying a foundation, for Negro advancement in the best of relations with their white fellow-citizens. Tuskegee began on nothing more than an idea, and a man to carry it out. A sympathetic legislature of the State of Alabama gave it an appropriation of $2,000 for teachers' salaries. It had neither lands, buildings, nor equipment—only a man from Hampton Institute, with the insight, talent, tact, and industry, to present the idea. The things that were needed came in due course through public and private gifts from sources appreciative of the results the Institute was accomplishing. It now has a plant worth about $2,000,000, operating to the full capacity of its equipment, under a permanent endowment of $8,000,000 or more. It has not only improved the conditions of many Negroes, and enlarged the outlook for the race, while promoting better relations between them and the rest of our people, but it has also "exerted an influence in shaping educational policies of other lands in their dealings with retarded groups." Its managers and benefactors are thus to be congratulated upon its past as well as its future.

Louisville (Ky.) Herald-Post:

Tuskegee is fifty years old. But the story cannot be told in terms of attendance, of buildings, of property. The values are in service to both races, in self-respect and self-help, in a saner, sounder mutual relationship. Tuskegee today is a great national asset.

Hampton's First Night School

By T. C. Walker

ON SEPTEMBER 28, 1880, leaving my home at Gloucester Court House in search of an education, I went to Hampton Institute. I had heard so much about Hampton from a Hampton teacher sent by General Armstrong to Gloucester and from my father, who had been invited to attend a conference held by General Armstrong in the county. My father did not seem anxious for me to go away to school, wanting me to work and help take care of the six other children of the family.

I never gave up hope, and though he gave little encouragement, I received it from my teacher, Anderson Byrd, whom General Armstrong had sent to Gloucester to teach. This young man would tell us about the good things at Hampton. I made my plans to go even if I had to run away should my father refuse permission. One night after we—the children—had gone to bed in the little old attic I heard my mother and father quarreling about my going to Hampton. She called him by name and said: "Are you going to make my child run away?" This was early in the summer after the close of the four months school term taught in the Old Poplars Church. This caused me to continue my plans to get ready to go to Hampton in the fall.

On the above date, one other boy, J. P. Gregory, and I started to walk fifteen miles to the steamer. I expected any minute to be overtaken by my father and be carried back home. About eight miles from home I saw him coming in his old Jersey wagon. I made for the woods, but he called me and I came out and he said he would take me to Gloucester Point if I would go, and that he wanted me to be a good boy and behave myself.

That day the steamer came about 1:00 p. m. I had $2.25 and a little bundle of old clothes worth about $3. I paid $1.25 for my ticket to Old Point and spent eight cents for something to eat which left me ninety-two cents when I reached Hampton Institute. The next day General Armstrong sent me to Miss Sherman for an examination in grammar and Miss Freeman in arithmetic. At the conclusion of each I was told that I did not pass and that there was not a class in school low enough for me to enter. There were eleven boys in the same fix and General Armstrong ordered us away because we did not know enough to remain in the school. We had a meeting and went back to General Armstrong and I said: "General Armstrong I came to Hampton to get an education and I am ashamed to go back without it." A few days later we were again called to his office and told to go. It was then that I said with some emphasis: "I am not going home until I get some education, Mr. Armstrong." I had seen Mr. Booker T. Washington moving about the grounds and later learned he had charge of the Indian boys' building. There was something about him that made me admire him, although I had never spoken to him.

About a week after this we were again called to General Armstrong's office. Each was asked about himself and what kind of work he was doing. Mr. Washington was present and made notes. Finally, General Armstrong said: "I am going to let you boys stay and Mr. Washington is going to teach you at night." The first night Mr. Washington arranged his classification and found I could hardly do long division. I am sure he felt discouraged, but he never showed it. This was the first night class ever taught at Hampton. Out of this class so far as I know I am the only living member. We were called the "Plucky Class" by Mr. Washington and from this "Plucky Class" there were two preachers, a lawyer, a sawmill operator, several public school teachers and farmers.

Mr. Washington left this class before the end of the year and started his work at Tuskegee. I am most thankful for the contact that I had with him during the years of his great work, for the inspiration that I got from him has spurred me on to the dedication of a life for service. I am most grateful to Dr. Moton for the privilege of being here today to testify to Mr. Washington's great life and human interest.

CONGRATULATORY LETTERS

Dover, Del., April 11, 1931

Greetings and congratulations from Delaware! Nothing short of most urgent demands in line of duty prevent my being present for the occasion of Tuskegee Institute's Fiftieth Anniversary celebration. We salute Tuskegee Institute—the monument of the genius of a great American, Booker T. Washington. May its matchless services be ever continued.

R. S. GROSSLEY

New Canaan, Conn., April 11, 1931

Tuskegee's Fiftieth Birthday seems almost like an event in our own family circle. We deeply regret that no one of us can be present on the day of rejoicing, but to you all we send warm congratulations and wish many happy returns of the day.

RUTH STANDISH BALDWIN,
WILLIAM H. BALDWIN,
RUTH BALDWIN FOLLINSBEE,
and their families.

Chicago, Ill., April 13, 1931

Sincere congratulations upon Tuskegee's Fiftieth Birthday. For fifty years, Tuskegee has been a beacon light to the world and a fountain of inspiration to our youth. Through this institution, Booker Washington and you, as his successor, have had men of different races and climes to know and respect God behind a mask of color. Continued success to you from myself and my associates at Provident Hospital. I wish Dr. Hall might have lived to sign this greeting. With your friends, please accept Mrs. Jackson's presence as my proxy.

ALEXANDER L. JACKSON

Chicago, Ill., April 11, 1931

I am inexpressibly sorry that I am unable to join you and Tuskegee in this memorable season. Until the last moment I had hoped to be there and partake of an Anniversary, the most significant in the whole history of our country. That I am unable to come grieves me, but my heart is there. Please accept for yourself, convey to the Trustees and faculty my earnest and heartfelt congratulations and say to all that distance from you only accentuates my pride in the achievements of Tuskegee. There, under your direction, the mingled spirits of Armstrong and Washington gather to brighten even more the brilliance of a story that almost startles men who know it or who read it. The name of Booker T. Washington will live as long as mankind survives and the influence of that renowned institution will be in the country through all the journey ahead. And in your matchless endeavors to sustain the faith of Armstrong and Washington, you have made a name that will live and command the highest admiration of the world.

ROBERT S. ABBOTT

Hampton, Va., April 12, 1931

It is impossible for me to express adequately my keen disappointment that illness prevents my being with you at Tuskegee for the Fiftieth Anniversary. When I consider father's devotion to Tuskegee and the joy with which he viewed its progress and also his affection for both of her Principals, I regret deeply that no member of his family is there to represent him. With heartiest congratulations and best wishes to you and Mrs. Moton.

Sincerely,
HELEN OGDEN PURVES

Salisbury, N. C., April 15, 1931

Board of Bishops, African Methodist Episcopal Zion Church in session here, rejoices with you in the golden jubilee of Tuskegee. From the beginning our church has been interested and honors the name of Dr. Washington and congratulates you on the wonderful achievement. Accept assurance of continued interest as presented by Bishop Walls.

GEO. C. CLEMENT, Chairman,
L. W. KYLES, Secretary.

Washington, D. C., April 13, 1931

Postmaster General Brown returned to his office too late today to have me arrive in Tuskegee in time to bring in person his and the department's greetings but directs me in his name and on behalf of the entire Postal Department to congratulate you, alumni, faculty, students, and all interested, upon the wonderful gift made by Booker T. Washington fifty years ago when he conceived Tuskegee, thus giving a new idea to education.

W. C. HUESTON, Assistant Solicitor,
Post Office Department.

New York City, April 11, 1931

Sincere greetings on Founder's Day which is founded forever. Best wishes to you and your entire staff for continued health and much prosperity.

W. M. KLAR

Greensboro, N. C., April 11, 1931

The trustees of Palmer Memorial Institute send greetings through its representatives, Mrs. Brown and a teacher, Miss Davis, on the occasion of the Fiftieth Anniversary. We acknowledge with gratitude the solicitous interest and guardianship that Tuskegee and its Trustees have given our principal for many years. Personal congratulations for your continued success.

E. P. WHARTON,
Chairman, Board of Trustees.

San Antonio, Texas, April 12, 1931

Personally knowing that you were the choice of Dr. Booker T. Washington as his successor, I wish to congratulate you upon the phenomenal success of your administration. I regret exceedingly that I cannot be present at the Fiftieth Anniversary celebration, but hope you may live long, with continued success.

ELIZABETH CARTER BROOKS

New York, April 13, 1931

Please accept my hearty and sincere congratulations on this our Fiftieth Anniversary of Tuskegee Institute. I say "our" because I am still a member of the Tuskegee family and devoted to the great cause of the Tuskegee idea in education—the training of the heart, head and hand.

CHARLES WINTER WOOD

Hampton, Va., April 12, 1931

We congratulate Tuskegee on her great achievements. We are grateful for such men as Armstrong and Booker T. Washington, who have accomplished so much for the good of humanity. We are grateful for you who are so widely carrying on and developing the good work. May God richly bless you.

FRANK W. and MARY G. DARLING

New York City, April 11, 1931

Congratulations to you upon the event of Tuskegee's Fiftieth Anniversary. May its power continue and always be an incentive to the highest development of Negro youth. Personally, I congratulate you on bringing Tuskegee Institute to its present state. Regret my inability to be with you.

EVA D. BOWLES

Topeka, Kan., April 10, 1931

Hearty greetings on the Fiftieth Anniversary of Tuskegee. Her services to the educated as well as to the uneducated of the race cannot be overestimated. I shall always remember with gratitude the pleasure and profit reaped from my ten years of service there. Best wishes for your own good health and continued success.

CLEMENT RICHARDSON

Melrose, Mass., April 11, 1931

Congratulations upon Fiftieth Anniversary. Distance cannot separate us in thought.

MISSES WHITE, BEARD, NASON.

Baton Rouge, La., April 13, 1931

Principal of Tuskegee, faculty, and alumni association, greetings and best wishes for a glorious Anniversary. May the return of loyal graduates on this occasion be actuated by love for the great Founder and pride for the ideals of the institution. Sudden illness prevented my return. Best wishes.

O. M. AMACKER,
Class of '15.

Syracuse, N. Y., April 1, 1931

The Graduate School of Syracuse University extends felicitations upon the occasion of your celebration of the Fiftieth Anniversary of your distinguished institution. We, with other academic organizations, together with a vast host of appreciative people, join in paying tribute to the high aims and especially to the wonderful accomplishments of the Institute founded by Booker T. Washington. With profound respect,

WILLIAM L. BRAY,
Dean, Graduate School,
Syracuse University.

Amherst, Mass., April 13, 1931

I regret that distance prevents Amherst College from sending a representative to the Tuskegee Anniversary, but wish to extend to the Institute our hearty congratulations on its past and all best wishes for its future usefulness.

ARTHUR STANLEY PEASE

ANNIVERSARY SPEAKERS

Prof. J. R. E. Lee, as he has been familiarly and affectionately known, in educational circles for years, was during the administration of the Founder, director of the Academic Department, at Tuskegee, and is now president of the Florida A. and M. College at Tallahassee, where he pursues his work in the spirit of Tuskegee and is honored for his energy and effectiveness in the development of that institution. At the anniversary exercises he spoke as the representative of all the workers associated with the Founder in the development of Tuskegee Institute.



Leo M. Favrot, field agent of the General Education Board, spoke at the exercises on Monday afternoon in the place of Dr. James Hardy Dillard, who was prevented from being present for the celebration as he had planned. Before entering upon the broad field of educational work he now serves, Mr. Favrot was engaged as state agent for rural schools for Negroes in the State of Louisiana, with headquarters at Baton Rouge. He is known among his associates for his clear, consistent thinking and for the high standards of excellence which he insists upon in all educational work whether for whites or for Negroes. Speaking for the educational foundations, he is representative of that element of broad thinkers in the South to whom all problems are merely human problems and to whom the Negro is but one of the brotherhood of races, for which attitude Mr. Favrot enjoys the confidence and good will of the best elements of both races.



Gordon H. Kitchen spoke as the representative of the Class of 1921. He came all the way from Des Moines, Iowa, to share in the reunion of his class bringing with him his wife and two children. Mr. Kitchen has been for the last four or five years executive secretary of the Colored Men's Branch of the Y. M. C. A. in Des Moines, which he has developed into a thriving organization.



Mr. Dan W. Armstrong is the son of the founder of Hampton and now a member of the Board of Trustees of that institution. A graduate of the United States Naval Academy at Annapolis, he rendered conspicuous service in the Navy during the World War, and shares with the successor to his father, the distinction of being a great athlete during his college days. He has lost none of his youthful energy and enthusiasm, and instantly wins his way to deserved popularity with students by his contagious smile and boyish spirits which unconsciously mask the energetic and successful business man of Wall Street.



Debt of Negro Baptists to Booker Washington

By R. B. Hudson, Secretary of the National Baptist Convention, Incorporated

DR. MOTON, Dr. Schieffelin, members of the Trustee Board and friends: I have been asked to say just a word to you for the National Baptist Convention of the United States of America as its secretary. I wondered how the National Baptist Convention could come in for a place on this program, and then I recalled that for 15 years prior to the passing of the Founder of this institution he visited annually the National Baptist Convention and electrified it by his very wholesome addresses.

For advice and for counsel and for planning for the work of the National Baptist Convention, the Founder of this institution was our most intimate friend, and by the way of parenthesis, he was a good old Baptist. When he passed we tried to shift the mantle on the shoulder of the present Principal. He has been our friend; he has stood by us and helped us equally as much as his predecessor.

And now, in bringing you greetings from the National Convention, I represent practically 17,000 Negro ministers, 22,712 Negro Baptist churches with a following of 3,516,742 communicants. This great body of workers, it is said, is the largest body of Negroes in Christian work in this country. Because of what the Founder did for us and because of what the present Principal is now doing for us, I am sure it is a privilege to come here and bring greetings from that body.

The National Convention carries on its work through several boards. We have what is known as a Foreign Mission Board which does work in Africa and the islands of the sea. Then we have a Home Mission Board that does work on the home fields. We have a B. Y. P. U. Board that does work in training young Christian workers for active service. We also have a Sunday School Publishing Board, with business valued at $1,000,000, employing over one hundred men and women to operate machines, do writing, print leaflets, booklets, pamphlets, etc., for distribution throughout the country.

Then we have our theological institutions where particularly through the help of the southern Baptists, we train ministers to carry the word of God. And further, a Woman's Auxiliary of the Baptist Convention and a school under the direction of Miss Nannie H. Burroughs—The National Training School, Washington, D. C.

All of these activities are daily at work during the year. Periodically, each year we require a report on what has been accomplished.

Now, on behalf of what the Founder of this great institution has done and on behalf of what the present Principal is doing, we named in our Bible Association last year a night to be permanently known as "Booker T. Washington Night."

On behalf of our great body of Baptist workers I am bringing greetings to you on your Fiftieth Anniversary to express the hope that Tuskegee will still go on and on and accomplish even more in the next fifty years than it has accomplished in the past.

A TOWERING FACTOR IN EDUCATIONAL DEVELOPMENT

(Continued from Page 15)

ship opportunities, wherever open, for unlimited development of intellectual life for Negroes, hails them and depends on them. This is no surrender of the principle of first things first; it is rather a recognition that second things must follow if the first are to be fully justified.

