

# THE MONITOR

A Weekly Newspaper Devoted to the Interests of the Eight Thousand Colored People in Omaha and Vicinity, and to the Good of the Community

The Rev. JOHN ALBERT WILLIAMS, Editor

\$1.00 a Year. 5c a Copy.

Omaha, Nebraska, August 7, 1915

Volume I. Number 6

## OUR "LEADING" UNIVERSITIES.

By William G. Haynes,  
Associate Editor.

This phrase calls to mind the story of the brave fellow who bragged that he, single-handed and unarmed, had made fifty men run—he ran and they ran after him. At that, he has the best of the "leading" universities of the United States, for they will not even run. A few concrete instances will help us reach the point more quickly.

In one of the "leading" universities of the East, it is necessary for a student pursuing an engineering course to complete a full year's practical work in his chosen field before he is eligible for graduation. This practical work, according to the school catalog, is furnished by the school and occupies as important a place in the curriculum as mathematics, physics and similar studies.

The plan in this particular institution is called the "co-operative plan." Let us follow it closely and derive the new definition of "co-operation." The school, the student, and the factories are supposed to co-operate in the following way: The student attends school the first nine months of his first year and then goes out to work the next three months in the shops of the neighboring factories which are in the co-operative plan with the university. In this manner the school work and practical work are interwoven throughout the entire four years. Theoretically perfect!

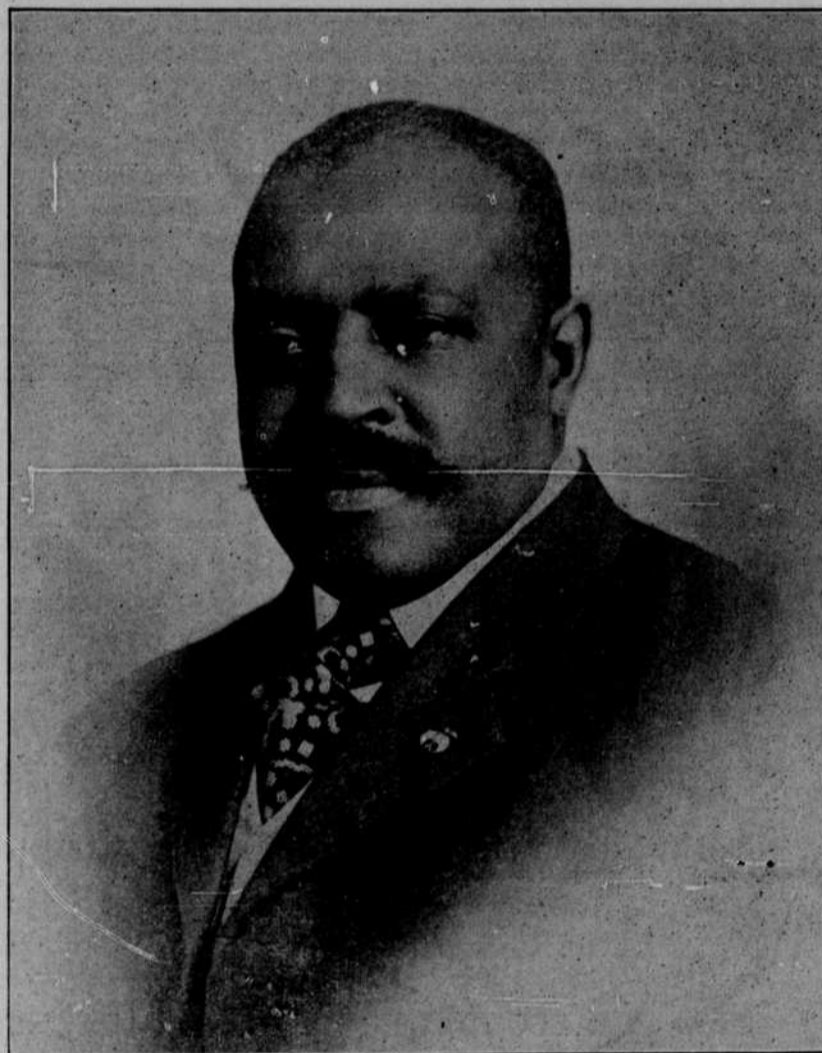
Two Negroes elected to enter the engineering school of this university and successfully completed the first period of their class work. They reported for practical work. The professor in charge told them he was very sorry, and the dean was very sorry—in fact, the chancellor, the faculty and all the trustees were very sorry—but the laborers in the factories didn't want to work with an intelligent Negro, so the university would be unable to furnish the two youths of color the practical work.

