

Africo-American Presbyterian

"AND YE SHALL KNOW THE TRUTH, AND THE TRUTH SHALL MAKE YOU FREE."

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THE 16TH ANNUAL PRESBYTERIAN WORKERS' CONFERENCE

HELD AT JOHNSON C. SMITH UNIVERSITY, FEB. 10-13.

By Rev. L. B. West, D. D.

The Sixteenth Annual Workers' Conference of the Division of Missions for Colored People of the Board of National Missions of the Presbyterian Church, U. S. A., was held at Johnson C. Smith University, February 10-13. The sessions were held in the beautiful church which adorns the entrance to the campus. The Rev. John M. Gaston, D. D., LL. D., presided with ease and dignity.

The Conference was well attended. The weather was clear and cold.

Music

Music occupied a large place on the program. The congregational singing was very inspiring with Dr. T. A. Long at the pipe organ. At the piano from time to time were: Prof. T. B. Faulkner, Mrs. R. W. Boulware, Mrs. Edna Mason and Prof. W. Astor Morgan.

Special numbers were rendered by a Quintette and Quartette from Johnson C. Smith University; A Sextette from Selden Institute, Brunswick, Ga.; Quartettes from Swift Memorial College, Rogersville, Tenn., and Barber-Scott College, Concord; and Mrs. Edna Mason, of South Boston, Va. All of the singing was good, showing that the students were well trained. Special mention should be made of Mrs. Mason who captivated the Conference with her rendition of soul-stirring classical as well as evangelistic numbers. Dr. Long gave a special organ number at one of the popular meetings.

Devotional Hour

The devotional hours were seasons of spiritual refreshing. They were conducted by the Rev. Wm. L. McEwan, D. D., LL. D., pastor of Third Presbyterian church, Pittsburgh, Pa. Dr. McEwan's messages burned their way into the hearts of his hearers and lifted them to a high spiritual level. In his first address he spoke from the text: "Likewise the Spirit also helpeth our infirmities; for we know not what we should pray for as we ought; but the Spirit itself maketh intercession for us with groanings which can not be uttered." (Romans 8:26.) He spoke of the infirmities of man, his helplessness, and showed how necessary it was for him to look to God for help. He said that the Spirit of God is within us and He helps us to bear our infirmities and prompts and helps us to pray and to aspire for the higher life. He emphasized how necessary it was for us to pray.

In his second address, Dr. McEwan spoke from the text: "Then Philip opened his mouth, and began at the same Scripture, and preached unto him Jesus." (Acts 8:35.) The subject was divided as follows. 1. The Preacher. Philip was a spiritually-minded man. An obedient man. An eager man to speak for God. A man that knew his Bible. 2. The congregation. Just one man, the Ethiopian eunuch. But he was sincere and teachable. He was a convinced hearer and became a courageous believer. 3. The Sermon. It was saturated with Jesus. 4. The Results. The man was gloriously converted.

Dr. McEwan in his closing address spoke from the text: "And as they led him away, they laid hold upon one Simon a Cyrenian coming out of the country, and on him they laid the cross, that he might bear it after Jesus." (Luke 23:26.) He said that in compelling Simon to bear the cross of Jesus we see: 1. The providence of God in bringing the man to that

spot at that hour. There are no accidents in life. 2. Simon helped Christ in his hour of need. 3. Simon got great reward for bearing the cross. He called attention to the fact that we will have burdens to bear, but if we bear them patiently, God will richly bless us.

Dr. McEwan was glad to be at the Conference and the Conference was greatly benefited by his presence.

The School

The work of the school was viewed from several angles. The papers, addresses, and discussions were thoughtful, informing and inspiring.

Miss Marjorie E. Wellborn Smith, Assistant Secretary of the Division, informed the Conference of a survey that had been conducted by the Board, with a view of working a unified program of Religious Education for the mission schools. She emphasized the big place that religion should have in our schools.