It is my high privilege to be the voice to express to Tuskegee today the greetings and congratulations of colleges and universities in the North and East and West of our wide land. Your great accomplishments during this first half century are a source of pride to us. They are also a compelling call to us to consider how we may more fully give to our students responsibilities to bear, according to their ability to bear them, so that our work may be fully rounded in its service to American youth.

Hartford (Conn.) Times:

When Booker T. Washington, in 1881, took charge of a church shanty and thirty young persons of his race to train them for industry, farming and interracial understanding, he little dreamed that a half century later there would be as the embodiment of his labors and ideals an institution of 120 buildings, 2,000 acres of land, 270 teachers and 2,000 students. During the span of five decades more than 20,000 Negroes have in addition to cultural training acquired a working knowledge of one of the forty-two trades and agricultural courses taught at the institution. It was Tuskegee's good fortune to find available after Washington's pioneering and highly fruitful leadership of thirty-four years, the services of Robert R. Moton for the principalship of the Institute.

Utica (N. Y.) Press:

In so far as whatever affects one group of people reacts upon the nation and its welfare, the observance of the Fiftieth Anniversary of Tuskegee Institute is important to all Americans. There is one way in which America may make its congratulatory message to Tuskegee most emphatic and sincere. That is by the continued support of the Tuskegee project.

Elizabeth (N. Y.) Journal:

Perhaps no other institution has influenced the colored people to take advantage of the opportunities of freedom in the right way, as did Tuskegee and the wise promoters of that movement. Throughout the years, Tuskegee has clung to its original purpose, of fitting men and women of the colored race first of all for self support, and next for leadership and service to their race.

Greenwich (Conn.) News Graphic:

Just fifty years ago Booker T. Washington founded Tuskegee Institute for the advancement of the Negro race, and the results have been far beyond his greatest dream. To educate and elevate a people unusued to the ways of modern social life was no small task, but results have proven the value of the effort and Booker T. Washington's work continues and Tuskegee Institute will stand as a lasting monument to his memory. Today thousands of Negro leaders are working for the development of their people and the work is extending in all directions, while the property owned by them is registered in the millions, nor is there a profession without Negro contact.

Youngstown (Ohio) Vindicator:

Tuskegee Institute down in Alabama, outstanding Negro educational institution observed its Fiftieth Anniversary, an occasion deserving wide attention. The advancement of the race is one of the interesting stories of the day brought out by the Tuskegee celebration. It has been a period of phenomenal growth of an institution founded upon sound judgment, unselfishness and tact.

Cincinnati (Ohio) Times Star:

Herbert Hoover had a proud story to rehearse in the rise of the Negro race in this country from slavery to citizenship. Its outlines, as set forth in his radio talk in celebration of the founding of Tuskegee Institute in Alabama fifty years ago, make notable reading. Foremost as an influence in this upward climb has been Tuskegee Institute. In its Principals—in the eloquent, hard-headed, stout-hearted Booker T. Washington, and in Robert Moton, who has the gifts of a born leader and the bearing of an African king—it has presented to America men who would take rank in any age.

Erie (Pa.) Times:

The Fiftieth Anniversary of Tuskegee Normal and Industrial Institute closed a half century of high-planned educational endeavor that is a foremost American contribution to the world's well-being. A strong case could be made for the proposition that no other activity in the United States save the emancipation from slavery has done so much for the advancement of the Negro. From the time of its founding by Booker T. Washington, Tuskegee has been an institution of Negroes, by Negroes, for Negroes, and yet not alone for Negroes. Whatever serves to make them better citizens makes the United States a better place for all who live herein regardless of race or station in life.

Bangor (Me.) News:

Tuskegee is important not only as a first-class training school for Negro citizens, but as the symbol of the racial policy which the leadership of Booker T. Washington forced to the front at a critical time of readjustment. With the aid of generous gifts from Julius Rosenwald of Chicago, one of its trustees, many model schools have been built in the South and administered in accordance with the Tuskegee idea—the idea that the progress of the race must be largely based on respect for the manual arts and skill in their performance, on agriculture and on knowledge of business; that political and professional advancement must accompany practical educational preparation and not be forced in disregard of it. Washington did not, as some detractors once held, favor disregard of the Negro's constitutional rights. What he did do was to emphasize the obligations of individual and social improvement which accompany these rights.

Press Comment

The Chicago Defender:

As the work of Booker T. Washington is marked up, next in importance to Tuskegee as a university, which grew into one because it could not remain less than one, comes his power for understanding men. In him master and slave, Campbell and Adams, came together. Through him they struck a common purpose. The name, prestige, resources, influence, the unimpeachable character of Mr. Campbell in that region, running from Opelika to Montgomery, belonged to Washington from 1881 until 1915. It now belongs to Moton and Tuskegee. As with Mr. Campbell and Mr. Adams so it was with all of Tuskegee and Macon County. About Mr. Washington gathered every conflicting interest. In him every disagreement died away with astonishing ease. Mr. Washington knew that he had two schools in which to work, one of books and tools, the other of public opinion. The school faculty was of his own choosing. In the world of power and opinion he had to deal with men strong in blood and of proud lineage. But he moved in on them. Soon they saw him as he was and met him in the faith. Without them Tuskegee Institute would be simply fifty years old. * * * Mr. Washington created a university out of the possibilities of despair. He erected a civilization for aristocracy better than the one over which it grieved. He was the embodiment of mental competence in a bewildering world of circumstance.

E. Liverpool (Ohio) Review:

The traditions of Tuskegee Normal and Industrial Institute are intricately interwoven with the forward progress of the Negro race. As America's attention is directed toward the Institute this month during its Fiftieth Anniversary celebration there should be a clear realization of the extent of this progress, and recognition of the leaders who have encouraged it by their untiring efforts. Today, Tuskegee serves under the leadership of Major Robert Moton. Standing between Major Moton and Booker T. Washington are thousands of enlightened Negroes, who have been educated and sent into the world equipped to perform full shares of labor in many fields. Continuing through the years to come will be thousands of others, each doing his part to make his race more capable. The work started fifty years ago by Booker T. Washington is being performed faithfully by those who revere his memory.

Memphis (Tenn.) Evening Commercial Appeal:

It is safe to say that Tuskegee had done as much for the advancement of the American Negro as any other single institution in the country. And in fitting the Negro for a better place in life, it has made this country a better place in which to live for both white and black. Today, Tuskegee's graduates are not only leading the people of their own race throughout this nation but are to be found in the earth's far places. The Tuskegee policies are well grounded. It has been an institution for national good. It is very fitting that President Hoover should participate in the jubilee exercises.

Columbus (Ga.) Ledger:

During the fifty years of its existence Tuskegee Institute has had but two principals both men of unusual ability and both outstanding representatives of their race. Under their direction the purpose of the school has been to teach the boys and girls that came to it the practical things of life.

The Nation (N. Y.):

Fifty years ago Booker T. Washington, with thirty pupils and with an appropriation of $2,000 from the Alabama Legislature, started his new "normal" school in one shabby building at Tuskegee. It is a pity that he could not have been present at the celebration of his school's semi-centenary, when its proud progress was recounted, and prouder hopes were raised for its future. Sixteen hundred students take the place of his thirty; an endowment of more than $7,000,000 makes the institution secure; forty trades are taught there; and some 132 buildings house the whole. This is good work. Tuskegee started in the "Black Belt" of Alabama when not more than a handful of southerners would have testified that the Negro was at best anything but an irresponsible if amicable child. Fifty years of labor have demonstrated beyond question that the Negro is and will continue to be a hard-working, responsible citizen of his country.

Birmingham (Ala.) Age-Herald:

Tuskegee's celebration of its semi-centennial has caught the attention of the country as an event of great significance. The work of Booker T. Washington deserves this appreciation. It is now possible to review it as a creative accomplishment of the largest value to the nation as a whole, to this section in particular, to whites and blacks alike as a beacon light across storm-tossed seas. What Alabamians remember and are proud of is the fact that they helped officially and otherwise to launch the Institute on its magnificent career. That is something for baiters of the South to bear in mind. The Boston Transcript recalls that those who balked at addressing Washington as "Mister" compromised on "Professor." But in this very choice of titles there is a world of meaning. For it was a tribute to the esteem in which the educator was held and to the service which he gave. Washington developed the idea of racial self-dependence through vocational equipment, the original philosophy he obtained at Hampton, where he had had his own training. But he gave it peculiarly a local habitation and a name at Tuskegee, where for the first time an all-Negro faculty undertook the task of teaching the colored youth of the deep South that the road to happiness led through competence to the goal of self-reliance. Out of Tuskegee's emphasis upon vocational training, the educational system of the country is supposed to have received the impulse to universalize the discipline. Whether that be true or not, it is manifest that Washington brought to the South a new equipoise of understanding and good-will by bringing to the Negro a new sense of usefulness, a new spur of aspiration.

Washington (D. C.) Star:

Progress for the colored race in the half century whose close was celebrated recently by Tuskegee Institute in Alabama is a subject of praise by the country. A growing place in industry is found to have had at least a part of its origin in this institution, and the labors of Booker T. Washington and his associates are felt to have produced results.

Bristol (Conn.) Press:

What Tuskegee is doing for the colored race is far more important and helpful than anything which could be looked for pollitically. The encouragement given to education, including trade and agricultural schools throughthe South is at this time of more practical assistance than the citizenship rights that are mostly denied the colored man. He is finding his way to better things through other avenues and Tuskegee is his guide, friend and helper.

Augusta (Me.) Journal:

The semi-centennial of Tuskegee invites special notice of the excellence of the record which it has made over the fifty years. It was begun in a modest way at a time when the colored people, listening to what politicians were saying about them, were tempted to abandon the prosaic things of life, work, thrift and better qualifications of citizenship and fatuously seek the emoluments of politics. Regardless of his color Booker T. Washington measured high among men. He had a vision of the stability of his race as a constructive factor in society. He would have them know how to build and to build. He commanded confidence among the white people of his state, the Alabama Legislature appropriating $2000 toward the payment of teachers in the modest little school which he started. That school now has a permanent endowment of more than eight million dollars and a plant representing a value of two million dollars. Vision and merit have won at Tuskegee over obstacles that most would have thought insuperable.

Danville (Ill.) Commercial News:

Tuskegee has done a wonderful work for the Negroes of the South where their children are barred from the white schools maintained by the public. It has provided means by which the young men and young women of the race may acquire education and training that qualifies them for trades, for business, for teaching and advanced methods of farming. Booker T. Washington was the Moses of the race, and it was through his foresight and his leadership that the descendants of slavery were started on the road to the promised land of self-support and independence.

Jersey Mail (N. J.):

Concede, we gladly do, the genius of Booker T. Washington to see future events. Yet it is inconceivable that he could have seen the day when his very humble and unpretentious beginnings could have eventuated into one of the world's marvels of education as Tuskegee is today. It is now almost a household word. Simply to mention the name brings to mind a very definite kind of education. Tuskegee and the Tuskegee educational idea and ideals are known in more corners of the world than doubtless all the other Negro institutions together. And it was built by Negro effort. It is now and always has been under Negro leadership and teaching. So world-wide is the influence of this school that the great of the earth are gathered there today paying their tributes of respect and appreciation of its worth. And the President of these United States, whose interest in the colored people of the land has been nothing to cause them any shouting, recognizes its greatness speaking of it in a nation-wide radio hookup. And this, the result of the efforts of two men in a half century: Booker T. Washington, Founder and leader, who served it thirty-five years, and Robert R. Moton, follower and administrator, who has now served it well for fifteen years.

LETTERS

Marietta, O., April 7, 1931

I have been deeply interested in Tuskegee for many years. I have followed its work with the greatest interest and have rejoiced in its notable achievement for the educational development of the colored race. You have our most hearty congratulations on this great occasion and our most cordial good wishes for all the days ahead.

Yours very sincerely,
EDWARD S. PARSONS,
President, Marietta College.

St. Helena Island, S. C., April 3, 1931

Our congratulations to you and to all who are connected with that institution which means so much to us all. I am glad to tell you that Miss Rosetta Mason will be able to attend, so Penn School will be represented in a most worthy way. With affectionate greetings from us all,

Faithfully,
ROSSA B. COOLEY,
Principal, Penn N. I. and A. School.
A. M. ROVERA, Trustee.

Atlanta, Ga., April 12, 1931

Heartiest congratulations to Tuskegee Institute on its wonderful accomplishment. Best wishes for its second fifty years.

TREVOR ARNETT

New Orleans, La., April 13, 1931

Congratulations on the Fiftieth Anniversary of an institution which has given the world a new type of education and has been left as a rich legacy to the Negro youth by its illustrious Founder, Booker T. Washington.

DR. L. T. BURBRIDGE

Evansville, Ind., April 11, 1931

The National Association of Colored Women joins with the rest of the world in giving honor to the illustrious Booker T. Washington, the sage who revolutionized the American school system. We hold a loving thought for sainted Margaret Murray Washington. We also thank our Father for Robert Russa Moton whom he chose to perpetuate the work and spirit of Tuskegee Institute.

SALLIE W. STEWART,
President, National Association of Colored Women.

New York, N. Y., April 13, 1931

Many congratulations on the Fiftieth Anniversary of the school. How I wish all our family could be there. Best wishes to all.

LEILA S. FRISSELL

Pensacola, Fla., April 13, 1931

The Mount Olive Baptist Church received an invitation to the Fiftieth Anniversary through student, Ahart Carter. In return, am sending greetings parcel post special delivery.

ROBERT L. L. SAUNDERS,
Clerk.

Chicago, Ill., April 13, 1931

Accept my congratulations upon your successful leadership and continuation of the great work of Booker T. Washington. The privilege of observing last commencement, the new buildings, erected through your energy, and the splendidly trained graduates and students was an inspiration to me. Regret duties in Springfield prevent my attendance.

ALBERT B. GEORGE

Oakland, Cal., April 14, 1931

Sorry cannot be present. The founding of Tuskegee Institute was a blessing to mankind irrespective of race or color, in that it lifts common labor to the dignity of educational training. Continued success.

DELILAH L. BEASLEY,
Oakland Tribune.

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Men's Clothing, Hats, Furnishings
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BOSTONIAN SHOES FOR MEN
Montgomery Alabama

ANNIVERSARY SPEAKERS

Dr. A. F. Harmon, state superintendent of education of Alabama, appeared on the program as the personal representative of the chief executive, Governor B. M. Miller, who was detained at the Capitol by the sessions of the State Legislature then in progress. Dr. Harmon is notably progressive in his attitude toward education for Negroes and has done much toward the improvement of facilities, the lengthening of school terms and the increasing of teachers' salaries throughout the public school system of the state.



The Reverend Ben Brave, as a Sioux lad from the plains of the Dakotas, entered Hampton in the spring of 1881, the year in which Booker Washington left his post as secretary to General Armstrong, to establish the State Normal School at Tuskegee, for which purpose the Alabama legislature had just made an appropriation. "Ohitica," as he was known among his own people, found Booker T. Washington serving as house father of "The Wigwam," the building used as a dormitory for Indian boys. The Rev. Ben Brave is superintendent, under the American Missionary Association, of work among the Indians in South Dakota. Elsewhere in this number he appears among a group of trustees and visitors in the act of laying a wreath on the tomb of the Founder with the words, "I come to offer a prayer and this wreath in appreciation of your blessed memory."



