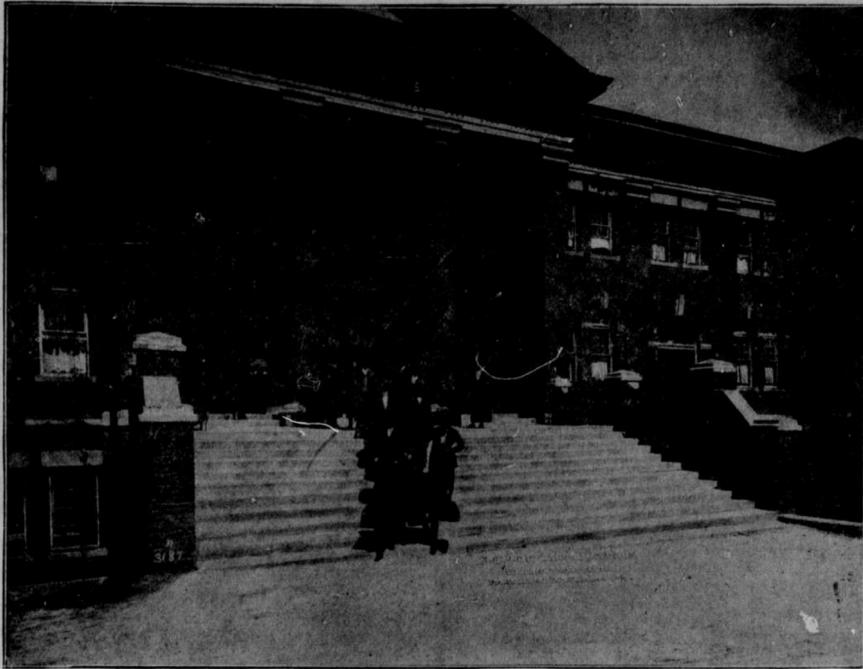


TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE, FORTY YEARS OF SERVICE



Group of student teachers leaving White Hall for six weeks practice teaching in county schools.

A recent visitor to Tuskegee Institute stood beside the large megaphone, through which the bugle calls are sounded, which is placed in front of the Carnegie Library representing approximately the central point of the Institute Campus. He inspected the megaphone, looked over the grounds with a sweeping glance and remarked: "It is indeed remarkable to think of and to see the progress which Tuskegee Institute has made in forty short years. From a log cabin, so to speak, it has grown to a large plant of brick and stone, and covers an area so large that it requires the use of this enormous megaphone to carry the sound of the bugle throughout the limits of the immediate campus."

The deplorable conditions which he faced proved to be an impetus to him to press forward; each hindrance a stepping stone toward success. He viewed them, not as expressions or personifications of discouragement to him but rather as significations of the crying need of his people. Thus with an indomitable will he set out to improve the surroundings. His willingness to work with his hands, which was a phenomenon for a school teacher at that time, attracted the attention of men and women of both races. Help, financial and moral, was given him from time to time. Speech-making tours of the country were made by him in the interests of the school. Hence from year to year new friends were added and Tuskegee

and leading institutions for the education of Negroes in the world, embracing 121 buildings, many of which are splendid types of architecture and all commodious and well built and a campus extending over 2111 acres of land.

The School.

Booker T. Washington not only built an institution of brick and stone but also one of service; the purpose of which is to train men and women for a larger service. It is the aim of Tuskegee Institute not merely to give the students literary training but also a knowledge of some vocation or trade—that is, to train the hand, the head and the heart. It was the idea of the Founder to teach men and women to do some one thing better than any one

else, enable the student to make the class room instruction a real part of his mental equipment. By such methods the Institution strives to produce citizens capable of contributing something of genuine service to their fellowman.

The Industrial Department.

Perhaps no school offers the Negro boy and girl the chance to choose that trade or vocation to which he or she is best adapted more than Tuskegee Institute. A student entering the Institute has a large variety of industrial courses from which he can select that one which appeals most to him. The scope of trades or industries covers some forty-seven courses comprising such as: applied electricity, brickmasonry, tailoring, carpentry, shoe-

making and agriculture for boys and stenography, domestic art and science, laundering, sewing, ladies' tailoring, home-craft and nurse training for girls. The Industrial plant alone, as to buildings and equipment represents a value of approximately a million dollars. On April 11th, new buildings, for this department, were dedicated, valued at some \$400,000. Such a plant, offering the variety of courses, under the supervision of highly trained instructors, presents to the Negro boy or girl an opportunity for thorough training in industrial vocations.

The method of instruction in the In-

dustrial Department is both practical and theoretical. If a boy is pursuing the course in carpentry or brickmasonry, his practice work is done not only on shop models which are soon to be destroyed, but also upon buildings that are to stand the inspection of a critical and scrutinizing public. The same is true in all divisions of the Department. Such methods arouse a personal interest in the practice work which results in more careful and diligent application on the part of the students in order that in after years they might point with pride to the work done while in school.

The Academic Department.

In the upward march of the Industrial Department it has been necessary to raise the standards of the Academic Department accordingly in order that the development of the Institute might not be one sided and that the products might be well rounded men and women, developed academically as well as industrially. In the effort to do this, new courses have been added from time to time and men and women have been secured as teachers who are graduates of the leading colleges and universities of America. The Academic Department, embracing special courses in business, teacher-training, social and community work, affords a sound literary training. The students in the business course do their practice work in the various offices on the grounds while those in teacher-training have the advantage of the Model School, which is conducted for the 300 children of the community, and the Macon County schools, as fields of practice. This affords them the opportunity of coming in direct contact and becoming acquainted with the conditions and problems with which they will be confronted in their work after graduation. The latest methods are taught in each division of this Department as well as in every other Department.

