

Acknowledgment of an Honest Debt

—

Negro Education

Industrial High Schools
Divinity School
Junior College
Training School for Nurses
Summer Schools
Farmers' Conferences

The American Church Institute for Negroes
281 Fourth Avenue, New York

Our
Church Industrial High Schools
for Negroes

The Bishop Payne Divinity School
The Junior College

Under the Supervision
of the
American Church Institute for Negroes

The Accredited Auxiliary
to the
National Council of the Protestant Episcopal Church
1925

THE ABBOTT PRESS
NEW YORK

List of Schools

ST. AUGUSTINE'S SCHOOL,
A JUNIOR COLLEGE
Raleigh, N. C.
Principal,
REV. EDGAR H. GOOLD, M.A.

ST. PAUL'S NORMAL AND INDUSTRIAL SCHOOL,
Lawrenceville, Va.
Principal,
REV. JAMES S. RUSSELL, D.D.

BISHOP PAYNE DIVINITY SCHOOL,
Petersburg, Va.
Principal and Dean,
REV. F. G. RIBBLE, D.D.

FORT VALLEY HIGH AND INDUSTRIAL SCHOOL,
Fort Valley, Ga.
Principal,
HENRY A. HUNT, A.B.

VOORHEES NORMAL AND INDUSTRIAL SCHOOL,
Denmark, S. C.
Principal,
MR. J. E. BLANTON.

OKOLONA INDUSTRIAL SCHOOL,
Okolona, Miss.
Principal,
WALLACE A. BATTLE, A.B.

ST. ATHANASIUS' SCHOOL,
Brunswick, Ga.
Principal,
W. AUGUSTINE PERRY, M.A.

HOFFMAN-ST. MARY'S SCHOOL,
Keeling, Tenn.
Principal,
REV. M. J. NELSON, A.B.

ST. MARK'S SCHOOL,
Birmingham, Ala.
Principal,
REV. CHARLES W. BROOKS.

GAUDET NORMAL AND INDUSTRIAL SCHOOL,
New Orleans, La.
Principal,
REV. JOSEPH N. CARTER.

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FOREWORD



THE American Church Institute for Negroes is glad to report a steady and satisfactory growth of its educational work in the ten schools over which it has general supervision and to the support of which it makes annual contributions.

The schools are furnishing High School, Normal, and Industrial training. One of them provides Theological training. The pupils in these schools number in all nearly thirty-seven hundred in the regular school term and nearly thirty-six hundred in the summer schools and farmers' conferences. These schools employ one hundred and eighty-eight teachers.

It is inevitable that these schools—mission schools as they are—cannot be self-supporting, and therefore the National Council makes an appropriation covering one-third of the expense. The remainder is supplied by the Institute from its own funds and from other sources.

We need an endowment of at least five million dollars to develop and improve our existing schools, to open new schools in places where the need and opportunity are appealing to us every day, and to establish a Theological training school in the great Mississippi Valley.

Other schools for Negroes, which are doing good work, but not in any manner or degree superior to ours, are receiving large endowments, to which members of the Episcopal Church are conspicuous contributors.

We believe that the time has come when a united and determined effort should be made to arouse the interest of our people in our own schools, and to get them to realize the vast importance and the real success of the service which the Institute is rendering to the Church and to the Nation at large.

Thomas K. Gaylor

A Sound Basis for Larger Service

WHEN you want to commend a piece of missionary work to the people of the Church, if you are very wise, you obtain the testimony or judgment of a business man. The unfortunate implication that a business man is not likely to be partial to foreign missions, works to your advantage. Similarly, if we want you to know and to believe certain facts about Negro education in America, and more especially the part our Church is playing in it, it is more convincing if the judgments you read are from men who are not in the Church and are therefore the less likely to feel for the Church's work an enthusiasm that might weaken their power of discrimination.

When we say that the American Church Institute for Negroes represents one of the big educational systems of the country, we are saying no more than we believe, and no less than you would expect of us. But when the same judgment is rendered by the General Education Board (the Rockefeller Foundation) and by such distinguished individuals as Dr. James Hardy Dillard and Dr. Thomas Jesse Jones (of the Phelps Stokes Fund), the latter a member of another Christian body, you realize that you have sound educational experience brought to bear with the smallest possible amount of partiality mixed.

These are big words to claim for the Institute and we are proud to bring them to you as the tribute of disinterested authorities and to add to them some small picture of the enterprise which has earned them.

Some twenty years ago the Institute began. The basis of its creation was a deep sense of responsibility for the Negro people, together with the conviction that the fulfillment of the responsibility lay in the attempt to fit the Negro to take his part in the life about him, as a self-sustaining, self-respecting citizen. Since the founding of the Institute, about 36,000 students have been enrolled, and the number of schools under the Institute has grown to ten. The present enrollment in the regular school term is 3,673, with an additional enrollment of 3,595 for the summer schools and conferences, a total of over 7,000.

These schools teach a common education, they prepare students for college, they fit girls and boys to be homemakers, and they give training in trades and industries, which in the largest school number fifteen. From these schools are coming in increasing numbers the farmers and the artisans who are providing Negro life in this country with a sound economic basis, and who are doing their share in the production and handling of life's necessities and conveniences for us all, the young men and women who are to be the teachers of the next generation of their race, the students who are to go on with their studies in the higher institutions and make their contribution in the professions, and in the spiritual leadership of the race. This rich contribution to the welfare of the Negro people, in the United States, and to the democracy in which they live, is a practical expression of Christian citizenship, and we may well be proud of the Church's part in fostering and of the founders' faith in conceiving the enterprise which has become so effective an instrument of achievement.