Dr. M. J. Jackson, of Dalzell, S. C., made a forceful plea for "A Recreation Program for the Community, Fostered by the Church." He called attention to the fact that recreation occupies a big part of our lives. He cited the evils of the wrong sort of recreation, and declared that it was absolutely necessary that the church guard the morals of our young people as they engage in athletic feats and amusements. In a beautiful way he told of the park and play ground fostered by his church.

"The Dining Room—A Vital Agency in Character" was the interesting subject handled in an interesting way by Mrs. J. D. Martin, of Brainerd Institute, Chester, S. C. She said that the dining room should be one of the most attractive places at any school. She named the essentials for the up-to-date dining room in a boarding school, and showed clearly how these elements play a vital part in character building.

The Rev. W. G. Anderson, of Mary Potter School, Oxford, gave a clear-cut definition of "The Functions of Clubs in Schools." He showed the necessity of clubs. No one who is abreast with the modern science of education will deny that clubs are a very vital factor in the whole life and program of the progressive school. He named a variety of clubs. He called attention to the evils of clubs, which he thought were by-products rather than results. He was of the opinion that the problem of the schools is to eradicate the sore spots from clubs and through wise sponsoring and sound organization keep the best clubs as safety valves and training grounds for the youth of today.

The subject, "Contrasting Methods of Discipline," was very ably and profoundly discussed by the Rev. S. Q. Mitchell, Principal of Selden Institute, Brunswick, Ga. Rev. Mitchell said discipline is a problem which has gravity and universality. He showed the necessity for discipline, and declared that we cannot lay down immutable laws governing discipline. Laws must be made to meet the exigencies that may arise in the individual school. After treating his subject in an exhaustive manner as to the disciplinarian and those disciplined, he declared that discipline is building, and the building which it is erecting will outlast the pyramids of Egypt. Discipline is preaching and the echo of its voice will be sound.

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MORE PROPAGANDA EXPOSED BY DR. WOODSON

WOODSON

"My co-worker, Frederick McCoy, of Columbus," says Dr. C. G. Woodson, "has just written me expressing his indignation on hearing Herbert A. Miller, of Ohio State Univ., recently say that slavery was a good thing. Miller is regarded by many Negroes and whites as one of the staunchest friends the race has ever had, but McCoy believes with George Schuyler that 'we need to watch our friends as well as our enemies.' There is no better illustration of the need for such vigilance than in the case of Thomas Jesse Jones's clandestine hamstringing method of attack on Negroes of backbone. Anson Phelps Stokes insists that Jones is a friend of the race, and some Negroes with their hands out for anything which may drop into them agree with Stokes; but thinking Negroes of this country daily join with me in prayer to God to deliver the race from the curse of his friendship.

"Those who defend slavery as a good thing and would like to segregate and subject the race to outside control believe without reason that the Negroes in Africa are naturally lazy and that it was a good thing that they were brought here and 'broken in' to work. Some of these misinformants refer to the Negroes of today as being 'lazy,' although they see them doing all of the drudgery in the South; and such critics never take into account the fact that many Negroes are barred from work by trades' unions.

"Investigation has shown that the Negroes in Africa are industrious. They were brought here to do the work which the shiftless whites would not do. Slavery itself developed in the Negroes what inertia they later manifested. A man forced to labor will naturally follow the line of least resistance and will loaf on the job as much as possible because he knows he is giving something for nothing. The slaves as a rule had no such incentives as increased compensation, reward for efficiency, or promotion to the highest position in the service. Negroes as 'free laborers' today do not have all of these stimuli.

"The defenders of slavery as a benevolent institution, however, merely show by such assertions that they are ignorant of the fact of history. Uninformed men like Prof. Miller should keep their mouths shut until they learn something about the Negro. They should read the recent works of Miss Elizabeth Donnan, Mrs. H. T. Catterall, and Dr. Frederic Bancroft, who have spent years investigating slavery and slave-trading. These are scientific productions with the stamp of the best scholarship in America, treatises produced from such genuine documents as the court records of the slave-holding section itself.