T. C. Walker, of Gloucester Court House, Virginia, entered Hampton just as Booker Washington, then secretary to General Armstrong, was organizing the night school to give opportunities to under-privileged students to meet the requirements for regular standing in the institution. Rejected even for the night school, his persistence won for him a trial which has been abundantly justified in his record of public service as a lawyer in Gloucester County and in religious, educational and social work throughout the state.



Captain Alvin J. Neely, of the Class of 1908, is registrar of the Institute and leader of its famous quartet. Few of the graduates of the institution have reflected more of the spirit of the Founder than has Captain Neely. Remaining on at the Institute after his graduation and serving in various capacities, he has been most effective in rallying the graduates and former students to the support of the institution. In his own person he represents the devotion and loyalty characteristic of Tuskegee Alumni in all parts of the world.



FIFTIETH ANNIVERSARY SERMON

(Continued from Page 9)

Nothing is so dangerous to the freedom of democracy as any form of class consciousness. The success of democracy demands the freedom of individual choice at the ballot box. When one votes with a consciousness of his section, or his church, or his race, he votes to that extent under the compulsion of the rest of his group, and to that extent robs himself of freedom of choice. When the white people of the South faced the Negro race en masse at the ballot box, race consciousness, in a sense of self-defense was aroused. This race consciousness became their political master, and has remained so to this day. Then it was that the South went solidly democratic, and lost its democracy.

To vote as a Negro, or to vote as a white man, is to surrender one's freedom of thought and action to the tyrannical coercion of the rest of one's race. Negroes protest, and justly, that they have little if any political freedom in the South. It can be said, however, almost as truly, that southern white people have scarcely more. Since 1865 the southern white man has not been free to think clearly, nor free to register his thought, on any social, economic, or political question. The shadow of the fear of the Negro race has darkened his counsel. Not until this racial fear, out of which is born the deadening distrusts, irritations, and hatreds, is removed, can these two peoples go forward together. But that fear cannot be removed until we cease to think racially and learn to think humanly.

There is a justifiable local, national, and racial pride which may find a wholesome and a very beautiful expression, wherever it springs from a generous rivalry to make its best contribution to human welfare. Nations and races are only at their best, when they come into the international arena bearing gifts; when they come with their contributions of music, art, literature and statesmanship. In a word, when they come to give. But these supreme gifts can only be made, when beneath their racial consciousness, there is the deeper and more dominant consciousness that they are human.

We rightly love to preach that Jesus came into the world to reveal God as Father of all the children of men, and when He held out His arms in loving hospitality to the children of the world, with that all embracing invitation, "Whosoever will," he was showing us what God was like. He made another revelation, however, only second to this. He was also revealing to all men, what a man may be. I would not have you ever to be ashamed of being a Negro, nor am I asking you to forget the traditions of your past, nor the ideals of your future as a race, but I will dare plead with you, and with my own race, that first of all we shall remember that we are human—that we are all the children of one Father, and that human obligations come first.

PRESS COMMENT

Little Rock (Ark.) Gazette:

The half century that has elapsed since Booker T. Washington founded Tuskegee Institute in Alabama has seen the South restored from the prostration of its defeat in the Civil War. And it has seen the southern Negro who was made a free man by the Civil War enjoy his share in that progress. His difficulties, and the extent to which they have been overcome, were sympathetically described, and Negro progress was warmly praised by President Hoover in his address in celebration of Tuskegee Institute's Fiftieth Anniversary.

Santa Ana (Cal.) Register:

Booker Washington got hold of a great idea. He sensed the fact that the Negro would have to build up an "economic" society of his own before he could get very far. The first need of the race was an industrial and agricultural leadership. With the traditions of slavery behind him, the Negro had to start from the ground up. It is not an easy thing to lift a submerged race in the midst of a highly developed industrial and agricultural society to the plane of parity with those who have generations of privilege behind them. But Booker Washington gave a tremendous lift. When he died he left an institution so solid and substantial, with a group of supporters of such unlimited confidence, that its success was assured beyond peradventure. But in his successor, Dr. Robert R. Moton, the man to carry on to further triumphs was found. Here is a work for Negroes, by Negroes, which has arrested the attention of the world; and it has been a great credit to the race.

Baltimore (Md.) Morning Sun:

Before Hampton and Tuskegee introduced the plan of training Negroes for the trades there was no industrial education of any systematic character in American schools. According to Dr. Washington, the success of these two institutions with members of the Negro race "led the way to the introduction of industrial education into the northern schools and white schools in the South, as well as in many other parts of the world." While some detached observers of the educational scene may question whether the industrial training here referred to has not been carried to an extreme, there is no doubt that within limitations the departments of manual training, of which most American schools now boast, serve a useful purpose. In so far as these departments stem from the Hampton and Tuskegee models, the entire nation would seem to be in debt to those two institutions. For this reason, as well as because of the service Tuskegee has rendered in preparing Negro labor for the economic competition of modern life, it is entitled on its Fiftieth Anniversary to the congratulations of the American public and to continue support in its efforts for further usefulness.

San Antonio (Texas) Express:

Surely on its fiftieth birthday, Tuskegee Institute—considering the success won and the service rendered—deserves national attention. Except for the Founder's vision, enthusiasm and unselfish devotion, the school's beginnings were not highly auspicious. The Institute's civic and patriotic services through the past half-century must be appraised equally high. Conspicuous among those labors is its determined fight upon the lynching evil—begun when such a crusade called for even higher courage, indeed. Through diligent fact-finding and wide publicity, the institution aroused a somnolent civic conscience.

Savannah (Ga.) News:

Tuskegee is of large note in the contemporary history of the Negro race in America. Starting with only a few thousand dollars, Tuskegee now has properties worth several million dollars, and is contributing much to the useful training of younger members of the Negro race, and to the general progress of the Negro in this country.

Laurel (Miss.) Leader:

There is no "Blacker Belt" than is found in Alabama. There is not a place where such an institution would have found life more difficult if it had not proved itself worthy of the backing of the white people. But Tuskegee has shown itself able and anxious to serve the Negro race sensibly and it has always had the aid and support of the people of the South.

Jacksonville (Fla.) Times-Union:

An anniversary celebration of more than ordinary importance, occurring in the South was that marking the completion of fifty years of usefulness of Tuskegee Institute, an educational institution of world-wide fame tha' had its beginning in Alabama, in 1881, in an old and dilapidated church building. This institution's growth has been most remarkable, and for various important reasons, the leading one, perhaps, being that it was established by a man, of the Negro race, who had clear-cut ideas of what his people needed in the way of education, and which ideas he proceeded to put into practical effect in the school which he started in such a very modest way and which has grown enormously, not only in physical proportions but even more worthily, in practical results, as demonstrated by what has been accomplished during the half century in which the work of this school for colored people has been going on. Booker T. Washington's great work is going on; it never will cease so long as the world endures. It will continue to carry its ever multiplying blessings to more and more people as time proceeds. Tuskegee Institute's value, as an educational institution and as an uplifting force, never will be possible of estimate. It stands as an enduring monument to the will and the ability of one man to give to his race something very much worthwhile to them and to the world.

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TUSKEGEE ALABAMA

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FORT AND RUSH
The Home of Good Merchandise
TUSKEGEE ALABAMA

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"Where Fashion Reigns"
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STYLE
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MODERATE PRICES

John A. Andrew Clinical Society

A REGULAR event in connection with the celebration of Founder's Day at Tuskegee Institute is the annual meeting of the John A. Andrew Clinical Society whose special feature is a five day Clinic at the Institute hospital. This year's meeting brought to the school 250 representative physicians and surgeons of both races from all sections of the country in attendance upon the twentieth annual Clinic and the fourteenth annual meeting of the John A. Andrew Clinical Society, in session April 12-18.

The Staff of the John A. Andrew Hospital, of which Dr. Eugene H. Dibble is medical director, acted as host, assisted by the staff of United States Veterans Hospital at Tuskegee of which Colonel Joseph H. Ward is medical officer in charge.

The Clinic was held in the new Annex to the John A. Andrew Memorial Hospital. Dr. Walter Gray Crump, Fellow of the American College of Surgeons and Chief of the Surgical Service, Broad Street Hospital, New York City, who has been coming to the annual Clinic for a number of years, held as usual his very interesting and instructive diagnostic surgical clinics. Treatment was given to 598 patients. There were fifty major and forty minor operations.

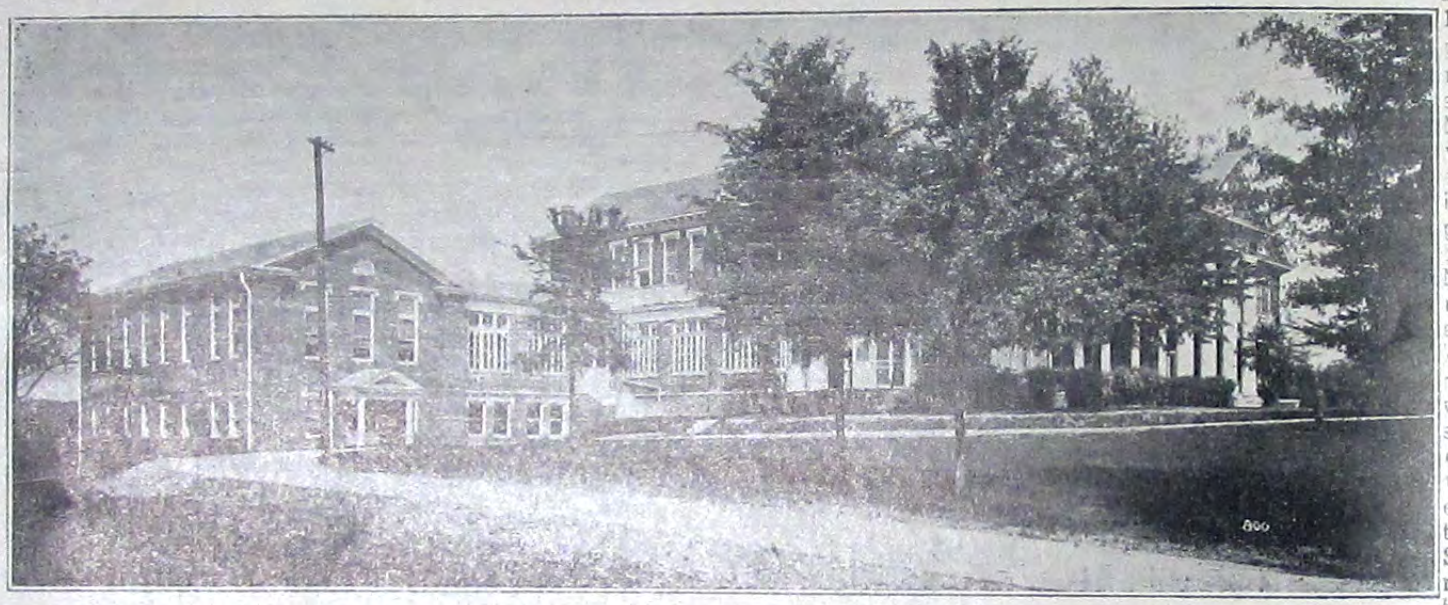
A significant factor in bringing the hospital to national importance has been the administration of the annual Clinic, first inaugurated in 1912. In 1918, during the administration of Dr. John A. Kenney as medical director, the John A. Andrew Clinical Society was organized in connection with the John A. Andrew Clinic, "for the advancement of Negro physicians and surgeons in the science and art of medicine and surgery, and for the study and treatment of morbid conditions affecting thousands of needy sufferers in this section of the South." The organizers of the Clinical Society gave this appraisal of the conditions and circumstances surrounding the hospital in justification of their venture.

The hospital occupies a unique position. It is an integral part of the large and far-famed Tuskegee Institute; it is located in the heart of the "Black Belt" in the South and is second to no institution of its kind south of the Mason and Dixon line; it has connected with it a Training School for Nurses; it serves the large teacher and student body in connection with this school and thus represents all parts of the country as well as foreign lands and their dependent territories. The natural advantages both to patients and physicians make it most desirable that the benefits to be derived from the hospital and its annual Clinic should be made as far reaching as possible.

The John A. Andrew Memorial Hospital is in the center of a large Negro population. The ratio in population as regards white and colored in the county in which it is located is about three Negroes to one white. The population of the county is approximately 24,000, 18,000 of which are colored and 6,000 white. The hospital serves a great need in the county and in this entire section, being the only one of its kind established for Negro patients within a radius of four hundred miles; hence it takes care of, not only the work of the local community, but the work of several adjoining counties, in addition to patients brought to it by physicians from other southern states.

The John A. Andrew Memorial Hospital is the gift of Mrs. Elizabeth A. Mason of Boston, who had it erected as a memorial to her paternal grandfather, Governor John A. Andrew, Civil War governor of Massachusetts. At the time, the building together with equipment, was valued at more than $100,000. It is a modern structure of seventy-five bed capacity with medical, surgical, gynecological, obstetrical and children's wards, and rooms for private patients. It has a modern operating room, emergency operating room, fully equipped X-ray department together with a modern laboratory, a drug room with the necessary stock for supplying the hospital itself as well as for its outpatient department.

During the past year another wing has been added. This addition was also given by Mrs. Mason at a cost of $15,000. Again, on a recent visit to the Institute she gave $10,000 toward its equipment. This is known as the Clinical Building and includes a large assembly room seating four hundred, used as a lecture room for the Nurse Training School as well as for Clinical purposes during the annual meeting of the Clinical Society. The hospital has complied with the minimum standard requirements of the American College of Surgeons, and in a recent inspection by this organization was given a class A rating.



John A. Andrew Memorial Hospital, (Institute) Headquarters for Clinic

THE STORY OF TUSKEGEE'S FIRST GRADUATE

Mrs. Virginia Adams Driver

as a member of the Board of Trustees.

The people of Tuskegee were loyal to Mr. Washington. They did everything they could to aid in the work. They gave concerts, suppers, money and actually worked to help toward getting land and a school building.

Miss Olivia Davidson, graduate of a normal school in Massachusetts, later the wife of Mr. Washington, introduced him to northern friends who gave money to the new school. Before the end of the first year we had Porter Hall, the first building of Tuskegee Institute. The bricks for this building were made by the student boys. Porter Hall was very dear to the early students of Tuskegee.

After the school had been going on for four years we had the first class to graduate from what was then known as the Tuskegee State Normal School. There were ten members of this class, five young men and five young women. Again I have great honor, for, as a member of that class I was first on the roll and, therefore, received from the hands of Booker T. Washington the first diploma issued from Tuskegee Institute. I can, therefore, truthfully say, "I am Tuskegee's first graduate."

The prayers of my father were answered, for not only his children but his children's children have graduated from Tuskegee. This year one of his great granddaughters will graduate from the high school department, and there are many more to follow.

The little school has grown to be one of the greatest institutions in the world. It was founded during the days of many trials, and hardships, when friends were few but loyal, when workers were, above everything else, faithful. It is continuing to grow under the leadership of Dr. Moton, one whom all love, and who has in everyway the same spirit as Booker Washington.