To replace the land, buildings and equipment of these ten schools today would require nearly two millions of dollars. The schools are strategically placed, the Fort Valley School, for example, being in the midst of a Negro population of one million and a quarter. In 1924 the students of the Institute schools paid in cash for tuition fees and board, and in labor having a cash value, \$130,000.

The Institute co-ordinates these schools, maintains sound standards, helps to devise means for their support and growth, and continues the interest of many old friends, of other Christian bodies or of none, whose generosity, now, as in the past, has been a vital factor. The Institute is an auxiliary and agent of the National Council of the Episcopal Church, and derives from the Council one-third of the support for its budgets and authorization for its policies.

Contrasted with twenty years ago, the Institute's present condition is a romantic story. Contrasted with the immediate need, and with any reasonable forecast of tomorrow's opportunity, it is much more a story of holding fast to the position firmly secured. While we are

cheered by the judgment and support of those to whom we referred above, those equipped to render a disinterested judgment on the value of the work, while we are encouraged by their urging that we expand in other strategic centers, we are sobered by the necessity of keeping this school or that down to minimum subsistence rations if we are to keep abreast of the growth of educational standards in the Southern States, of turning from dormitories already overcrowded many more than a casual surplus of applicants.

This vital enterprise, so soundly founded, and so blessed in achievement, is capable of service on a much greater scale. The need for increased maintenance, for new buildings, for greater accommodations, already exists. Tomorrow will inevitably bring more such needs. Our total endowment must grow from \$425,000 to more than ten times that amount. An equal amount spent in establishing under the Institute a school in every Southern State would more adequately express our vision of the need, on the one hand, and on the other our spiritual response the first utterances of which have been so nobly made.

In this booklet portraying the work of the schools of the Institute, we are making a departure from our usual custom. The descriptive matter dealing with each school was prepared by the principal of the school, instead of by the Director of the Institute as heretofore. It was felt that in this way our readers would obtain a more vivid picture of the work as a whole. Each of the principals was asked to prepare an article of approximately six or seven hundred words. In two or three cases, especially in the case of Fort Valley, the principal's statement contains considerably more space. We are, however, printing the entire statement, because the description of the aims, the policy and the community service work of the Fort Valley School gives an exceptionally vivid picture of the work being done by all of these schools.

The old friends of the Institute, who, through prayer, faith and financial sacrifice, have supported it from the beginning, will be encouraged when they realize that this educational system, under the supervision of the Institute has grown within the last ten years to be one of the largest

educational systems among the Negro people of the South. The old friends and supporters, no less than the increasing number of new friends and supporters, will rejoice with us that, whereas during the first ten years of the Institute's history its supporters were almost exclusively from the North, the last ten years has witnessed such an increase in appreciation of the work of the Institute schools that the South, including the students, is now contributing about half of the total annual cost of maintaining and developing these schools. This is as it should be; but, if we are to build upon the foundations so happily and so firmly laid, we must add many more to the company of those who wish the work Godspeed.

One of the most encouraging experiences in recent years has been the recognition of the work of the Institute by the National Council of the Episcopal Church and by the General Education Board, by the Phelps Stokes Fund and by other educational corporations, including the Jeanes and Slater Funds. The readers will be specially interested in the statements in this issue by Dr. Thomas Jesse Jones, of the Phelps Stokes Fund, Dr. James H. Dillard, and George Foster Peabody, LL.D., who was one of the charter members when the Institute was incorporated, and other distinguished citizens and educators.

The favorable attitude of the General Education Board towards the Institute has been brought about not merely because of its approval of the aims and policies of the Institute, but because the National Council of the Episcopal Church has shown a disposition to increase its appropriations annually towards the work of the Institute. Though the foundations have been solidly laid and though we have every reason for encouragement, we cannot be satisfied with the progress made, but must go forward to greater and greater things. If we are to take advantage in the next few years of the opportunities that lie ahead of us, we must accept the manifest fact that the Institute and its schools need an endowment of at least five million instead of the present endowments totaling \$425,000, and that at least five millions more should be expended in

modern buildings and equipment and in the establishment of an Institute School in every Southern State.

Including endowments the property values of the Institute and its schools are now about \$2,500,000, as compared with less than \$600,000 in 1910. The budget for 1926 is in excess of \$500,000, as compared with less than \$100,000 from 1906 to 1910 and about \$150,000 as late as 1915. The income has about kept pace with expansion. When the income falls short of the budget, we are compelled, as far as possible, to postpone repairs and improvements necessary to the protection of the property and to the efficiency of the work.

The Institute has never incurred a deficit in its own treasury. It insists that its schools live within their income. Unforeseen emergencies sometimes compel the School Boards to incur debts. In these cases the Institute requires that they be liquidated as soon as possible through more rigid economy and by special efforts to raise additional income. All annual financial statements are audited.

Through the American Church Institute for Negroes, the Episcopal Church can, if it will—and we believe it will—take first place in training an educated Christian leadership for the Negro people of the South. We believe that the Episcopal Church, because of its own character and because it possesses the means, is called of God to lead in this Divine endeavor.