"In his 'Slave-Trading in the Old South,' which has recently come from the press, Dr. Frederic Bancroft has rendered the public a valuable service in removing the whitewash which pseudo historians have been giving to slavery. Writing of this book in the Herald-Tribune of the 20th of January, Lewis Gannett said:

"The State Department is horrified to discover evidence that human slavery still exists in Liberia: and we all agree. It is a little difficult to twist our minds back to the realization that seventy years ago slaves were openly marketed by God-fearing men in a large section of the United States and the

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THE DINING ROOM A VITAL AGENCY IN CHARACTER FORMATION

By Mrs. J. D. Martin

(Paper read at the Presbyterian Workers' Conference.)

The dining room should be one of the most attractive places about any school. First, we go there to eat, and the surroundings should suggest everything that appeals to the finer self, attracts and produces contentment, thereby furnishing enjoyment while taking the food into the system.

2nd. Training is given to those who come from homes where no room is set aside, nor tables placed and adorned for use in eating the prepared food of the home.

Ralph Waldo Emerson once said: "What you are speaks so loudly that I cannot hear a word you say." In the common, every day public school, the contribution to refinement, habit formation and character building is regarded as only incidental. The responsibility of such training rests mainly upon the home, the church and the boarding school. In the boarding school there is a close co-operation between parent and teacher, because the child has been turned over to that institution twenty-four hours in the day, seven days in the week, four weeks in the month, and nine months in the year. Therefore, it is in the boarding school that the development along lines of character building, habit formation and moral education is the real equipment for life.

The development of character through education should be the aim of all schools, but especially the boarding schools. Children should be taught to love and desire as well as to know. Training should not be of the intellect alone; there must be added that of the emotions, taste and ethical nature.

Character building makes its impress, and habit formations can but be given through concrete examples in the home, the church and the boarding school. The boys and girls in the adolescent age cannot be taught effectively in the abstract. Teaching must be made a part of their life. The boarding school furnishes an opportunity to bring out the practical in a child and instill habits that will go through life.

The boarding school comes next to the home,—and in some instances before the home, when that home is of an inferior and low type,—in shaping habits and determining the future character of a child.

Character, after all, may be considered as nothing more than a combination of habits. It does not require training for a child to learn how to sleep; he comes into the world with that characteristic and needs no training in the matter of sleeping; but to eat the child has to be trained. He possesses the inborn instinct of eating, just as of sleeping, but to sit at a table and use a knife and fork correctly requires training, habit formation that goes toward making character later in life. The school dining room plays a very important part in the life of the young boy or girl.

Under our observation, a boy once came into the dining room and he was wholly non-pussed. He acted as though he had never seen inside a dining room before. He was given a seat at a table, but for several days he came and went without tasting a morsel of food. Finally, he absented himself from the dining room. After being absent two days he was called to the office of the President. When questioned as to why he did not come to the dining room for meals it was found that he was timid and lacked table manners—training in his home life

—and with that timidity he was always fearful of making mistakes and that he would be laughed at by the other students. This kept him away. After much persuasion and kind words he came back into the dining room, but it was some time before he could appear natural.

How to Make the Dining Room Attractive

1st. Cleanliness is the first essential. Insist on clean linen, promote among those who set up the tables rivalry in keeping linen clean. If necessary, change linen every other day. In a school where there are girls, this is not a very hard thing to do. Appoint a certain number of girls for each month to see after the table linen. Give them that for their specific work and see that they do it. Keep clean linen also for the serving table, buffets, etc., every day, and all the time ready for inspection from the most critical eye. Offer a prize for the best kept table during the school year. When flowers are in bloom, provide each table with a vase, or if a vase can not be had, then use fruit jars, and give those in charge the privilege of gathering flowers from the garden each day for the tables. During the winter months when flowers are not in bloom, artificial flowers may be used and these can be made by the girls themselves.