Now, let's see what a wonderful spirit of co-operation was exhibited on the part of the university at this critical moment! In view of the facts that the two men had been allowed to matriculate upon an equal plane with all the other students; that they had successfully completed the first nine months' class work; that their tuition and fees had been accepted in advance by the university in payment of complete engineering courses; and that the practical work was a required subject, just as mathematics, physics, chemistry and graphics were required subjects, the university generously co-operated by allowing the two students the privilege of seeking their own practical work. What an encouraging attitude!

Did the university offer to give them employment as student assistants in the school laboratories? (Such

## Think on These Things

"Pluck wins! It always wins.  
Though days be slow and nights be dark  
Twixt days that come and go,  
Still pluck will win, its average is sure;  
He gains the prize who can the most endure,  
Who faces issues, he who never shirks,  
Who waits and watches and who always works."



JOHN GRANT PEGG,  
City Inspector Weights and Measures.

positions were available.) No, of course not. That would not have been "co-operation" in the modern sense. Did it endeavor to weld a crowbar to its backbone and go to the factory heads and say, "You have agreed to accept our students in your shops. These men are bona fide students. Accept them. Let the heads of the plants put them to work and give the other men the understanding that these two men are in to stay as long as their good conduct will permit, and until their term of practical work has expired."

Such a course was not at all feasible, for it would be in direct opposition to all the niceties of modern "co-operation."

In the same school Negroes in the medical college had the greatest difficulty in obtaining their practice work, because white patients in the hospitals (and most of them charity patients, at that) were not desirous of being attended by Negro students.

Another case that is worthy of

mention is that of a young Negro in one of the dental colleges of the middle West. It was an acknowledged fact that this young man was the most proficient member of the class, and yet at the last moment he was threatened with the disgrace of being refused his diploma. Why? Simply because the school had failed in its duty to give him the necessary amount of infirmary practice. And why had the school not fulfilled its obligation? For the reason that white patients seeking the charitable aid of the institution had chosen to dictate to that institution to the extent of saying what students they should have as attendants and what students they should not have.

These are but a few examples of the conditions that exist in the "leading" universities of this country. Here, indeed, is the ideal paradox. Leaders meekly tie themselves to the end of a string, at the other end of which are the followers, and allow

(Continued on second page)

## PRAISES PULLMAN PORTERS.

Noted Woman Says No Woman Has Ever Been Insulted or Mistreated by a Porter.

New York, July 31.—In her address Sunday afternoon at Palace Casino in behalf of the Empire Friendly Shelter, Mrs. Maud Ballington Booth, president of the Volunteers of America, known to thousands of prisoners throughout the United States as the "Little Mother," took opportunity to pay a richly deserved compliment to the Negro Pullman porters of the country.

She declared that they were uniformly courteous, obliging and honorable. Not one instance, she affirmed, had ever been known where a Pullman porter had taken advantage of his position to insult or interfere with women passengers entrusted to his care, whether they traveled alone or not. She said that for twenty-nine years she has been traveling in all parts of the country and her own experience has been that a more courteous and agreeable aggregation of employes are not to be found among any class of people anywhere.

Mrs. Booth told of her work throughout the country, some of the incidents being intensely interesting. She emphasized the need of cleansing the souls of the erring and unfortunate, declaring that neither education nor health training can cure the life twisted by sin, vice or drugs. The soul of the prisoner or of any other unfortunate is as precious in God's sight as that of the best person in the world, and people make a great mistake in withholding from the returned prisoner human sympathy and support. The speaker told of many men and women restored to splendid manhood and womanhood after having paid the penalty for indiscretions and infractions of the law, both human and divine.

## WOMAN SUFFRAGE AND SOCIAL REFORM.

(By Miss Anna H. Jones, Chairman of the Department of Education, National Association of Colored Women.)

Of the four great institutions of human uplift—the home, the school, the church, and the state, woman has a direct controlling force in the first three institutions. In the state her influence at present is indirect. Since her control in the three is unquestioned, should she not have the legal means—the ballot—to widen and deepen her work?

In terms of today, her work is the conservation and improvement of the child; child labor laws, inspection of the health of school children, safeguarding the youth in the home, in the school, in the court, in the street, in the place of amusement. Her work is the prevention of vice with its train of physical and moral evils; the enactment of laws to secure and regu-

(Continued on eighth page)