PRESS COMMENT

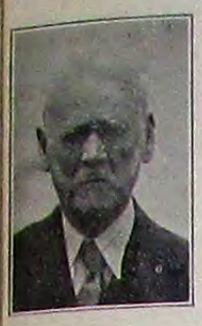
Macon (Ga.) Telegraph:

It is fitting that the golden jubilee of Tuskegee Institute should center around the personality of Booker T. Washington, Founder of the school and pioneer in Negro work. Dr. Robert R. Moton, the present head of the school, has adhered to the general program of the school and to the principles of Dr. Washington. Visitors to the celebration at the Institute paid many tributes to the school under Dr. Moton's administration. He has pledged himself on numerous occasions to the ideals of Dr. Washington in carrying on the work of the education of the Negro and promoting a spirit of good will between the blacks and the whites. Tuskegee Institute and its thousands of alumni are monuments to Dr. Washington's vision. His theories of 1881 are facts fifty years after. Tuskegee as an experiment is finished. An experiment less radical would have been called a success much sooner. Tuskegee is there itself—its more than one hundred handsome buildings, its 1,850 acres of campus, and its equipment which is unequaled in any other Negro school in the world. Its graduates are demonstrating that there is a place in our civilization for the educated Negro. It's all very matter-of-fact now and a visitor to Tuskegee's campus does not feel any sense of wonder that there is such a fine physical equipment, that there are so many educated and cultured Negroes in the South today. It does not occur to one to be so patronizing as to think these people have come a long way for Negroes any more than it does to feel that men and women at a celebration at Harvard or Yale have come a long way from the barbarians of northern Europe. These Negroes have made a place for themselves and they stand proudly, without apology, with an obvious sense of responsibility to act as civilized men and women. We in the South have been accustomed to mingle surprise with admiration for the work done by Tuskegee and institutions founded on its principles. It is an attitude that needs revision. We have seen what can be done, what has been done, among Negroes. We should support the school not only because we desire to make a friendly gesture toward interracial good will, but because it has exerted a good influence in our section and because we should desire to help any institution that is making the South a better place in which to live.

St. Paul (Minn.) Pioneer Press:

A southern educational institution that has commanded a nation-wide interest since its founding is Tuskegee Normal and Industrial Institute in Tuskegee, Alabama. Tuskegee Institute stands as a monument to the efforts of this remarkable teacher whose aim was to give his people a practical education along the lines of industry and trade, leading to ultimate economic independence.

ANNIVERSARY SPEAKERS



William Davis, of Charleston, West Virginia, was in many respects the most interesting figure at the Anniversary exercises for the reason that he was the first teacher of Booker T. Washington. Himself a Negro and a veteran of the Civil War, he opened a school for the youth of his race at Malden, West Virginia to which came young Booker, a red-headed, bare-foot, eager lad who even then manifested unusual abilities. Mr. Davis at eighty-three is still active and energetic and is the commander of the G. A. R. Post at Charleston, where he makes his home with his daughter. Invited to speak on this occasion, he was designated by the governor of West Virginia as one of four official representatives of the state along with Mr. Joel Ruffner, the grandson of Viola Ruffner, Dr. R. P. Sims, president of Bluefield Institute and Dr. John W. Davis, president of West Virginia State College.



Miss Lucy Washburn, now of Los Gatos, California, was a teacher at Hampton when Booker T. Washington entered school from West Virginia and was given by Miss Mary Mackie that now famous entrance examination of sweeping and dusting a room. Miss Washburn gives a vivid story of the interview between young Washington and Miss Mackie along with a graphic account of the beginning of Booker Washington's career on the American platform. It was planned that this account should be read at the exercises on Tuesday afternoon, but the program was longer than was anticipated which made necessary its omission. It is carried here in response to many inquiries.



Bishop W. T. Vernon, of the A. M. E. Church, has few peers as a platform speaker. He has had a long and distinguished public career during which he served the government as registrar of the Treasury after which he was elevated to the bishopric, presiding for eight years over his church in South Africa and in all parts of the United States. Bishop Vernon was prevented by the arrival of the hour for the radio program from delivering his prepared address which, however, is printed in full in these columns.

Dr. James Hardy Dillard might properly be designated as the dean of Negro education in the United States. Perhaps no other man has exerted so wide and so helpful an influence upon the methods, policies and program of education among Negroes as has the president of the Jeanes and Slater Funds for nearly thirty years. Dr. Dillard was prevented by serious illness in his family from attending the Anniversary exercises.

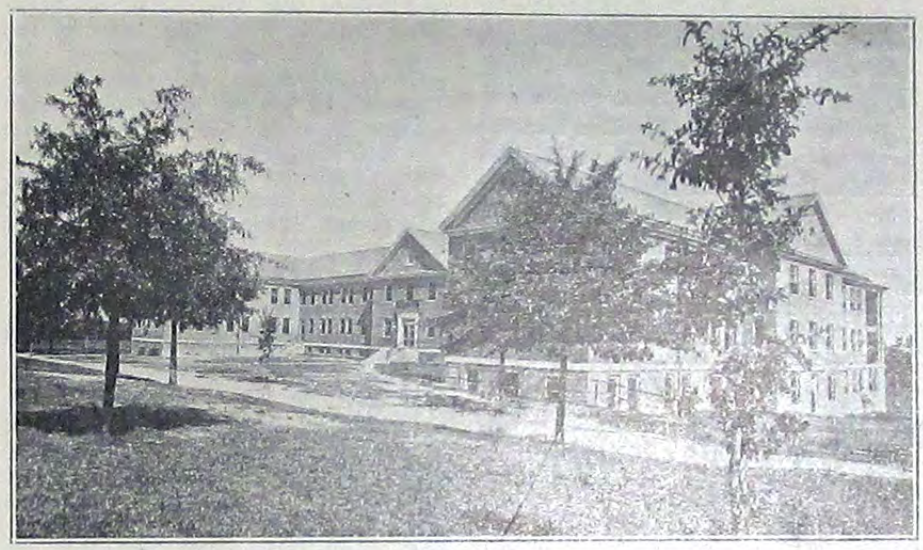
PRESS COMMENT

Portsmouth (Ohio) Times:

When Tuskegee Normal School was founded in 1881 under the direction of Booker T. Washington, the Negro leaders in this country could have been enumerated on the fingers of both hands. Today, half a century later, they are legion—thanks, largely to educational institutions. The continuing growth and increasing quality of the institutions are the soundest guarantee possible that the American Negro ultimately can point to a status attained by his race that will not be greatly different from the status claimed by the average of the white race. Furthermore, he will be able to point to a notable history of self-advancement. "Negro progress" is more than a hope; it is a fulfilled ambition.

Indianapolis (Ind.) News:

The history of Tuskegee is the history of Negroes since slavery. Washington felt that the immediate need of the freed slave was a realization that he had to conquer the environment in which he found himself. This meant, for the time being, the hard labor of his world. Washington taught that the most menial task has its spiritual side if the worker aspires to skill. He set out to teach the trades, and gradually to provide educational advantages for those with an aptitude for higher education. Since the death of Washington much of the attention of the Institute has been given to keeping pace with the demands for higher educational training among young Negro men and women. The trade school has been expanded and improved. The policy of improving the head, heart and hand has been carried on. But the demand for teachers capable of carrying the Institute's message to Negroes remote from its opportunities has also been met with commendable success. Thus on its Fiftieth Anniversary, the Institute stands as a complete, progressive working organization carrying the torch high and hopefully.



Centre for Acute Mental Cases—Veterans Hospital, Tuskegee
Scene of Final Sessions of Clinical Society

Kansas City (Mo.) Times:

The progress of the Negro and the advance toward racial understanding, good will and cooperation within the compass of Tuskegee Institute's history have been most heartening. The President attributes the major part of the forward movement to the always reliable agency of education, education wisely conceived and sanely directed. * * * It is upon achievement of that far-reaching and trustworthy nature that a solid hope for the future can be maintained. It is but reasonable to expect that the advance in another half century will be comparable with, if not superior to, that in the last. There is assurance in that condition for all America.

Crystal Falls (Mich.) Diamond Drill:

It is significant that on Tuskegee's Anniversary program appeared Dr. George Denny, president of the University of Alabama, and several other leaders of southern thought and activity. No small part of Booker Washington's genius was represented in his ability to get along with southern whites and to command at all times their respect for his ideals and their aid for his great social undertaking. Principal Moton, who succeeded Washington, has evinced the same talent, and Tuskegee Institute was never more accepted in the South than it is today.

Troy (N. Y.) Times:

Booker T. Washington died 15 years ago, but in the memory of the American people he lives on as one of the most able and admirable men of the nation. Since his death, Robert R. Moton as Principal of the Institute has ably and successfully carried on the work which has done much for the improvement of the American Negroes and their civic relations, and is certain to do much more. And as the good work of Tuskegee Institute continues to progress and expand, the institution will become more and more conspicuous as a monument to Booker T. Washington, a representative of his race who proved exceptional loftiness of purpose, and remarkable determination, energy and ability to make his effort successful.

Dayton (Ohio) Herald:

Tuskegee * * * is one of the most valuable educational institutions in the country. In 50 years it has grown from nothing into a great educational plant valued at more than $2,000,000 and with a permanent endowment fund of $8,000,000. * * * Throughout its fifty years of life Tuskegee has been more than an institution. It is a self-sufficient community. Moreover it has projected improvements for the advancement of the Negro race as a whole and has had a large share in the development of better racial relations with the white population. It has even spread beyond the United States by exerting an influence in shaping educational policies for dealing with retarded groups in other lands.

Trenton (N. J.) Gazette:

Dr. Robert R. Moton, successor to Booker T. Washington, as head of Tuskegee Institute, gave expression to a sound viewpoint in regard to interracial amity. "I am pledged," he said, "to the continued service of Tuskegee as a point of contact between the two races in America in their efforts toward understanding and cooperation in the promotion of good will." This is the spirit that promises to work for the advancement of the colored people.

Brooklyn (N. Y.) Standard Union:

The two greatest assets Tuskegee has had have been its first Principals, Booker T. Washington and Dr. Robert R. Moton, whose tact and broad-mindedness made it easy for their institution to win the respect and interest of their fellow-citizens. When it is remembered that seventy-five years ago it was against the law in many southern states to teach a slave to read, an achievement such as Tuskegee Institute represents today, appears in its true and remarkable light.

Brooklyn (N. Y.) Eagle:

In his radio address to Tuskegee Institute on the occasion of its Fiftieth Anniversary, President Hoover lauds the progress of 4,000,000 "ex-slaves without preparation for their new responsibilities" and their descendants. He notes that the Negro race has in sixty years "multiplied its wealth more than 130 times," has reduced its illiteracy from 95 per cent to 20 per cent, has reduced its death rate by one-half, has risen to the ownership of 750,000 homes and has accumulated property to the value of billions. He also pays a high tribute to the late Booker T. Washington, who founded Tuskegee, and to Dr. R. R. Moton, who succeeded Dr. Washington. In large measure his eulogy on the race and on the educational leadership of the race is justified.

Pittsburgh (Pa.) Post Gazette:

As the Normal and Industrial Institute at Tuskegee, Alabama, celebrates its Fiftieth Anniversary, it can look back to a small beginning that gave but little promise of the present school. When founded Tuskegee had the definite mission of dealing with the problem of illiteracy and of improving the living conditions and opportunities of Negroes in the South. Good will between the races was fostered without pause or limit. Much of the betterment which distinguishes 1931 from 1881 may be credited to Tuskegee. Under Washington and, since his death, under Robert R. Moton, the school has held fast to its objects. Tuskegee in the beginning represented the ideas and ideals of one man. Today it is firmly established as an institution of national importance. It can open its second half-century with the assurance that it has the confidence of the country.

Philadelphia (Pa.) Evening Bulletin:

President Hoover's tribute to Tuskegee appropriately closed the celebration of the Fiftieth Anniversary of the founding of that institution. The remarkable progress of the Negro in wealth, and in the reduction of illiteracy and of the death rate during the half century of Tuskegee's life, the President attributed chiefly to the work done for the race by the schools in that period, work in which Tuskegee has borne a leading and a unique part. Booker T. Washington, who did the pioneer work at Tuskegee, enjoyed the respect and sympathy of white citizens of the South from the start, but had to combat a good deal of misunderstanding from his own people before his real aims were generally comprehended. His successor, Dr. R. R. Moton, has carried on efficiently in the same spirit that animated Dr. Washington. Like him he has deemed it part of his mission to promote good will among the races and has been eminently successful in that regard. Tuskegee's influence has been widespread. For thousands of its graduates, it has been the gateway to success and an assured position in the community. It has contributed to social peace, and better understanding of the races. Half a century of fruitful labor has shown the soundness of the lines on which it was founded.

Personal Traits of the Founder

By E. P. Roberts,
President of Lincoln University
Alumni Association

THE history of Tuskegee is replete with almost unbelievable achievements and it relates the ability, self-sacrifice, patience, humility, faith and wisdom of a truly great man, its Founder—Booker T. Washington.

No historian can fully record what he did to make this history. No gifted artist with brush and paint can portray it on canvas. It cannot be fully described in prose or poetry.

We can see the magnificent and costly buildings, the attractive and fascinating campus with its beautiful trees and flowers. We can see teachers —men and women highly qualified to render service. But the wonderful spirit that made this history—the spirit that still lurks and lingers in the light and shadows of this institution to inspire and to help mankind is invisible.

Tuskegee is an example, as Bishop Jones said, of just what can be done by one race cooperating with another. Booker Washington gave his wisdom, ability, advice to a worthy cause and won the friendship of influential and wealthy white people who furnished the means to help him carry out his program. His philosophy of life was saner, safer and finer than that even of Gandhi; and to my mind, it more nearly approached that of Jesus than any other I have known. He had faith in his own, but not limited to his own, faith in mankind of every group, every race, every nation. I said to him one evening when he was in my home in New York, "Do you think white people will ever begin to treat colored people any better? "Why, yes," he said. "They rob, cheat and lynch their own. They are growing better; they are going to have a larger conception of the teachings of Jesus Christ. When they begin to treat their own race better, they will treat our race better also."

Booker Washington believed in the purpose of education. He was the first colored man I ever knew who went from North to South, East to West, pleading through press and from platform that white people might receive an education as well as colored. He believed that with their education would come self-reverence, self-respect, self-reliance, self-control; and finally there would come a better interracial spirit of cooperation and good will.

He believed in prayer. Many times in his home—in fact, every morning—he would read a verse from the Bible or some good book; but he had a synonym for the word "prayer" and that was "work." Don't forget it. He would get down on his knees and pray; it inspired him, stimulated him, increased his hope; and then he would get up and with his own ability of mind and body find the answer to that prayer by seeking what he had prayed for.

Dr. Washington had sublime patience. I remember the time he spent in the St. Luke's Hospital. Few knew he was there. I would go over night after night to spend time with him. He did not even complain while there. He never asked why he should suffer like this. He had patience with his enemies and many of his fool friends.

He had humility. Humility was infused into his very life blood. He treated prince and pauper alike with kindness and gentleness. God largely blessed us when he gave us Booker Washington; and then he blessed us again when he gave us Robert R. Moton, Booker Washington's chosen disciple. Dr. Moton received the program as it was handed down from Booker Washington. He did not rewrite it, it was acceptable, workable; and he simply, day by day, month by month, and year by year, sought with might and main to improve it, to carry it on and on, nearer and nearer to perfection. We honor him because he is an able leader, because he, like Dr. Washington, has the right philosophy of life. He lifts all mankind, and is sympathetic. He is loyal not only to his race, but to all races.