ROBERT W. PATTON,
Director.

Additional Remarks

A careful examination of the Program of the Church will reveal the fact that the Advance Work of the schools of the American Church Institute for Negroes, as noted in this booklet, is more extensive and represents a larger investment than the Advance Work allowed the Institute in the authorized Program of the Church. The Institute gratefully acknowledges the relatively large proportion allowed its schools as compared to the total of the Advance Work in the authorized Program of the whole Church. The Board of Trustees of the Institute, however, felt that this booklet should contain a statement of the actual, immediate needs in the way of buildings and equipment which, if provided in the near future, would enable the schools in a much more effective way to take advantage of their opportunities.

A Committee of the Board of Trustees of the Bishop Payne Divinity School was appointed in June, 1925, to confer with the Board of Trustees of St. Augustine's School and Junior College as to the advisability of removing the Divinity School from Petersburg, Virginia, to the Campus of St. Augustine's School at Raleigh, N. C. The Advance Work item covers the estimate of the costs involved in the proposed change, if and when it is consummated.

One of the best hospitals for Negroes in the South is St. Agnes' Hospital at St. Augustine's, Raleigh, N. C. Though St. Agnes' Hospital is not directly under the supervision of the Institute, the Board of Trustees wholeheartedly commends its work. It attests its high appreciation of the educational value of this institution by making an annual appropriation to the Training School for Nurses connected with St. Agnes' Hospital. Were it not for limited funds, the Institute would make a much larger appropriation to this excellent educational and social service work.

Attention should be called to the fact that the Junior College at St. Augustine, Raleigh, N. C., was officially recognized by the State Board of Education of North Carolina in May, 1925, as a standard Junior College, Class A.

A most notable advance in the extension of the Institute's work during the past year was the acceptance of the Voorhees Normal and Industrial School, at Denmark, S. C., which now for the first time takes its place in these pages. The principal of this school is Mr. J. E. Blanton, who is a half-brother of Dr. Robert R. Moton, Principal of Tuskegee Institute, Tuskegee, Alabama. Mr. Blanton is exceptionally well equipped for the important trust committed to him.

In addition to the regular Institute schools featured in this booklet, the Institute makes an appropriation of \$1,500 annually to St. Philip's School for Girls, San Antonio, Texas. This appropriation is made to St. Philip's because of the good work it has done under very difficult conditions. The Institute, however, does not feel justified, for the present, in receiving St. Philip's as a regular Institute school.

The Institute also makes an annual appropriation to the National Student Council of the American Church Institute for Negroes, which is under the direction of the Department of Religious Education.

Important Testimonials

August, 1925.

The appropriation of the National Council to the American Church Institute for Negroes has increased from less than \$100,000 in 1920 to \$140,000 in 1924.

The willingness of the National Council to make successive increases in this appropriation has been due not only to the demonstrated value of the work, but to the business like manner in which the affairs of the Institute are conducted. Its reports have been clear and complete and its plans definite and well devised.

LEWIS B. FRANKLIN,
Treasurer, National Council.

August 27, 1925.

The aim, policy and organization of The American Church Institute for Negroes constitute one of the most effective agencies in the South for the development of the Negroes as well as for the cultivation of helpful relationships between the white and colored people. While the Institute through lack of financial means falls short of the ideals of its officers, it has made remarkable progress during the last few years. Funds are economically used. Careful plans provide all types of education for the all-around training of the pupils. The educational value of agriculture, industry, and household training is recognized. Special stress is given to character development through work, study, and, above all, through religion.

The unique value of the Institute among all American agencies for Negro education and inter-racial concord deserves special consideration and commendation. There is probably no other institution that combines the following qualities with such substantial reality:

First. The Institute represents the national interest of the Episcopal Church of America in the Negro people, thus insuring Southern as well as Northern support of these schools. The religious life, the moral authority, and extensive financial means of that great Church are responsible for the success and influence of the Institute in America. This avowed attitude of the Church is in accordance with the deepening conviction of American thought, namely, that sound inter-racial relations are the responsibility of the Nation as a whole.

Second. The Institute works through the local Dioceses and the Bishops in charge, thus insuring local co-operation of white and

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colored people. This, too, is an equally fundamental belief of the American people. Dogmatic and arbitrary control unsuited to local conditions are thus eliminated. The schools of the Institute are grafted into the life of all the people.

Third. The colored people of each Diocese are encouraged to participate actively in the affairs of their schools. It is increasingly recognized that sound religion and effective education require co-operation with a people rather than for them. The officers of the Institute understand the truth of this vital principle and they are working to realize it in the policy of the Institute.

THOMAS JESSE JONES,
*Educational Director,
Phelps-Stokes Fund.*

August, 1925.

The American Church Institute for Negroes is fully justifying the purpose of its founders. The various schools embraced within the Institute are performing a fine service by sending out graduates into the teaching field, where the influence of their training is widely felt. The addition of two such schools as Fort Valley in Georgia and Voorhees in South Carolina is a notable advance.

Especially during the past five or six years there is decided evidence of constantly increasing interest in this urgent branch of the Church's work. This is true not only of the Church as a whole, but of the Southern Diocese in which the schools are located.