Extension Work.

It is the purpose of Tuskegee Institute not only to educate the 1800 students who seek the immediate walls of the institute for training, but also to elevate the masses to a higher plane of citizenship and usefulness. This system of community education of uplift work is carried on by the Extension Department of the Institute and is accomplished through various mediums, among which are: The Tuskegee Negro Conference, The Movable Schools, The Annual Clinic of the John A. Andrew Clinical Society, The Tuskegee Women's Club, National Negro Health Week and the graduates of the Institute.

Pre-eminently among the various local, state and national extension activities conducted by Tuskegee Institute, perhaps, stands the Tuskegee Negro Conference. At this time hundreds of farmers, coming from throughout the Southland, assemble at the Institute to discuss the problems of the farm and the solutions thereof. The assemblage of these tillers of the soil, relating their successes and their failures, presents an interesting, encouraging and inspiring spectacle. In many instances the explanations and solutions are crude and simple both as to subject matter and expression, but that note of earnestness which characterizes the discussions removes all traces of this crudeness. This Conference offers the farmers of one section the opportunity to "rub elbows" with those of other sections and from this rubbing of elbows develops a keen rivalry which stimulates production, thrift and good citizenship.

Each medium which has been enumerated plays an important part in the lives of the people of the South. The Movable Schools arouses pride in the cleanliness of person, house and general surroundings and also an interest in gardening, canning and preserving. Through the Annual Clinic, which is held at the John A. Andrew Memorial Hospital, the only Grade A Hospital operated by Negroes south of Washington D. C., many people receive medical attention of the highest type free of charge, who would not receive it otherwise owing to the lack of necessary funds. During the past year an additional activity was added to those of the John A. Andrew Memorial Hospital, namely a Post Graduate Course in Medicine and Surgery which enables the Negro physicians and surgeons to do intensive study and research work for four consecutive weeks. In this manner each medium could be discussed as to its scope of benefit to individuals and to humanity.



DR. ROBT. E. MOTON, PRINCIPAL.

The Man.

May 26th, 1921, marked the close of the Fortieth Annual Scholastic Year of the Tuskegee Normal and Industrial Institute. In other words forty years ago Booker T. Washington left Hampton Institute, a young man, ambitious, determined and imbued with the spirit of the Founder of Hampton Institute's General Samuel C. Armstrong to answer the call for a man to come to Alabama to teach a school. The "call" said a "school" but what Booker T. Washington found upon his arrival in the Black Belt of Alabama, bore no semblance whatever of such an institution. He found a few men and women who desired an education and the building in which he was to conduct his classes, in contrast with the beautiful edifices which he had recently left, was an old abandoned church. Later he transferred his school to an old stable and had an additional structure which had been formerly used as a chicken house.

Can any one conceive of more discouraging and unfavorable conditions under which a young man was to begin his life's work? Few men would have had the courage and will power to attempt to overcome these obstacles, which were apparently insurmountable. This however, was not so in the case of this dauntless spirit.



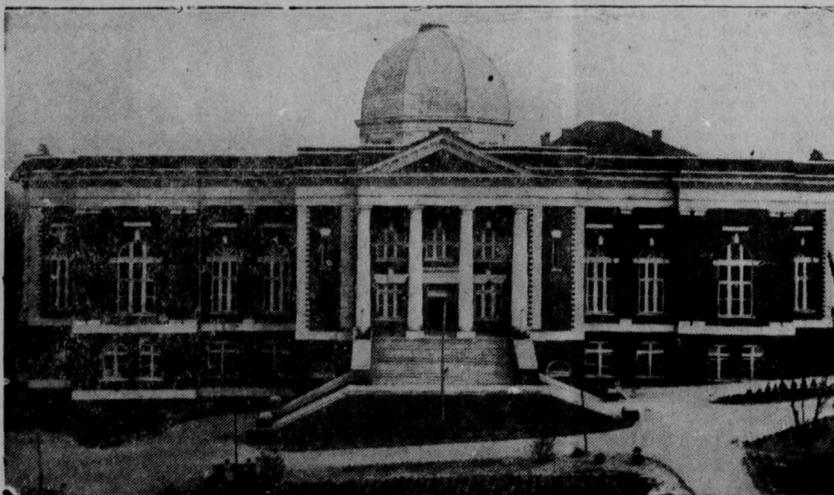
BOOKER T. WASHINGTON
Founder and First Principal of The Tuskegee Institute to whose Memory more than five thousand Americans paid tribute on April 12th, at Tuskegee Institute

else, thereby equipping them for active leadership in improving moral, educational, industrial and civic conditions in the communities in which they may thereafter live.

The methods of instruction employed in carrying out this purpose so correlate and combine academic studies with the industrial training that special emphasis is given to the value of skilled labor as a constructive moral and social force. The more or less abstract teaching of the class room is supplemented and illustrated by practical lessons in the field and the shop. These lessons based on facts of the student's daily observation and exper-

ience, enable the student to make the class room instruction a real part of his mental equipment. By such methods the Institution strives to produce citizens capable of contributing something of genuine service to their fellowman.

The method of instruction in the In-



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