When I read his book, "What The Negro Thinks," I cried aloud, "if there is any man black or white, on the face of God's earth who has more patience and courage than Robert R. Moton, bring him on; the world is longing to see him."

PRESS COMMENT

Tallahassee (Fla.) Weekly News:

All over the world, wherever man is found, the Washington idea of a practical education has taken root. In China, in Japan, in Russia and in Africa the idea of Dr. Booker T. Washington is a living, thriving thing. Those who journeyed to Tuskegee this week are converts to an idea, devotees and sympathizers of a man who fifty years ago planted an idea which his successors cannot improve, but which they feel obligated to perpetuate. To this great man, who lifted the veil of ignorance from his people and pointed the way to progress through education and industry, we pay tribute and homage.

Birmingham (Ala.) Reporter:

The significance of this celebration is attested by the presence and expressions from the leading men of thought and action North and South. President Hoover climaxed the ceremonies in a special radio address while Dr. George Denny, of the University of Alabama, and Dr. M. A. Jones, of St. Louis, Missouri, along with other notable men of eminence and achievement, graced the occasion with their presence on the program. We turn from the celebration with forward outlook and upward stride believing that the years are lessening the time when the victories of peace over prejudice shall be renowned and the sword of justice shall be unsheathed.

Biloxi (Miss.) Herald:

Tuskegee, made famous by Booker Washington and carried on with singular skill and remarkable achievement by Principal Moton, is the outstanding Negro institution in the United States. It is in the very midst of the "Black Belt," where Negroes equal the white people in numbers, and where this school has so flourished that it is in the eyes of the country, and as it observed its golden jubilee, it is being complimented and praised deservedly from various quarters; the President being one who lauded it in a radio address, saying that its progress, and the progress of the Negro since slavery—66 years—had surpassed all hope. This is, indeed, strong testimony.

St. Luke (Va.) Herald:

Probably among the most celebrated contributions of Tuskegee, during the fifty years of its stewardship, is her extension school reaching out into all the rural sections of the South. The directors and instructors of this famous school on wheels go out in trucks to plantations in Georgia, Alabama and Mississippi, and tell the Negro farmers how to get the best and most scientific results out of their farms. They show them all about the pruning and spraying of trees. They demonstrate the plowing and the fertilization of soils, and the proper feeding and caring for cows, mules, horses, and pigs. Women teachers go with the farmer instructors and show the Negro women the highest technique in house-keeping craft-like canning, cooking, caring for the sick, and all things pertaining to home life. This Anniversary of fifty years of service by Tuskegee is one of the most fitting and well-chosen means of directing attention to this institution which has accomplished much in so short a time.

Beaumont (Texas) Enterprise:

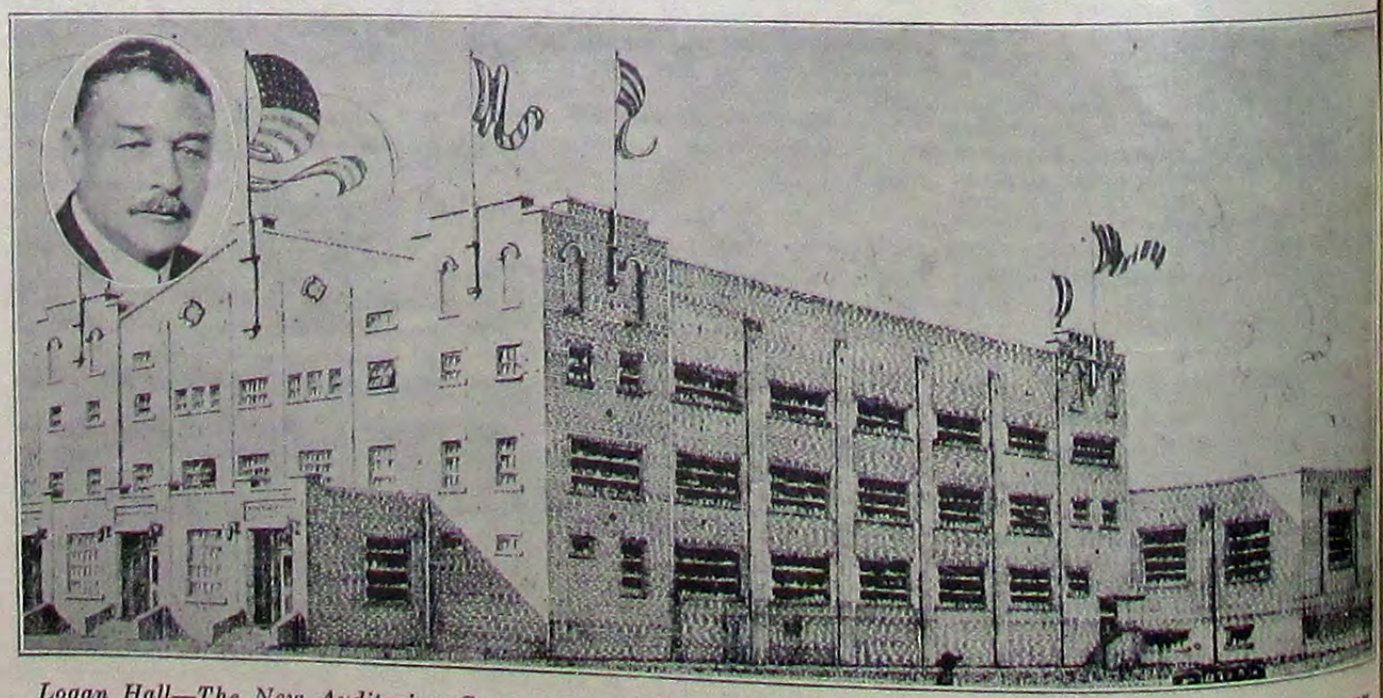
Mr. Hoover, in the address he delivered during the celebration of the Fiftieth Anniversary of the founding of Tuskegee Institute, probably did not exaggerate the beneficial influence Negro schools have had on the progress of the Negroes since the Civil War period. That they have greatly improved their economic and cultural condition since they were freed by Lincoln's proclamation is shown by the number who are now prosperous farmers, merchants, bankers and professional men, and by the steady decrease of Negro illiteracy. Persons interested in the Negro's welfare soon learned that the best instructors for Negroes were Negro men and women, and most of the educational work among Negroes has since been done by Negro teachers. A number of schools were opened in the decade following 1868, at which Negroes were trained to become instructors of their own race. Booker T. Washington founded a rival to Hampton Institute at Tuskegee.

San Antonio (Texas) News:

"This nation owes a debt of gratitude to the wisdom and constructive vision of Booker T. Washington, Founder of Tuskegee," President Hoover said in an address commemorating the Alabama Institute's Fiftieth Anniversary. "His conception of education based fundamentally upon vocational and moral training has been worthily continued by his able successor, Dr. R. R. Moton," the President added. That well-deserved tribute from the White House again emphasizes the fact that Tuskegee Normal and Industrial Institute was a pioneer in an educational method now successfully applied by up-to-date school systems everywhere—the part-study, part-work scheme of vocational training. It is well to bear in mind that the Tuskegee idea antedated the Smith-Hughes Act by 35 years and the Federal Education Act by 40 years. Designed to meet the southern Negro's peculiar needs, that plan has contributed greatly to American education in general.

Lorain (Ohio) Times Herald:

The traditions of Tuskegee Normal and Industrial Institute are intricately interwoven with the forward progress of the Negro race. As America's attention is directed toward the institute during its Fiftieth Anniversary celebration there should be a clear realization of the extent of this progress, and recognition of the leaders who have encouraged it by their untiring efforts.



Logan Hall—The New Auditorium-Gymnasium, named in honor of Mr. Warren Logan (insert), retired Treasurer

ANNIVERSARY SPEAKERS

Isaac Fisher is a graduate of Tuskegee of the Class of 1898. He had close contact with the Founder during his student days on the campus; he knew him also in the broader fields of activity in later years outside the school. Gifted with unusual insight into the nature of problems and personalities, he was in a position to give an interpretation of Dr. Washington such as few of either race could give. Mr. Fisher, now executive secretary of the Y. M. C. A. at Hampton Institute, has also a teaching schedule. This arrangement gives him both formal and informal contact with students and teachers.



Mrs. Charlotte Hawkins Brown is founder and principal of the Alice Palmer Memorial Institute, a school for young colored women and men at Sedalia, North Carolina. Aside from these responsibilities, she carries a large share of activities in the general program for advancing the welfare of Negro womanhood in all parts of our country. On the platform, Mrs. Brown is eloquent and inspiring. She brought to the Fiftieth Anniversary celebration the tribute of Negro women, and praised the achievements of the Founder and his successor.



Claude A. Barnett is a Tuskegee graduate of the Class of 1906. As director of the Associated Negro Press, he makes his home in Chicago where he keeps in touch with activities in the Negro race throughout this country as well as in foreign lands. Devoted as he is to the Institute he was the leading spirit in bringing effectiveness to the organization of the "Chicago Party" which brought approximately 150 alumni and friends in a special train for the Fiftieth Anniversary celebration. Mr. Barnett was programmed to speak on Monday night, but through misunderstanding did not receive notice of his designation until too late to prepare himself for the assignment. He asked, therefore, to be excused from speaking.



In the course of the program on Monday afternoon Principal Moton called the attention of the audience to the presence on the platform of Mr. Joel S. Ruffner, grandson of Mrs. Viola Ruffner. Owing to the length of the program, Mr. Ruffner was not called upon to speak as was planned. An excerpt from his address is printed elsewhere.



PRESS COMMENT

Baton Rouge (La.) Eagle Dispatch:
The nation, yes, the world joins in to help Tuskegee celebrate its fiftieth year of service to humanity. Booker Washington, a young man from Virginia, a graduate of the Hampton Normal and Industrial Institute, came and opened what is now known as the Tuskegee Normal and Industrial Institute in the year of 1881, in July, fifty years ago. He established or planted a spirit there that demanded the attention and respect of the kings of the earth. The world bears out this fact by making a beaten path to the door.

Florence (Ala.) Times:
Tuskegee Institute, founded in Alabama by the late Booker T. Washington, and one of the nation's most useful and noted schools for younger members of the Negro race, recently observed its Fiftieth Anniversary, and the event has caused a large amount of comment in the newspapers of the country. Tuskegee is of large note in the contemporary history of the Negro race in America.

St. Louis (Mo.) Globe-Democrat:
The observance during the week of the Tuskegee Institute's semi-centennial cannot be an exhibit of indifference to well-wishers of the race to which the school is dedicated. An appreciative address came by radio from the White House to a large assembly in honor of the Anniversary. "Dr. Washington's purpose," said President H. A. Garfield, of Williams College, "was to emphasize the dignity, the beauty, the civilizing power of intelligent labor, to teach the Negro to lift labor out of drudgery and toil by putting thought into it." Canon A. P. Stokes, of the Washington Cathedral, declared that "two-thirds of a century out of slavery is but a fragment of time in evolution. That progress has been so amazing is due in no small part to this and similar institutions and to the changed attitude of the white people toward Negro education." The most eloquent address on the occasion is described as that of Mrs. B. B. Cobb, member of an old southern family, who pleaded for "love and brotherhood in our great land of Dixie." Helped by its success at Tuskegee, the idea that the training of the hand, heart and mind must go together has won wide vogue in the educational world.

St. Joseph (Mo.) News Press:
Washington had an idea and the genius for enlisting the sympathy of others in his purpose to give the Negro a practical education under Negro tutorship. He began with thirty-pupils and himself as their only teacher. The school grew rapidly and became a national institution, and, Booker T. Washington became a national figure. Since Washington's death the work has been vigorously and successfully carried on by Robert R. Moton.

Hutchinson (Kan.) News:
In a shady little Alabama town the other day there occurred a birthday party. It did not mean much to us up here where more than 90 per cent of the population is Anglo-Saxon, but to several million Negroes, most of them below the Mason-Dixon Line, it was perhaps the grandest jubilee ever held. The occasion was the Fiftieth Anniversary of the founding of Tuskegee Institute by Booker T. Washington, the great Negro leader and educator. It was a great moment for the race when President Hoover spoke by radio to the 3,000 persons gathered in the chapel of the Institute and to the country at large by a national hook-up. * * * It was a fitting climax to the President's address when the audience sang, "Hallelujah! I Been Down Into the Sea."

Norfolk (Va.) Journal and Guide:
Tuskegee will ever stand as the lengthened shadow of Booker T. Washington. It is his living monument testifying to his faith and his genius. No little of his success was due to the fact that he was able to enlist the good-will, cooperation and financial aid of northern friends and the further fact that he was able to convince his own people that the particular type of education offered met the needs of the masses. Under the leadership of Dr. Robert R. Moton, Tuskegee will continue to receive wise guidance in carrying on the tradition of its Founder and we believe it is destined to enlarge its usefulness not only to the race, but to the nation.

Houston (Texas) Informer:
It is fitting that we stop on this Fiftieth Anniversary of Tuskegee Institute, not only for the purpose of the usual celebration of such occasion, but also for the purpose of a reconsideration of the life and philosophy of Booker T. Washington—what they were and what they meant in the life of Negroes and of the nation. Booker T. Washington, in our opinion, was the one outstanding creative genius which the Negro race has produced. He saw our problem and contributed to its solution as no other single person has yet done. He merited in every way the honor which will be bestowed during the anniversary at Tuskegee.

New York Amsterdam News
Mr. Washington's ultimate aim was misunderstood by both races. Looking upon the backwardness of the Negroes about him, upon their ignorance of the simplest affairs of living, he felt that their immediate need was education in fundamentals, and that for this purpose a Tuskegee was more valuable than a Harvard. His stated position was seized upon as applying to all classes of Negroes, and the more advanced colored people were naturally resentful. * * * There is no questioning the truth that for the great masses of the race the influence of Tuskegee was a tremendous blessing. Since Booker T. Washington's death times have changed, and under the able administration of his successor, Dr. Moton, Tuskegee Institute has broadened in its curriculum and in its outlook, without violating the intention of its Founder. It has come to be an influence, not only upon Negro education, but upon all American education.

The New York Age:
Tuskegee Institute, besides its educational curriculum for its students, has carried on a wider program of education for the whole South, in the formulation and encouragement of improved race relations through the maintenance of its good will policies. It has also looked to the improvement of the race as a whole through the medium of the annual conference of Negro farmers, the development of the National Negro Business League, of a national health week, the establishment of the Rosenwald rural schools and Interracial Commissions in the several southern states. The influence of Tuskegee as an educational center has been widespread and effective, reaching into other lands where its dual training of mind and hand has found favor and acceptance as the logical plan for practical education. It is well that its first fifty years was celebrated with a program, to which President Hoover contributed a special message.

The Pittsburgh (Pa.) Courier:
Further praise of Tuskegee is unnecessary, either in the North or in the South. Tuskegee is a vast factor in the progress of American civilization. What is needed in the North and in the South is an organized effort on the part of this country to absorb the product of Tuskegee as rapidly as Tuskegee produces it. The Negro must find himself. The whites have helped considerably; some of them are willing to help further, but the Negro's air of self-assurance must rest upon something more tangible and substantial than his desire to look well and make a good appearance. If Tuskegee continues to furnish us the material, we must find some place, somewhere, somehow, to give that material something to do.