It is most desirable that our Church people should understand the organization. The idea was the development of a Church Institute, composed of separate and yet federated schools, for the education of colored youth in the South, to be conducted under the auspices of the whole Church. The organization was in keeping; providing a general board, as part of the working machinery of the whole Church, thus unifying the idea, and, at the same time, leaving to the separate schools their local boards composed of representatives of these Dioceses and of old friends and supporters. No better system could have been devised.

JAMES HARDY DILLARD.

August 24, 1925.

It would be difficult to exaggerate the importance of the American Church Institute for Negroes. It is the most emphatic corporate answer of our Church, to the urgent and often pathetic questions our Negro brethren are asking.

The Negro is in America through no desire of his own. The white man's civilization is responsible for it. He constitutes about

one-tenth of our whole population and he is destined to become one of our most valuable assets, or one of our most serious perils. Religion and industrial training must go hand in hand for his finer development. Under such influence the American Negro has already gained amazing victories, and with the intelligent and generous aid of his white brother he can gain not only still greater victories, but he can become one of the most valuable assets of the Nation.

A careful study of the purposes, methods and achievements of the American Institute for Negroes should bring the generous cooperation of Churchmen and of all Christians who love God, and country, and fellowmen.

Much has been accomplished with small resources. Far greater victories will quickly be gained when those who believe are ready to back their belief with heart, and hand, and substance.

ERNEST M. STIRES.

August, 1925.

Having been closely associated with General Armstrong and the support of Hampton Institute from its beginning, more than half a century ago, I have come to have very definite convictions as to the value of the service rendered in promoting the education of teachers for the Negro public schools of the South, and leaders for the communities in which one-third of the population of the South lives. Having also association with the Church Institute from its inception, I am more fully convinced that its potential service is of greater importance than ever. In fact I have no hesitation in saying that, having regard to what it might do, and therefore the obligation of those having responsibility of its achieving its capacity for service, it is the most important effort of which I have knowledge: that is, it can render the largest service for the men and women required to do the work and for the money called for to enable them to do it of any specific organization.

I realize I am using the strongest language, but I am very deliberate in so doing. Our Church was one from the Gulf of Mexico to Canada and from Maine to California the day the Civil War ended. It has today a leadership in the South, known and highly respected of all. It can go forward with more assurance of wisdom and of general support than can other bodies of Christian people who are still divided by the technicalities of language, past, present and future.

Within our parishes we have a great number of men and women desirous of wisely and constructively using the great sums which they feel have been entrusted to them for careful and prudent investment. They are desirous of rendering patriotic service to their country and loyal and assured service to our Lord and Master, and effectively preaching the Gospel to the greatest number who may be reached. The past century has made clear that no such effort is as

successful as that which is preparing the teacher and the leader in Sunday School, Church and community, from the men and women who are turned out by our St. Augustine's, St. Paul's, Fort Valley, Okolona, Voorhees, St. Mark's and other schools. The leadership of the Institute is manifestly worthy of fullest support. The cry is Macedonian to the fullest degree, from the tens of thousands of public schools for Negroes, "Come over and help us" with the teachers who are not provided by the State Normal schools, and because of the still widespread and really desperate poverty of the rural South. Our Church should have not less than twenty of these schools with one of our Bishops as President of each Board of Trustees, and with the carefully informed supervision of the Institute.

There can be wisely expended within the next five-year period ten millions of dollars, for the provision of proper buildings and equipment for the schools now with us, and the organization of schools in the other dioceses. At least as much will be needed within the five years for endowment, to assure the regularity of maintenance which will enable the best work to be done in those schools and relieve the principals from too frequent absences to collect the funds. The better grade of teaching and the more efficient administration of the schools calls for their presence during the whole school term.

I venture to plead with every reader of this that he or she will pray that our Church may not delay a single month in facing the issue and giving its consecrated membership a knowledge of the obligation and the early opportunity to respond in fullest measure.

GEORGE FOSTER PEABODY.

September, 1925.

Of course every thoughtful person recognizes that it is not only his privilege but his duty as a patriot, to help our fellow citizens of African descent to give their children such training as will make them able to meet their obligation to their country.

The American Church Institute for Negroes is the organization through which the Church as a corporate body would meet this obligation. The quite remarkable results that have attended the work of the Institute provide abundant evidence of the work's value and of the readiness of the people to support a wise and well considered policy.

It gives me keen satisfaction to commend the work of the Institute to every person who is interested in this undertaking; especially to those who desire opportunity to invest surplus funds in an enterprise which will certainly advance the best interests of our country.

ARTHUR S. LLOYD,
Suffragan Bishop of New York.

School by School

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St. Augustine's School

A Junior College

Raleigh, North Carolina

ST. AUGUSTINE'S SCHOOL, the oldest of our Church Schools for Negroes, was chartered in 1867 as St. Augustine's Normal School and Collegiate Institute. Bishop Atkinson of North Carolina was the first President of the Board of Trustees and practically all of the original incorporators were prominent clergymen and laymen of our Church in North Carolina.

The aim of the Institution, as stated in its charter, is to provide training for those who are to be the teachers and leaders of the Negro people. To do this St. Augustine's has always emphasized the cultural as well as the practical and vocational elements of education. The training of teachers and the preparation of those who are destined to enter the ministry and the professions has always been an important part of the school's program.