Table Manners

Good table manners should be the slogan for every one. And when it is found in the school that a pupil does not use them, transfer him or her to a table where table manners come naturally and are used regularly by the occupants of said table, and in a short time improvement invariably will be seen in the pupil formerly deficient in this particular. Not to pour coffee into the saucer or to carry food to the mouth with a knife will soon be learned without being told if it is wrong. It is always better to find out one's wrongs through observation, than to have to continually be told. So many "don'ts" will not agree with any one, and very often the best good is not accomplished. Good table manners come from continual practice of the right way of doing things.

Table Co-operation

Encourage co-operation at each table, co-operating the one with the other in table deportment, keeping the table linen clean, seeing that all are served equitably with an outward display of refinement and no one being loud or boisterous. Insist on all coming to the table neat in appearance. No one's appetite is improved by looking at uncombed hair, soiled dresses or shirts. Clothes should not only be clean but neat. Where convenient and practical allow students to sit by classes, or with their special friends at the table.

Through co-operation happiness comes. The persons of cheerful dispositions, and unselfish in spirit should be placed at the head and foot of the table, who will be kind, thoughtful, considerate and tolerant of all those about them. Their cheerfulness will make those about them happy. Their consideration of others will in turn make others considerate of each other.

How to Develop Pride in the Dining Room

(1). Developing pride in the dining room on the part of the students is brought about largely by students and teachers occupying the same dining room. The teachers' attitude of

human sympathy toward the pupils will make them observant and will give encouragement in developing that pride and conduct so necessary.

(2) In a co-educational boarding school a certain pride is developed that may be lacking in other schools. The sexes attract each other, and the student takes more pride in his or her personal appearance, conduct, etc., toward the other in their meetings at meal time. The meals furnish the occasion for the social time of the day, and it is quite natural for the girl to look and act her best in the presence of her male school mates, and the same is true of the young man.

School Spirit

The school spirit is brought out in the dining room through the school colors, school yells, and school entertainments, sometimes entered into on special occasions. Make the best of what you have in bringing out the school colors and decorating your dining room, by utilizing the things at hand. Many things of minor cost can be made that will add to the attractiveness of the dining room. Harmonize your school colors as near as possible in your dining room decorations. I know of a dining room where the curtains for the windows are made of flour sacks and sugar sacks, with blue borders, and the table cloths and table napkins are embroidered in blue. The waitresses, as fast as material can be secured, are provided with white Hoover aprons trimmed in blue. White and blue are the school colors.

Celebration of Special Days in the Dining Room

Special day celebrations add to the attractiveness of the dining room as well as create school pride on the part of the students: new students' receptions (using school colors), Hallowe'en (using Hallowe'en colors), Thanksgiving, Christmas, senior class receptions, etc.

At the beginning of the school year a social for the new students should be given, putting the responsibility of preparation for the reception entirely upon the old students, the teachers acting in an advisory capacity. Let the students decorate the dining room in the school colors. During the school year in selecting the time for socials among students, have them use certain days, and have the colors for those days carried out in their decorations, so as to impress upon them the significance of the day and why it is celebrated. During the closing days of school have students give a senior reception for the seniors, using class colors, class mottoes, etc., thereby encouraging class spirit, class co-operation, and class unity one with the other, impressing upon the students the great place the dining room holds in the formation of habits, and that the daily lessons imparted in silence and by example should not be treated cursorily or thoughtlessly.

Chester, S. C.

GETTING INTEREST

"I can't get interested in missions!" exclaimed a young girl petulantly, and, if truth must be told, a bit superciliously, as she left a thrilling missionary meeting in company with an older lady.

"No, dear," came the pitying response; "t isn't to be exactly expected you should—yet awhile. It's just like getting interest in a bank; you have to put in a little something first; and the more you put in, the more interest you get. Time, or money, or praying, it doesn't matter which—but something you have to put in, or you never will have any interest. Try it, dear—just put in a little something, and you're sure of the interest."—The King's Own.