WANTED—Ten progressive farmers with families to locate in Macon County on Baldwin Farms, a Community nine miles from Tuskegee Institute where they can purchase homes on easy terms and have the privilege of educating their children in a good, eight months Rosenwald School. Baldwin Farms is on railroad with splendid passenger and freight services.

ADDRESS: C. J. Calloway, Mgr.
Tuskegee Institute, Alabama

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COMMUNICATIONS FROM GOVERNORS

April 8, 1931

I am greatly pleased to be able to send to you as my representative and the representative of the Commonwealth of Massachusetts on the occasion of the Fiftieth Anniversary of the founding of Tuskegee Institute by Dr. Booker T. Washington, the Reverend William N. DeBerry, of Springfield, Massachusetts, whom you undoubtedly know. Dr. DeBerry is an outstanding citizen of the colored race in America and his acceptance of this important mission I deeply appreciate. May I express to you my sincere appreciation of the splendid work you are carrying forward at Tuskegee and to wish you and the Institute over which you so ably preside continued success and achievements. With great respect and my very best wishes, believe me, I am,

Sincerely yours,
JOSEPH B. ELY,
Governor of Massachusetts.

April 8, 1931

I have a keen realization of the splendid work that has been done in the last half century by the Tuskegee Institute since its founding by that noble character, Dr. Booker T. Washington. May I take this opportunity to extend my well wishes for the continuance of the splendid work being done by your institution?

Very sincerely yours,
GEO. W. P. HUNT,
Governor of Arizona.

April 10, 1931

Dr. A. F. Harmon will attend the Fiftieth Anniversary celebration of the Tuskegee Normal and Industrial Institute as a representative of the Department of Education of Alabama and as the personal representative of Governor Miller. Hope that your Anniversary celebration will be successful and satisfactory in every way.

JOHN H. PEACH,
Legal Advisor to the Governor of Alabama.

April 7, 1931

I am delighted to be able to tell you that Mr. Robert L. Vann, of Pittsburgh, one of the foremost leaders of your group, in the State of Pennsylvania, has accepted my invitation to represent Pennsylvania at the coming celebration of the founding of Tuskegee Institute. My own interest in the matter is a very keen one. I knew Doctor Washington for many years, and I knew also in what high esteem he was held by our mutual friend, Theodore Roosevelt. Consequently, it is a matter of particular gratification to me that Mr. Vann is to represent Pennsylvania at your celebration. With all good wishes.

Sincerely yours,
GIFFORD PINCHOT,
Governor of Pennsylvania.

March 30, 1931

We are very anxious to have a representative from Kentucky at the ceremonies which do honor to a man so great as Booker T. Washington, and I believe that Prof. H. S. Russell will not only attend and take part but that our people generally approve his appointment. With best wishes to your school and for the celebration, I am,

Yours truly,
FLEM D. SAMPSON,
Governor of Kentucky.

April 6, 1931

Governor White has asked me to express to you his best wishes and commendation for the fine work being done by your Institute.

A. C. CROUSE,
Secretary to the Governor of Ohio.

Souvenir Program of Semi-Centennial

Aside from holding the exercises already described, Tuskegee further memorialized the Fiftieth Anniversary of her founding by issuing a Souvenir Program which was placed in the hands of departing guests at the conclusion of the exercises.

The publication, a booklet of twelve pages and cover, carries full page illustrations of striking scenes about the campus and of memorable events in the history of the institution along with four pages presenting the programs of the chief exercises which marked the celebration.

With the illustration on the right hand page, the opposite page presents a concise legend appropriate to the view and interpreting some significant incident or aspect of the institution. On the cover which is golden—emblematic of the Fiftieth Anniversary—are the name and seal of the Institute and dates embracing the history of the school. The whole is printed in sepia ink on ivory paper. The work was done entirely in the school's printing shop and is a fair representation of the type of work that is done in the institution.

The illustrations are reproductions of views taken by the Photographic Division of the Institute, and are listed below with their accompanying legends.

THE FOUNDER

BOOKER T. WASHINGTON was born about April 5th, 1856, at Hale's Ford, Virginia. At the age of five he moved with his mother, Jane Ferguson, his brother, John, and his sister, Amanda, to Malden, West Virginia. There as a boy he found service in the salt furnaces and later, following his brother, in the home of Mrs. Viola Ruffner, doing household chores, tending garden, marketing its produce and keeping his own accounts, till he left to work first on a steamboat plying the Ohio River and then in the coal mines, whence he started on that wonderful journey that led up from slavery to Hampton Institute, to Tuskegee, to the Nation's Councils, to the Courts of Europe, to the esteem and acclaim of the whole world, and thence to Immortality.

Illustration: Calvin Coolidge before the Booker Washington Monument at Tuskegee.

FRIENDS

WITHOUT THE GENEROUS and sympathetic support of a host of noble men and women of both races in all sections of the country, Tuskegee Institute as it now stands would not have been possible. From the original appropriation of two thousand dollars by the State Legislature of Alabama for the establishment of the school and the first gift of more than four hundred dollars by General Armstrong of Hampton Institute, in making which he overdrew his account, to the munificent gifts of Carnegie, Rockefeller, Eastman and Rosenwald, added to the lesser but not less generous gifts of a multitude of un-named donors, the institution represents the interest, sympathy, appreciation and encouragement of America's choicest spirits directed toward the advancement of their twelve million black fellow-citizens.

Illustration: A Group of Trustees and Their Friends with Principal Moton on the Steps of the Baldwin Monument.

THE CAMPUS

THE WORK of Tuskegee Institute was begun in a modest little Zion Methodist Church about two miles from its present site. These rolling hills were then but a stretch of red sand and clay. Patient, persistent effort, spurred by a craving for beauty, has transformed a dismal prospect into vistas of verdant loveliness that delight the eye and rest the spirit. Willing hands, still in the training, have reared these buildings from the soil on which they stand, laying the foundations of character and competence on which a race must rise.

Illustration: The Carnegie Library Built by Student Labor in 1901.

THE TWENTY-FIFTH ANNIVERSARY

THE CELEBRATION of the Twenty-fifth Anniversary of the founding of the Institute brought together at Tuskegee a rarely distinguished company of educators, statesmen and philanthropists to lend encouragement to the labors of its Founder. Typical of the roster of guests is the group on the opposite page representative of the best in American character and achievement. Through the years great numbers of visitors have come to the Institute from all parts of the world, among them four Presidents of the United States—Presidents McKinley, Roosevelt, Taft and Coolidge—either during, before or after their term of office. At this Fiftieth Anniversary, President Hoover speaks directly to the assembled audience in the Institute Chapel from the White House on Tuesday afternoon, April fourteenth, at four-thirty o'clock, his address being broadcast to the entire country.

Illustration: Robert Ogden, William Howard Taft, Booker T. Washington and Andrew Carnegie.

THE DAY OF SMALL THINGS

THE IDEA of a normal school at Tuskegee was born in the mind of Lewis Adams, the superintendent of a Negro Sunday School, whose training as a mechanic was received while a slave in this county. He pledged the support of the Negro voters of the county to W. F. Foster and A. L. Brooks, who desired to enter the Legislature of the State promising in return, if successful in their campaign, to introduce a bill to establish at Tuskegee a normal school for the training of colored teachers. They were elected and the promise was ful-

(Continued on Page 57)

COMMUNICATIONS FROM GOVERNORS

March 30, 1931

Thank you for your letter of March 24, inviting the State of New Hampshire to participate in the Fiftieth Anniversary of the founding of Tuskegee Institute. That splendid work has many friends in New Hampshire who appreciate the value of the institution, and the great achievement of its Founder, Dr. Booker T. Washington. With best wishes for its further prosperity, I remain

Sincerely,
JOHN G. WINANT,
Governor of New Hampshire.

April 1, 1931

I am very much interested in the celebration of this event and I have long believed that Tuskegee Institute has been a great and far-reaching influence in America. I am glad to appoint Mr. Dorsey Green of Kansas City, Kansas, and Miss Mabel Patterson of Topeka, Kansas, to represent this state at this celebration. I am writing both of them informing them of this action. Assuring you of my deepest interest in the success of this commemorative event, I am,

Sincerely yours,
HARRY H. WOODRING,
Governor of Kansas.

April 10, 1931

Please extend my greetings to the friends and graduates of Tuskegee. I do not need to tell you of my continued interest in the splendid work which you are conducting.

Very sincerely yours,
FRANKLIN D. ROOSEVELT,
Governor of New York.

Springfield, Ill., April 14, 1931

I extend to you personally and as governor of Illinois sincere thanks for your invitation and very best wishes for the continued success of Tuskegee Institute.

LOUIS L. EMMERSON,
Governor of Illinois.

April 10, 1931

May I extend best wishes for a most successful and profitable gathering?

Very truly yours,
GEORGE H. DERN,
Governor of Utah.

In all, letters of congratulation were received from thirty-six governors. It is regretted that space does not permit printing the messages received from the following:

Wilber M. Brucker, governor of Michigan; Dan W. Turner, governor of Iowa; Harvey Parnell, governor of Arkansas; James Rolph, Jr., governor of California; Henry S. Caulfield, governor of Missouri; William H. Murray, governor of Oklahoma; George White, governor of Ohio; O. Max Gardner, governor of North Carolina; William H. Adams, governor of Colorado; C. Douglass Buck, governor of Delaware; Doyle E. Carlton, governor of Florida; L. G. Hardman, governor of Indiana; Huey P. Long, governor of Louisiana; Albert G. Ritchie, governor of Maryland; I. C. Blackwood, governor of South Carolina; Warren E. Green, governor of South Dakota; Ross D. Sterling, governor of Texas; Normal S. Case, governor of Rhode Island; John Garland Pollard, governor of Virginia; Roland H. Hartley, governor of Washington; William G. Conley, governor of West Virginia; Frank C. Emerson, governor of Wyoming; Phillip F. LaFollette, governor of Wisconsin; Arthur Seligman, governor of New Mexico; C. Ben Ross, governor of Idaho; William T. Gardiner, governor of Maine.

ANNIVERSARY SPEAKERS

Bishop W. J. Walls, of the A. M. E. Zion Church, spoke as the representative of the denomination of which Lewis Adams who first conceived the idea of a trade and normal school at Tuskegee, was a member. It was in a church of this denomination of which, also, Lewis Adams was Sunday School superintendent that the work of the Institute was begun. Bishop Walls, the youngest bishop of his connection, is also chaplain of the National Negro Business League formed by Dr. Washington.



Mr. J. O. Thomas, Class of 1911, has been for about seven years president of the Tuskegee General Alumni Association. Mr. Thomas is known throughout the country for his energetic activities as southern field director of the Urban League in Atlanta, Georgia. Prominent in civic affairs in his home city, he is also, widely known as a contributor to the press. Mr. Thomas was suddenly called away from attendance upon the Anniversary exercises before time for his appearance upon the program. It is regretted that it is not possible for us to publish a message from so forceful a speaker touching the Fiftieth Anniversary.



TELEGRAMS

Hampton, Va., April 10, 1931
Congratulations on Tuskegee's Fiftieth Anniversary. Wish I might be with you. Love and best wishes to family and all friends.
Very Faithfully,
R. NATHANIEL DETT

Sheffield, Ala., April 15, 1931
Very sorry that I could not attend the Anniversary in person, but only in spirit. My business would not permit me to come down. I listened in the 14th. The program was just wonderful, especially Dr. Moton's address. Accept my desire for a long life for you Dr. Moton and children, and all interested in Tuskegee.
P. B. SWOOPES
College Class, '27.

Los Gatos, Calif., April 9, 1931
Thanks for Anniversary invitation. Shall listen to President Hoover.
LUCY M. WASHBURN

New York, N. Y., April 13, 1931
Heartfelt congratulations on Fiftieth Anniversary. Deeply regret my inability to be present at the celebration. Thanks be to God for the blessing you both are to Tuskegee and to the world.
LOUISE SCHIEFFELIN

Danville, Va., April 12, 1931
Sincere congratulations Tuskegee's golden jubilee. Best wishes for continued success.
AMBROSE CALIVER

Birmingham, Ala., April 12, 1931
The Principal and faculty of St. Marks School send congratulations and greetings on your Fiftieth Anniversary.
C. W. BROOKS

SOUVENIR PROGRAM OF SEMI-CENTENNIAL

(Continued from Page 56)

filled. The school began without land or buildings, the State appropriation being used for teachers' salaries. The first buildings and the initial payment on the land came largely out of the proceeds from church suppers and entertainments given by the colored people of the community who, from the very beginning, loyally supported the Founder in all his efforts.

Illustration: The First Building Erected on the Campus of Tuskegee Institute.

THE WIDER OUTLOOK

TUSKEGEE INSTITUTE is more than a school. It is a highly developed agency directed toward the stimulation of Negro life and endeavor in all directions. Its extension program touches education, health, business, agriculture, industry, social welfare, religion, and sometimes, when called upon, even politics. Operated entirely by Negroes, it is a demonstration of the Negro's capabilities in the ways of modern life and of his capacity for leadership among his own people. It is at the same time a meeting ground for the unselfish spirits of both races in the practical effort to promote good will, understanding, mutual helpfulness and cooperation among white and black in the South. Its Founder dedicated the institution to his race as a spot whereon they might move without restriction of any sort in the full expression of their aspirations and capacities.

Illustration: Tompkins Hall in Winter—Auditorium and Dining Halls.

HER FINEST PRODUCT

THE STUDENTS of Tuskegee have come from every state in the Union, over half of them from Alabama, Georgia and Mississippi. They have come also from the West Indies and Central America, from South America, Japan, India, China and the Philippines as well as from Africa. Her courses of study range from the kindergarten through college courses in technical arts, agriculture, home economics, nurse training, business practice and teacher training, leading to the degree of Bachelor of Science. Her high school courses include twenty-nine trades for boys and eleven trades for girls. Her sons and daughters are scattered everywhere and engage in every form of helpful service to mankind: since the founding of the Institute they have established twenty-eight institutions similar to their alma mater.

Illustration: In the Machine Shop.

U. S. VETERANS HOSPITAL

ADJACENT TO THE CAMPUS is the Veterans Hospital established in 1923 by the Government of the United States under President Harding, for Negro Veterans of the World War, on ground given for the purpose by Tuskegee Institute. On its four hundred acres, 52 buildings have been erected with a present capacity of 747 beds. It is operated throughout by Negroes with a personnel numbering 380, and is rated by the Veterans Bureau as one of the most efficient hospitals in the service of the Government.

Illustration: Entrance to the Reservation: Main Infirmary in Back-ground.

THE TOMB OF THE FOUNDER

THE LAST of the illustrations was accompanied by the following excerpt from the writings of Dr. Washington:

"I believe that any man's life will be filled with constant and unexpected encouragements if he makes up his mind to do his level best each day of his life—that is, tries to make each day reach as nearly as possible the highest mark of pure, unselfish, useful living."

Daytona Beach, Fla., April 1, 1931
May I wish for you the joyousness and success that such a celebration must bring at this time. May God bless you and your associates and give you continued strength and vision to carry on the work so nobly started.
Very sincerely yours,
MARY McLEOD BETHUNE,
President, Bethune-Cookman College.