During the past year 485 were enrolled. The High School Department is rated by the State Board of Education as Group I, Class A, and the Junior College Course, covering the first two years of standard college work, has been put on the accredited list by the College Certification Board of the North Carolina Department of Public Instruction. This recognition of the high standard maintained at St. Augustine's is very gratifying and encourages us in the hope that in the not distant future a full college course may be offered at St. Augustine's.

A well equipped class room and administration building called the Hunter Building, in recognition of the many years of faithful service rendered the school by the Rev. Dr. and Mrs. A. B. Hunter, has recently been erected and has already proved to be of the greatest help in the work of the Institution.

The General Education Board (Rockefeller Foundation) showed its interest and confidence in the school by contributing towards the Hunter Building \$40,000, about one-half of the actual cost.

St. Augustine's has become the headquarters of the work that is being done among school and college students under the auspices of the National Student Council of the American Church Institute for Negroes. Numerous units of this organization have already been formed in various Negro schools and colleges and several regional meetings have been held.

For several years the American Church Institute for Negroes has made possible the holding of the St. Augustine's Summer Conference of Church Workers, which has brought together for instruction and inspiration colored clergy and layworkers from all parts of the country.

During the past summer there was held at the school a Farmers' Conference, under the auspices of the State Agricultural Department. This was attended by several hundred Negro County Agricultural Agents and representative farmers from all over the State, who returned to their homes not only better equipped for their work but stimulated and grateful that the Church had provided this center of enlightenment for the race.

The spiritual life is, of course, particularly stressed at St. Augustine's. The daily services in the beautiful school Chapel are devout and hearty, and the weekly Communion services are well attended. Religious and missionary in-



THE 1925 JUNIOR COLLEGE GRADUATING CLASS WITH DEAN BOYER

struction is given to all and the duplex envelope system is used. About \$1,000 annually is given by the students and teachers toward the Nation Wide Campaign.

There will soon be opened on the School Campus the Bishop Tuttle Memorial House, which will be a national center for the training of colored women as church-workers. The erection of this house and the maintenance of the work will be made possible through the interest and offerings of the Woman's Auxiliary throughout the country.

The annual budget for the operation expenses of St. Augustine's is about \$83,000. An additional \$10,000 is greatly needed to provide properly for the salaries of teachers and the upkeep of the plant, which is valued at over \$400,000.

Among the pressing needs of the school are a dormitory to house the older and advanced girls, and a library building.

The present Principal of St. Augustine's is the Rev. Edgar H. Goold, a graduate of Amherst College, and Master of Arts at Columbia University.

St. Agnes' Hospital, with its Training School for Nurses, is a most important department of the school. With its hundred beds, it serves a large area and is considered one of the best hospitals for Negroes in the South. About 35 student nurses are constantly in training. The



NURSES OF ST. AGNES' HOSPITAL



HUNTER BUILDING, ST. AUGUSTINE'S

course covers three years and prepares them to qualify as registered nurses in the State of North Carolina.

The present Superintendent is Mrs. Frances A. Worrall of Newport, R. I., who came to St. Agnes' Hospital from medical mission work in Porto Rico.

There has recently been completed a Hospital Annex, a memorial to the late Superintendent, Dr. Mary V. Glenton.

The standards for hospitals and Training Schools are constantly being raised by medical authorities. St. Agnes' Hospital should be thoroughly standardized and the Training School made nationally accredited. To accomplish this involves a considerably increased expenditure. St. Agnes' is recognized as one of the most economically managed hospitals of its size in the country, and receives from the patients themselves a larger proportion of the cost of the services than is the case in most hospitals. In spite of this fact, there is a constant deficit and the work is badly hampered for lack of funds. There should be an endowment of at least \$200,000. In the meantime, it must rely on the generous help of Christian people who desire the continuance of this splendid Christian work.

EDGAR H. GOOLD,
Principal.

Summary of Interesting Facts

St. Augustine's School

Principal

Rev. Edgar H. Goold, M.A.

<i>Location</i>	<i>Diocese</i>
Raleigh, North Carolina	North Carolina
Number of Students - - - - -	485
Number of Teachers - - - - -	30
Number of Students in Saint Agnes' Hospital	
Training School for Nurses - - - - -	35
Amount of Land - - - - -	(acres) 110
Number of Trades and Industries - - - - -	10
Budget of Expenses in 1926 - - - - -	\$ 83,000.00
Institute Appropriation in 1925 - - - - -	36,000.00
Plant Valuation - - - - -	400,000.00

Advance Work

Though better equipped with modern buildings than any other of the Institute Schools, it must be remembered that a greater variety of educational work is done at St. Augustine's. In view of the plans of the Woman's Auxiliary, the necessity of developing the Junior College, etc., St. Augustine's needs the following buildings:

1st	Girls' Dormitory for Advanced Students -	\$60,000
2nd	Library Building - - - - -	40,000
3rd	New Building for Dining Room, Domestic Science, Modern Kitchen - - - - -	75,000
4th	Improvements in present Boys' Dormitory - - - - -	\$10,000
	Improvements in Grounds - - - - -	5,000
	Teachers' Cottages - - - - -	10,000
	Central Heating Plant - - - - -	40,000
		65,000
	TOTAL ADVANCE WORK - - - - -	\$240,000

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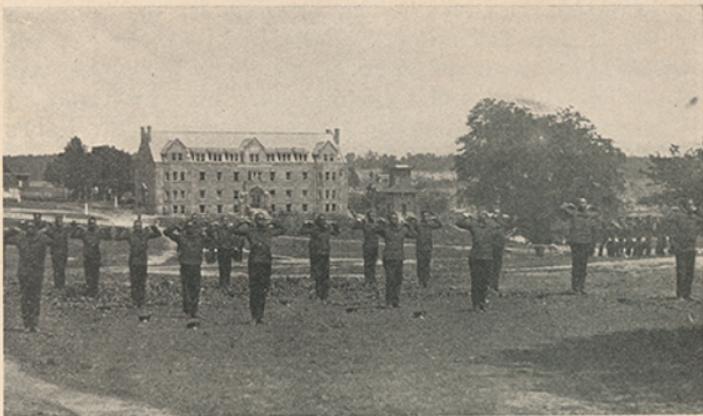


A GROUP OF STUDENTS AND TEACHERS

St. Paul's Normal and Industrial School Lawrenceville, Virginia.

THE setting of St. Paul's School is impressive. Its present site was originally a slave training plantation. Its founder and principal, Archdeacon Russell, is a former slave. It started as a parish school in the vestry room of the Church he built at the beginning of his ministry in the summer of 1882. It began as a Normal and Industrial School, purely as a venture of faith, without a dollar in hand or a cent pledged and with a \$1,000 indebtedness. A few days after contracts for building had been signed, the first donation for the Normal School, \$5.00, came July 5, 1888; the Normal School was opened in the Saul Building, the successor of the vestry room as the home of the parish school, with three teachers and less than a dozen boarders.

That was 37 years ago. The recent enrollment of the school was 650 students, 38 teachers, nearly 1,000 graduates, 7,000 undergraduates and a plant and equipment valued, including endowment, at about half a million dollars. Its academic work is that of a fully accredited high school and a standard State Normal, so recognized by the Virginia State Board of Education, and as a fully accredited high school for Oberlin, Lincoln, Howard and other class A colleges. In recent years the organization and curricula of the school have been brought up to accepted standards. It has now three main divisions: Academic department, consisting of a kindergarten, eighth grade elementary school, standard four year high school and a standard Normal Training two year teachers' course, based on four years of standard high school work. Completion of this course entitles the student to a ten year Normal Professional Teachers' Certificate, issued by the State Board of Education. The Industrial Department, with a regular trade school for boys, giving technical and practical instruction in twelve trades; a girls' department with four trades for girls, including domestic science and laundry work; and an Agricultural Department, giving both theoretical and practical instruction in agriculture and



BOYS' DORMITORY AND DRILL GROUND

ordinary farming. Then, too, the school maintains an extension department which carries on all the outside and community service work of the School.

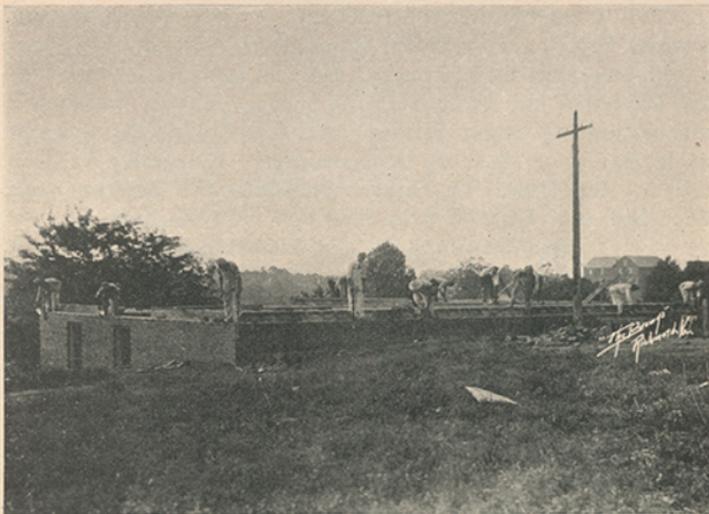
The school has grown because there is a definite need for such an institution. It is in the heart of the Negro population of the State. Almost at its very doors more than 100,000 Negroes live, move and have their being. The counties surrounding the school are the only ones in the States where the Negroes outnumber the whites. The center of this density of Negro population is in Brunswick, the home of the school, and its neighbor, on the west, Mecklenburg. Despite this preponderant Negro population there never has been a race clash or disturbance of any kind. Both white people and Negroes attribute this to the influence of the school in developing character, honesty, truthfulness, and good citizenship. In a legislative debate, the member of the General Assembly from Brunswick declared, on the floor of the House of Delegates: "We have no race problem in our county thanks to the wise policy and helpful leadership of Archdeacon Russell and his school." Another member stated that the "Negroes of Brunswick, thanks to St. Paul's School, are among the most thrifty and law-abiding in the State. Despite the heavy Negro population, the criminal expenditures rank among

the lowest in the State." The Attorney for the Commonwealth of Brunswick County declared in a public speech that, in his "more than 25 years' service as public prosecutor, he had never had brought before him for crime or misdemeanor of any sort a single student of St. Paul's School."