Prattville, Ala., April 16, 1931
Tuskegee's true glory is the mind and spirit of Dr. Booker T. Washington: this should be preserved and exalted before generation after generation and not merely the work of men's hands, for that perishes. President Hoover's Address, which I heard over the radio in my home, was a masterpiece of wisdom and patriotism. He is in truth, like Lee and Washington, one who loves and serves his neighbor as himself without regard to race, creed, or wealth. Our great Presidents have honored God and served truly our country by their work for Hampton and Tuskegee. May you be given strength and long life to complete your link in the chain of human brotherhood which binds the world to God and makes us in spirit and in truth one people laboring together, each with the talents entrusted to him, for the welfare of our beloved country.
Sincerely yours,
HOPSON OWEN MURFEE
Governor of South Dakota.

Langston, Okla., April 6, 1931
May I extend to you my congratulations and very best wishes for the continued success of an institution which in past years has rendered such marvelous services to the cause of education.
ZACK HUBERT,
President, Langston University

Holland, Mich., April 3, 1931
Hope College and its Board of Trustees send the most hearty good wishes on this happy occasion and trust that the fine successes of the past will be multiplied many times in the future.
E. L. DIMNENT
President, Hope College.

Washington, D. C., April 7, 1931
I rejoice that these Fiftieth Anniversary exercises are to be held to pay tribute to the memory of the beloved Founder. At the same time I rejoice in the progress and development of Tuskegee under your direction as Principal. I extend my warmest congratulation on this Anniversary occasion. I hope the occasion may bring great happiness and joy to all present as well as to all who know and appreciate the great work which has been carried on there.
Sincerely yours,
EMMETT J. SCOTT,
Secretary-Treasurer, Howard University.

Swarthmore, Pa., April 13, 1931
May we, in this informal letter, extend our hearty congratulations to you upon this event and express our high regard for what the Institute is doing.
Sincerely yours,
RAYMOND WALTERS,
Dean of Swarthmore College.

Tallahassee, Fla., April 21, 1931
Congratulations on the Anniversary of the perpetuation of the ideals of America's greatest educator, Booker T. Washington, in Tuskegee the pride of the swift going South. May God grant you power to continue in the shadow of the leadership which we still need.
R. O'HARA LANIER,
Dean, Florida A. and M. College.

Salisbury, N. C., April 14, 1931
Many congratulations upon the golden Anniversary of Tuskegee and the marvelous achievements of its Founder, Booker T. Washington. May many years be added to your inspiring example and the star of Tuskegee ever rise. Regret greatly circumstances preclude my attending.
JAMES E. MASON,
Livingston College.

St. Louis, Mo., April 15, 1931
Missouri State Teachers Association congratulates Tuskegee Institute and President R. R. Moton on the celebration of Founder's Day and the semi-centennial of the institution.
ARSANIA M. WILLIAMS, President.

St. Paul, Minn., April 14, 1931
In behalf of the State of Minnesota, I wish to say, may the spirit upon which Tuskegee Institute was founded continue to prevail throughout the years to come, and no finer tribute could be made than in the words of its immortal Founder, "I will let no man drag me down so low as to make me hate him."
ROBERT R. MITCHELL,
Delegate State of Minnesota.

Bridgewater, Va., April 14, 1931
I want to take this opportunity of extending our congratulations and most cordial good wishes for years of continued service among your people in the Southland.
With very best wishes, I am,
Sincerely yours,
PAUL H. BOWMAN,
President, Bridgewater College.

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LETTERS AND TELEGRAMS

Urbana, Ill., April 6, 1931
I want to send you greetings from the University of Illinois and our felicitations on the occasion of this great Anniversary.
H. W. CHASE,
President, University of Illinois.

Athens, Ga., April 10, 1931
The great accomplishments of Tuskegee under Booker T. Washington and yourself are encouraging auguries for future understanding and well being among our people.
CHAS. M. SNELLING,
Chancellor, University of Georgia.

Eugene, Ore., April 9, 1931
The President and Faculty of the University of Oregon accept with pleasure the kind invitation of the Principal and Trustees of the Tuskegee Normal and Industrial Institute to be represented at the celebration of Founder's Day and the Fiftieth Anniversary of the establishment of the Institute by Booker T. Washington, which exercises will be held April 12th to the 14th in Tuskegee. We are designating as our official representative Mrs. W. John Brockelbank of 804 Eleventh Avenue, Tuscaloosa, Alabama.
UNIVERSITY OF OREGON.

Gainesville, Fla., April 4, 1931
President Tigert extends his congratulations and felicitations on the occasion of the Fiftieth Anniversary of Tuskegee Normal and Industrial Institute, and his best wishes for the continued success of the Institute.
UNIVERSITY OF FLORIDA

Denver, Colo., April 2, 1931
The University of Denver sends sincere felicitations of this happy occasion and cordial wishes for a continuation of the program of Tuskegee Normal and Industrial Institute.
FREDERICK MAURICE HUNTER,
Chancellor, University of Denver.

Fayetteville, Ark., April 6, 1931
The University of Arkansas sends congratulations to Tuskegee Normal and Industrial Institute on the occasion of the celebration of Founder's Day and its Fiftieth Anniversary.
UNIVERSITY OF ARKANSAS

Sioux Fall, S. D., April 7, 1931
I know of the wonderful work that you have been doing these fifty years and I wish to be one of the thousands of men and women in educational work in our country to congratulate you on this occasion. I rejoice with you in the wonderful work that has already been done and am happy to think that you will continue even in greater measure to be a blessing in the days to come.
Sincerely yours,
O. J. H. PREUS,
President, Augustana College.

Alma, Michigan, April 1, 1931
Our very genuine congratulations and appreciation of the great service that has been done by your institution.
Very sincerely yours,
H. M. CROOKS,
President, Alma College.

Chapel Hill, N. C., April 16, 1931
We have designated Dr. Frank T. Thompson of the Class of 1923, who is a Professor in the Woman's College of Alabama, Montgomery, Alabama, as the official delegate of the University of North Carolina on the occasion of the Fiftieth Anniversary of the Founding of Tuskegee Institute. At the same time, we wish to send you our heartiest greetings.
Cordially and sincerely yours,
R. B. HOUSE,
Executive Secretary,
The University of North Carolina.

Brookings, S. D., April 7, 1931
May I extend my heartiest congratulations to you and your co-workers and to the work of the great Founder of your splendid institution, Booker T. Washington. I have been following your work for many years, and in fact you now have some men on your faculty who have received part of their training at South Dakota State College and Iowa State College, with which institutions I have been connected for many years. I hope that your great work and service for humanity will continue to be successful.
Respectfully yours,
C. LARSEN
Dean, Division of Agriculture, South Dakota State College.

Thomasville, Ga., April 15, 1931
With sincere good wishes for the success of the school in the coming years, and your own prosperity.
Yours sincerely,
MARY L. MARDEN,
Principal, Allen Normal School.

Georgetown University
Atlanta, Ga., April 10, 1931
Hearty congratulations and best wishes for the celebration of the Fiftieth Anniversary of Tuskegee Normal and Industrial Institute. We want you to know that we rejoice with you in the splendid achievement of the years past, and share in all the high hopes for the years ahead.
Very cordially yours,
F. H. CLAPP,
President, Gammon Theological Seminary.

Lexington, Ky., April 1, 1931
As President of the University of Kentucky I extend to you best wishes and felicitations from the University on this occasion.
Very truly yours,
FRANK L. McVEY,
President.

Pullman, Wash., April 7, 1931
President E. O. Holland wishes to offer his congratulations upon the splendid achievements of your Institute during the past fifty years.
STATE COLLEGE OF WASHINGTON.

Stanford University, Cal., April 4, 1931
May I take this occasion to extend to you on behalf of Stanford University our congratulations and our cordial felicitations.
ROBERT E. SWAIN,
Acting President, Stanford University.

Davidson, N. C., April 1, 1931
We rejoice in the great work which Tuskegee has done during these past fifty years, and we will be hoping that the next fifty years may be even finer than the past.
Very cordially yours,
WALTER L. LINGLE,
President, Davidson College.

Elon College, N. C., March 30, 1931
I wish for you and the occasion every success. With all good wishes, I am,
Sincerely yours,
W. A. HARPER,
President, Elon College.

Elmira, N. Y., April 8, 1931
President Frederick Lent wishes for all concerned a very wonderful time at the celebration and prays that the future of the institution may be as glorious as the past.
ELMIRA COLLEGE.

Crete, Neb., April 6, 1931
Will you kindly extend to the Trustees and faculty of your Institute our hearty congratulations. Wishing you every success in your good work, I am,
Very sincerely yours,
EDWIN B. DEAN,
President, Doane College.

Richmond, Ind., April 6, 1931
President William C. Dennis desires to extend on behalf of Earlham College heartiest congratulations to the Tuskegee Institute, and all good wishes for its continued success.
EARLHAM COLLEGE.

Greenville, S. C., April 1, 1931
The Institute has rendered great service not only to your own people but to the nation, and this is hoping that the same sanity, thoroughness, and diligence may characterize its spirit and work in the future.
Cordially yours,
W. J. MCGLOTHLIN
President, Furman University

Emory University, Ga., April 3, 1931
Dr. Theodore H. Jack, Ph.D., LL.D., Vice-President, will represent Emory University at the Fiftieth Anniversary of the Tuskegee Normal and Industrial Institute. Please be assured of my personal wishes for the success of this occasion and for the continued prosperity of your institution.
Sincerely yours,
HARVEY W. COX
President, Emory University

Washington, D. C., April 1, 1931
Best wishes for your continued success, I am,
Yours very truly,
PERCIVAL HALL,
President, Gallaudet College.

Glenwood, Ill., April 20, 1931
On behalf of the officers and directors of Glenwood Manual Training School we want to take this opportunity of congratulating and commending Tuskegee Normal and Industrial Institute for its remarkable record of service to the colored race over these past fifty years. It is our earnest desire and our greatest wish that Tuskegee may continue for many years in the forefront of the marvelous work that they have done until the racial prejudice which still exists may be forever banished.
Very truly yours,
N. C. MATHER
President, Glenwood Manual Training School

Grove City, Pa., April 6, 1931
President Weir C. Ketler of Grove City College, Grove City, Pennsylvania, wishes to extend both personally and for Grove City College hearty congratulations on the splendid achievements of the past and all good wishes for a prosperous and growing future.
GROVE CITY COLLEGE

Baltimore, Md., April 2, 1931
President David Allen Robertson sends greetings and good wishes for an even more successful second half century.
GOUCHER COLLEGE

Jacksonville, Ill., April 7, 1931
The President and Trustees of Illinois College send cordial greetings and best wishes to the Principal and Trustees of the Tuskegee Normal and Industrial Institute on the occasion of the celebration of the Fiftieth Anniversary of the founding of the Tuskegee Normal and Industrial Institute. That the celebration may mark the beginning of an era of noteworthy progress and of still greater service to State and Nation in the history of Tuskegee Normal and Industrial Institute is the sincere wish of the President and Trustees of Illinois College.
ILLINOIS COLLEGE

St. Louis, Mo., April 13, 1931
Congratulations, Fiftieth Anniversary. Will listen in on Tuskegee Song. Mrs. Smith joins in best wishes.
MAJOR N. CLARK SMITH,
Musical Director, Sumner High School.

Enid, Okla., April 8, 193
Please accept my congratulation on the wonderful results which hav been achieved in the last half century May that Institute go forward prospering and widening its influence ove the Negro race.
Yours very cordially,
I. N. McCASH,
President, Phillips University

Washington, D. C., March 6, 193
Cordial regards with best wishe for a memorable celebration, I am,
Sincerely yours,
MORDECAI W. JOHNSON
President, Howard University

Cambridge, Mass., April 3, 193
The officers of the college ask permission to convey through these letters the congratulations and the high regards of Radcliffe College
ADA COMSTOCK,
President, Radcliffe College

Princeton, N. J., April 11, 193
Permit me, however, to express on belated but none the less sincere con gratulations on this interesting Anniversary; and, with cordial wishes fo the continued success of the Institute to remain,
Very truly yours.
V. LANSING COLLIN
Secretary of Princeton University

Chicago, Ill., April 1, 193
We want to thank you for you cordial invitation and express th hope that Tuskegee may continue be a refining influence in the life a people.
Yours very sincerely,
ANNIE M. TURNBO-MALON
President of Poro College

Des Moines, Ia., April 13, 19
Best wishes and continued succe for our school on its Fiftieth Anniversary.
FRANCES M. HOLT, R. N.

New York City, April 14, 19
The administrative committee the American Missionary Associati in session today in New York Ci sends hearty congratulations and a fectionate greetings to you, your fe low workers, the students and Tru tees of Tuskegee on this the Insti tute's Fiftieth Anniversary.
FRED L. BROWNLEE

New York City, April 13, 19
The College of the City of Ne York sends cordial greetings on th occasion of your Fiftieth Anniversar and best wishes for the continue success of your institution.
FREDERICK B. ROBINSO
President.

New York City, April 17, 19
Accept my heartfelt congratula tions upon the great Fiftieth Anni versary.
FRED D. SMITH

Salem, Oregon, April 6, 19
We desire to send our sincere congratulations and best wishes fo renewed and continued prosperity.
Very sincerely yours.
CARL G. DONEY,
President, Williamette University

Washington, D. C., April 11, 193
The National Association of Co ored Women sends greetings, con gratulations and best wishes to Tus kegee on her Fiftieth Anniversary Your success has been so marvelou we are reminded of the story Mr Washington used to tell of the ol woman who, when asked where sh was going, replied, "I've done bee where I'm going." Tuskegee ha surely reached where she was going Success.
MINNIE M. SCOTT,
Executive Secretary of the Nation al Association of Colored Women.

PARTIAL LIST OF GUESTS AT FIFTIETH ANNIVERSARY

(Continued from Page 22)

State College, Prairie View, Texas; Mrs. Charlotte Hawkins Brown, principal, Palmer Memorial Institute, Sedalia, North Carolina; President F. D. Bluford, A. and T. College, Greensboro, North Carolina; President J. S. Clark, Southern University, Baton Rouge, Louisiana; President John W. Davis, West Virginia State College, Institute, West Virginia; Dr. George H. Denny, president, University of Alabama; President John M. Gandy, Virginia State College, Petersburg, Virginia; Dr. Harry A. Garfield, president, Williams College; President W. J. Hale, A. and I. State College, Nashville, Tennessee; Principal W. H. Holtzclaw, Utica Normal and Industrial Institute, Utica, Mississippi; President John Hope, Atlanta University, Atlanta, Georgia; President Arthur Howe, Hampton Institute; Principal Lawrence C. Jones, Piney Woods Country Life School, Piney Woods, Mississippi; Dr. Thomas Elsa Jones, president, Fisk University; President H. L. McCrorey, Johnson C. Smith University, Charlotte, North Carolina; President C. E. Peters, Paine College, Augusta, Georgia; President Florence M. Read, Spelman College, Atlanta, Georgia; Dr. Rush Rhees, president, University of Rochester, New York; President William Wade Ryan, Selma University, Selma, Alabama; Principal W. Edwards Ricks, Lincoln Academy, Kings Mountain, North Carolina; President L. J. Rowan, Alcorn A. and M. College, Alcorn, Mississippi; President H. Councill Trenholm, Alabama State Teachers College, Montgomery, Alabama; Principal Ligon A. Wilson, Snow Hill Normal and Industrial Institute, Snow Hill, Alabama; President N. B. Young, Lincoln University, Jefferson City, Missouri.