The school has grown greatly in influence and reputation. Of late years, each year hundreds of applicants have to be turned away on account of lack of accommodation. This is especially true of the girls, but the school hopes to be able to remedy this soon. Of the \$50,000 needed to build the new dormitory for girls, nearly \$26,000 has been received in cash and pledges. We are earnestly hoping that our friends will speedily send us for the American Church Institute for Negroes the remaining \$20,000, in order that this most important need may be supplied. The Boys' Trades Building, sadly needed for some time to house the boys' industries and to enable the school to establish a regular trade school, is now ready for occupancy as the cut shows. This building was erected by a legacy left the school by Mrs. Francis Lowell, Boston, Massachusetts. The building is constructed on the unit system, other units to be added as required. The "Loulie Taylor Letcher Memorial Hospital" as shown in the cut is now in course of



BOYS' TRADES BUILDING



THE "LOULIE TAYLOR LETCHER MEMORIAL HOSPITAL" BUILDING
IN COURSE OF ERECTION

erection. It is a brick structure 35 x 60 feet, two stories and basement, and when completed will have twenty-four beds, four in private rooms and sixteen in wards. This hospital fills a crying need. Richmond, Norfolk and Petersburg, at present, furnish the only hospital facilities. This hospital is the gift of Col. John D. Letcher of Lexington, Virginia, in memory of his departed wife. Another cut shown is the boys' dormitory, erected in 1913, but this is fast becoming inadequate as the school has been forced recently to turn away many deserving boys. A dormitory for boys, is a need of the near future. The St. Paul Memorial Chapel is greatly prized by the school. The bricks were made, burned and laid in the walls by the students. Here the school worships twice every day. The Agricultural Department is also a most interesting feature of the school. Up to July 10th, the school had cut and stacked eighty tons of oats, timothy, clover, alfalfa and other hays. The school will be able to sell in the neighborhood of a hundred tons of its present crop. This department is also cultivating large crops of corn, potatoes, cotton and tobacco.

While the income and resources of the school have not always kept pace with the increasing expenditures rendered necessary by expansions and the need for keeping up the efficiency and morale of the school, yet the increasing disposition of organizations and individuals to enlarge their donations is very encouraging. Especially is this true of the American Church Institute for Negroes and Diocesan and Church organizations. The school expects to receive substantial aid for new buildings and equipment from certain responsible sources, as soon as it can balance its budget and cancel its outstanding obligations. The sum needed for these purposes is an increase in income of \$15,000 per year. Recently a campaign, which is still in progress, was initiated in Virginia to raise \$45,000 to cancel all obligations. So far, only one locality, Richmond, has been approached. A committee headed by Mr. Oliver J. Sands, leading banker, is sponsoring the movement. The Virginia response is very favorable so far. Other Virginia towns will be canvassed. The school is now on a solid basis. It has shown that it fills a definite need and that it is doing effective work in Christianizing and educating the Negro to develop character, capacity and dependability. The outstanding feature of the training at St. Paul's is to develop what Bishop Tucker terms "an aristocracy of character."

JAMES S. RUSSELL, *Principal.*



THE START OF ST. PAUL'S

Summary of Interesting Facts

St. Paul's School

Principal

Rev. James S. Russell, D.D.

<i>Location</i>	<i>Diocese</i>
Lawrenceville, Virginia	Southern Virginia
Number of Teachers - - - - -	38
Number of Students - - - - -	650
Amount of Land - - - - -	(acres) 1,596
Number of Trades and Industries - - - - -	16
Budget of Expenses in 1926 - - - - -	\$138,000.00
Institute Appropriation in 1925 - - - - -	44,000.00
Plant Valuation - - - - -	500,000.00

Advance Work

The four most important items in the way of advance work in St. Paul's School are:

1st	Girls' Dormitory to cost - - - \$50,000	
	of which there is in hand - - - 26,000	
	<i>Balance needed</i> - - - - -	\$24,000
	Equipment for same, including connection with central heating and light plant, water connections with necessary ditching, pipe lines, etc. - - - - -	15,000
2nd	Second unit of Trades Building with complete modern equipment for both units	40,000
3rd	Modern Academic Building with laboratory and equipment - - - - -	75,000
	<small>(Owing to lack of modern academic building class rooms are scattered in rooms here and there in six or eight other buildings not adapted to modern requirements)</small>	
4th	Important improvements which cannot be classed under necessary current repairs—	
	Expenditures for water, sewer and steam mains, roads, etc., remodeling of old buildings; also a much needed guest cottage - - - - -	25,000
	TOTAL ADVANCE WORK - - - - -	\$179,000

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CHOIR OF ST. PAUL'S SCHOOL



ST. PAUL'S GRADUATING CLASS



PHYSICAL TRAINING, ST. PAUL'S SCHOOL

Fort Valley High and Industrial School

Fort Valley, Georgia.

THE prominence of Booker T. Washington, and the popularity of the industrial idea in education, as advocated by Hampton and Tuskegee, encouraged the founding of a large number of similar institutions throughout the South during the decade 1895 to 1905.

These institutions were variously designated as "High Schools," "Normal Schools," or "Institutes," but no matter whether "High," "Normal" or whatnot, with scarcely an exception, all were labelled "Industrial."

In referring to the Fort Valley School, an old man once spoke of it as "The Highly Industrious School," and, feeling rather proud of the designation, we have endeavored to live up to that reputation.

Unlike many similar schools established during the period referred to, the Fort Valley High and Industrial School did not begin as an entirely new institution, but Topsy-like, it "jes' growed" out of the small town school conducted at irregular periods for the colored people, in first one church or hall and then another. The Odd Fellows Hall, shown in an accompanying picture, can perhaps claim the distinction of being the birthplace of the Fort Valley High and Industrial School. This picture will serve also to show the type of building still used in many places to shelter the Negro school.