School Representatives—Dr. James H. Bias, representing Ohio State University; Dr. George C. Branche, representing Boston University; Dr. H. A. Callis, representing Howard University, Washington, D. C.; Mr. Jas. A. Campbell, representing Wittenburg College; Dr. C. W. Collier, representing Dennison University; Miss Eloise R. Cunningham, representing Bowie Normal School, Maryland; Professor James C. Evans, representing West Virginia State College, Institute, West Virginia; Mr. J. Fletcher, representing Talladega College, Talladega, Alabama; Mr. F. A. Gregory, representing Case School of Applied Science; Mr. John W. Hyde, representing Massachusetts Agricultural College, Mr. George Johnson, representing Lincoln University, Pennsylvania; Dr. J. S. Lambert, representing Division of Negro Education, State Department of Education, Montgomery, Alabama; Mr. Martin E. Menefee, representing Voorhees N. and I. Institute, Denmark, South Carolina; Dr. C. V. Roman, representing Meharry Medical College; Mr. Marion Rushton, representing Harvard University; Dr. Anson Phelps Stokes, representing Yale; Dr. Frank T. Thompson, representing University of North Carolina; Mr. John J. Wilmore, representing Perdue University.

Press Representatives—Associated Negro Press, Mr. Claude A. Barnett, Chicago; Mr. P. L. Prattis, Chicago; Birmingham News-Age-Herald, Dr. Frank Willis Barnett, Birmingham; The Tri-State Tribune, Mr. Walter A. Dunham, Memphis, Tennessee; Arkansas Survey, Mr. P. L. Dorman, Arkansas; Agricultural and Marine Products Board and "The Tribune," Mr. A. E. J. Dupuch, Nassau, the Bahamas; Amsterdam News, Mr. William M. Kelly, New York City; Newspaper Correspondent, Mr. Lester A. Walton, New York City; The Bronzeman, Mrs. Mae Watts, Chicago; Houston Informer, Mrs. G. H. Webster, Houston, Texas; Newspaper Correspondent, Mr. Carey L. Lewis, Chicago, Illinois; Chicago Daily News, Mr. Frank D. Hayes, Chicago; New York Times, Mrs. Charles W. B. Heard, New York City; Louisiana Weekly, Mr. Daniel F. Martinez, New Orleans, Louisiana; Associated Press, Mr. K. A. Miller, Atlanta, Georgia; New York Age, Mr. Fred R. Moore, New York City; New York Herald Tribune, Mr. Ben Robertson, Jr., New York City; Macon Daily Telegraph, Mr. Edwin Tribble; Pittsburgh Courier, Mr. R. L. Vann; Toledo Blade, Mr. E. L. Wheaton, Toledo, Ohio; Montgomery Advertiser, Mr. J. W. Woodruff; St. Petersburg Times, Mr. Paul Poynter, St. Petersburg, Florida; and Southern Workman, Mr. Isaac L. Fisher, Hampton Institute, Virginia.

PRESS COMMENT

Galveston (Texas) Banner:

Booker T. Washington in his day was recognized as the international leader of industrial education, an educational doctrine that has taken root in every high school and college in the United States. It was first thought by some book-learned of the race that Washington was pandering to the traditional sentiment of the South regarding educational attainment of the Negro because of the manner in which he presented his subject in order to build up a strong sentiment to accelerate the opportunity in founding and promoting Tuskegee Institute. Some said that Washington was Samboing and catering to the whims of the southern white, others that he was lacking in appreciating the value of higher education, but Tuskegee today, the richest endowed Negro institution in the world, stands as a living monument to a master mind, a wise and comprehensive leader. We still have book-learned people who want everything done by some scientific formula, the very embodiment of pretention—their college training unfits them for useful service.

Mankato (Minn.) Free Press:

In Mr. Hoover's phrase, this Anniversary at Tuskegee marks, in a sense, "the semi-centennial of Negro progress." During this period the wealth of Negroes in this country has increased 130 times, the illiteracy of the race has decreased from ninety-five to twenty per cent and the death rate has been cut one-half. Even more encouraging is Mr. Hoover's conviction that the adjustment of interracial relations in the South, based upon "sympathetic understanding and absolute justice," is making equal progress.

Independence (Mo.) Examiner:

There would be no race problem in the United States if the relationships of the races were understood by the educators of the nation as well as they were understood by Washington and as well as they are understood by Moton. Located in the South in the state where was the capital of the southern Confederacy, among the old slave owners, where the Negro population outnumbers the white even today, the Tuskegee Institute has added enormously to the remarkable development and growth of the Negro race. Within a few miles of the Tuskegee Institute is a typical southern county seat occupied by the descendants of the old southerners of the plantation days. The people there are as jealous of the success of the Tuskegee Institute as they are of the success of their own state university. They live side by side with an Institute where several thousand Negro boys and girls are collected, and pursue their vocations year after year, and the kindest and most cordial feelings exist between the communities.

The Baltimore (Md.) Afro-American:

Beyond that, the influence of Dr. Washington and of Dr. Moton as spokesmen for a group, otherwise without voice, has been impossible to estimate. They thundered against ignorance, against prejudice and lynching. They pleaded for Christianity in race relations, equality in the courts and a square deal in civil life and politics. They gave a defenseless people safe and sane leadership. If they failed on occasions, and were criticized, it was because they didn't go forward as far or as fast as the radicals desired. But they have never stopped going forward. Thank God for fifty years. It isn't much in the history of a nation or a race, but where else among us can one point to such progress and development in a half century?

Seattle (Wn.) N. W. Enterprise:

Mention the word "Tuskegee" to millions of Americans, and it does not mean to them acres of buildings, or teachers, or students, or type of education. Say "Tuskegee" to the average man today and he thinks immediately of Booker T. Washington, the Founder, and Dr. Robert R. Moton, the present Principal. Tuskegee the school is only the lengthened shadow of these two men. Tuskegee has turned out hundreds of community leaders who, with the knowledge of a trade or of agriculture, have helped neighborhoods to find themselves and prosper. Beyond that, the influence of Dr. Washington and of Dr. Moton as spokesmen for a group, otherwise without voice, has been impossible to estimate. They thundered against ignorance, against prejudice and lynching. They pleaded for Christianity in race relations, equality in the courts and a square deal in civics and politics. They gave a defenseless people safe and sane leadership. If they failed on occasions, and were criticized, it was because they didn't go forward as far or as fast as the radicals desired. But they have never stopped going forward. Thank God for 50 years. It isn't much in the history of a nation or a race, but where else among us can one point to such progress and achievement in a half century?

Holyoke (Mass.) Transcript:

One of the most profound developments of Booker T. Washington's educational philosophy was that he could carry it on through his successor. The fifty years of Tuskegee, with its enormous influence upon the million colored people gives Booker T. Washington the right to a place with the great educators of America.

Toledo (Ohio) Times:

Tuskegee Institute began on a shoestring. Its only source of income was the $2,000 annual appropriation voted by the Alabama legislature in 1881. In the 50 years of its existence it has enlarged its resources until today its properties and equipment, including 132 buildings, are valued at $2,000,000. But the story of the significance and worth of Tuskegee Institute cannot be told by a recital of figures. The foresight of its Founder and his spirit of determined helpfulness for his race have found effective expression in the varied activities of Tuskegee. Its influence has been a touchstone for better racial understanding. It is impossible to mention Tuskegee to a Negro without evoking a justifiable sentiment of pride in accomplishment.

New York Evening Press:

In Mr. Hoover's phrase, this Anniversary at Tuskegee marks, in a sense, "the semi-centennial of Negro progress." During this period the wealth of Negroes in this country has increased 130 times, the illiteracy of the race has decreased from 95 to 20 per cent and the death rate has been cut one-half. Even more encouraging is Mr. Hoover's conviction that the adjustment of interracial relations in the South, based upon "sympathetic understanding and absolute justice," is making equal progress.

Albany (N. Y.) Evening News:

What Tuskegee has done for the Negro race in America cannot be measured now. Its results are cumulative. And in educating Negroes it has done much for America as a whole. The white race must share in spirit in the celebration of Tuskegee's semi-centennial.

Kansas City (Kans.) Kansan:

Progress in Negro education, remarkable in that it spans scarcely more than half a century, has been brought to particular attention recently by the Fiftieth Anniversary celebration of Tuskegee Institute. * * * It is a far cry from half a century ago.

Parkersburg (W. Va.) News:

Tuskegee in the beginning represented the ideas and ideal of one man. Today it is firmly established as an institution of national importance. It can open its second half-century with the assurance that it has the confidence of the country.

McPherson (Kans.) Republican:

Tuskegee Institute has held and is holding such a notable and unique place in the educational field that the most distinguished citizens of America from President Hoover down do not feel it beneath their dignity to take part in the commemoration of the founding of this institution. Such schools as Tuskegee and Hampton are playing a wise and vital part in a race problem that could very easily be the source of real trouble so, the more support, moral and otherwise, that is given to such institutions the better it will be for both the colored man and the white.

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ADDITIONAL PAPERS CARRYING EDITORIALS

Newport News (Va.) Press, Anniston (Ala.) Star, Oneonta (Ala.) Democrat, Ardmore (Okla.) Ardmoreite, Enid (Okla.) Eagle, Frankfort (Ky.) State Journal, Baltimore (Md.) Sun, Fairhope (Ala.) Courier, Jackson (Miss.) News, Arkansas City, (Ark.) Traveler, Holdingford (Miss.) Pilot, Tulsa (Okla.) Eagle, Accomac (Va.) Enterprise, Charleston (S. C.) News, Buchanan (W. Va.) Delta, Cherokee (Okla.) News, Hagler (Fla.) Tribune, Goose Creek (Tex.) Democrat, Currest City (Ark.) Herald, Vicksburg (Miss.) Herald, Muskogee (Okla.) Lantern, Bay Minette (Ala.) Times, Galveston (Tex.) Tribune, Bland (Va.) Messenger, Jackson (Miss.) Tribune, Mt. Sterling (Ky.) Sentinel Democrat, Greenville (Tenn.) Sun, Greensboro (N. C.) News, Bluefield (W. Va.) Telegraph, Bluefield, (Ala.) Tri-Cities News and Moultrie (Ga.) Observer.

Jefferson City (Mo.) Post, Racine (Wis.) Times Call, Dayton (O.) Forum, Lake Linden (Mich.) Times, Earnsville (O.) Whiston, Gary (Ind.) American, Meredosia (Ill.) Budget, Omer (Mich.) News, Cleveland (O.) Gazette, Jefferson (Wis.) Banner, Greenville (Ill.) Advocate, Fostoria (O.) Times, Elsie (Mich.) Sun, Sheboygan Falls (Wis.) News, Waverly (Ia.) Independent, Red Wing (Minn.) Republican, Ionia (Mich.) News, Ironwood (Mich.) Globe, Des Moines (Ia.) Bystander, Albert Lea (Minn.) Tribune, Bloomsdale (O.) Derrick, St. Louis (Mo.) News Press, Moundsville (Ind.) Recorder, Marinette (Wis.) Eagle Star, Tonasket (Wis.) Times, Tulla (Ill.) Standard, Indianapolis (Ind.) Recorder, Madison (Mo.) Times, Duquoin (Ill.) Call, Seymour (Ia.) Herald, Franklin (Ind.) Republican, Carthage (Mo.) Democrat, Aurora (Ill.) Mid-West Review, and the Dayton (O.) Post Gazette.

Wall Street Journal, Commercial Chronicle, (N. Y. C.), Dunkirk (N.Y.) Observor, Wilmington (Del.) Every Evening, Sharon (Pa.) Herald, Corning (N. Y.) Leader, Olean (N. Y.) Times Call, Lake Butler, Baker County Reporter, Ft. Covington (N. Y.) Sun, Sharon (Pa.) Telegraph, Ithaca, (N. Y.) Journal News, Washington (D. C.) Daily News, Mt. Holly (N. J.) Mirror, Freedhold (N. J.) Democrat, Steubenville (O.) Herald Star, Elmira (N. Y.) Gazette, Syracuse (N. Y.) News, Schenectady (N. Y.) Union Star, Columbus (O.) State Journal, West Chester (Pa.) News, Minersville (Pa.) Free Press, Pine Plains (N. Y.) Register, Brooklyn (N. Y.) Courier, Weedsport (N. Y.) News. Gowanda (N. Y.) Interprise, and Wayland (N. Y.) Register.

Los Angeles (Calif.) News Age Dispatch, Pomona (Calif.) Progress Bulletin, Milwaukee (Wis.) Leader, Winfield (Kans.) Courier, Los Gatos (Calif.) Mail News, Hayden (Colo.) Republican, Oakland (Calif.) Tribune,, Walla Walla (Wis.) Union, Susanville (Calif.) Advocate, Oakley (Kans.) Graphic, Humboldt (Neb.) Standard, Leeds (N. D.) News, Yucaipi (Calif.) News, Boulder (Colo.) Camera, Sabetha (Kans.) Star, Great Bend (Kan.) Tribune, Time News Magazine (Chicago), Houston (Tex.) Informer, and Negro Digest.

Havana (Cuba) Post, Nassau (B. W. I.) Tribune; B. C. (Victoria) Colonist.

Evanston, Ill., March 31, 1931

President Walter Dill Scott wishes to express to the Principal and Trustees his congratulations and good wishes on the occasion.

NORTHWESTERN UNIVERSITY

LETTERS AND TELEGRAMS

Honolulu, T. H., May 4, 1931

Congratulations to you and to all good Tuskegee folk on the half century of progress and contribution that you have made. Tuskegee has served the nation in a very remarkable way. You have finished a successful pioneering period and a great period of development. It is my prayer that strength may ever be given you to increase in usefulness. There is great need of it and you have the vision and the spirit to respond to the opportunities and challenges that are before you.

With very best wishes to you always,

Yours very truly,
FRANK E. MIDKIFF,
President, The Kamehameha School.

Raleigh, N. C., April 2, 1921

I most sincerely wish for you a successful anniversary. Truly, "what hath God wrought" under the leadership of Tuskegee's two famous Principals! You have reason to rejoice in the progress which has been made under your administration and also the encouraging prospect which is before you. May God continue to give you strength and wisdom to carry on to even greater achievements.

Cordially yours,
J. L. PEACOCK
President, Shaw University

Brooklyn, N. Y., April 7, 1931

Trusting that the exercises may enjoy a well merited success and with all good wishes for the future welfare of Tuskegee Institute, I am,

Very sincerely yours,
JOHN J. CLOONAN,
President, St. John's College.

Milledgeville, Ga., April 13, 1931

Although we cannot be present to witness this the Fiftieth Anniversary of our alma mater, you have our heartest wishes for a successful celebration.

Sincerely,
The Milledgeville Tuskegee Club
Geo. Harper, President,
Bessie M. Lofton, Secretary.

Provo, Utah, April 8, 1931

President Harris and the faculty of the Brigham Young University extend to Tuskegee Normal and Industrial Institute congratulations. They express the hope that the Institute will continue in the fine service which it has rendered during the wonderful half century of its history.

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