Mr. J. W. Davidson, who had charge of the school at this time, was joined a little later by Mr. J. H. Torbert as assistant. Mr. Davidson soon gave up teaching to go into business, and the present principal took charge. Mr. Torbert remained and ably assisted the new principal for a short time, but the school was suddenly deprived of his services by his untimely death in a runaway accident.

The first property owned by the school—four acres of land and a rather barnlike structure for a school building, was made possible largely through the interest of Mr. F. W. Gano, a white man from Michigan, who owned most of the land now in possession of the school.

From this humble beginning in the Odd Fellows Hall,

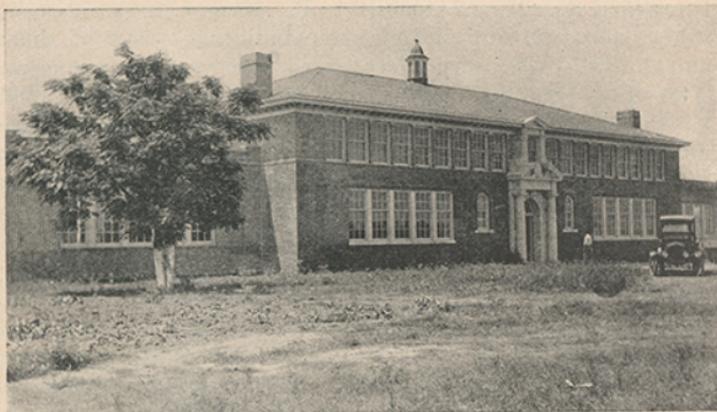
the school has grown steadily to its present proportions of ninety acres of land and eighteen buildings—four of them substantial brick structures, used for various purposes. Two of the buildings, the Carnegie Library and the Royal C. Peabody Trade School, both recently completed, are modern up-to-date buildings. The Carnegie Library was made possible by an appropriation of \$25,000 from the Carnegie Corporation and a gift of \$15,000 by Dr. George Foster Peabody as a maintenance fund. The Royal C. Peabody Trade School is the gift of Mrs. Royal C. Peabody and her son, Mr. Charles S. Peabody, in memory of Mr. Royal C. Peabody. Both of these buildings add much to the efficiency of the work at Fort Valley and are a great addition to the school grounds. The annual enrollment at Fort Valley is over 700 students, under a working force of 28 well trained officers and teachers.

From the very beginning, nearly twenty-two years ago, Mrs. Hunt, who has constantly been my chief advisor and ablest assistant, and I, realized that Georgia, with a population of one and a quarter million of Negroes, needed a strong institution of the Hampton-Tuskegee type, and believed that Fort Valley, in the heart of the Black Belt, was the strategic location for such an institution.

Such a school must not only train thoroughly the students in daily attendance, but must also educate and



ODD FELLOWS' HALL
Birthplace of Fort Valley High and Industrial School



ROYAL C. PEABODY TRADE SCHOOL

serve in every way possible the community in which it is located. It was evident that this could not be done unless the school merited the respect and confidence of the community. It was clear, also, that this respect and confidence must be gained through the character and conduct of those in charge of the work and in the value of the service rendered by the institution. If these objects were to be accomplished, the school must be thoroughly Christian in its aims and teaching, and, from the very beginning, the Bible has been used as a textbook and the teachings of Christ given first place in every phase of the school's work.

At an early date it was seen that the school could not continue to meet the enlarged demands for new lines of service under existing conditions. Nor, indeed, was its very existence secure, because of its dependence upon the voluntary contributions of friends, whose gifts were made largely because of their confidence in some individual. There was urgent need for assured support, and such support, it seemed, must come from one of three sources: namely, adequate endowment—a half million dollars or more; support and control by the State, or connection with some Church organization.

While it might have been possible to raise a fairly large sum for endowment, and while Georgia school officials

would gladly have assumed responsibility for the school's support, the advantages of connection with a strong religious body so far outweighed other considerations as to leave little or no room for debate.

The school's first step toward connection with the Church was known as an "affiliated relation" with The American Church Institute for Negroes. Under the terms of this agreement, the school granted the Institute officials the privilege of examining the course of study, all accounts and records and the general conduct of the school's affairs. In return for this privilege, the Institute agreed to appropriate toward the current expenses of the school such sums as it was able to give. Under this arrangement, the late Rev. Samuel H. Bishop, then the Executive Secretary of the Institute, visited the school on several occasions and showed a deep interest in its welfare.

Seeing the advantages to be derived from the guidance and protecting care of a strong religious body, upon the recommendation of the Principal, a conference was arranged between committees representing the school and the American Church Institute for Negroes. Agreement between these representatives of the school and the Institute resulted in formal acceptance of the school by the Episcopal Church.



CARNEGIE LIBRARY, FORT VALLEY SCHOOL

The first steps towards connecting the school with the Church were taken while the late Rt. Rev. C. K. Nelson, D.D., was Bishop of Atlanta, and the late Rev. Samuel H. Bishop was Executive Secretary of the Institute. With no definite responsibility for the school and with limited funds, the support received during this period was, naturally, very small. Conditions changed, however, immediately after the Church assumed responsibility; and, with a definite and much larger measure of support, the school began to go forward with an assurance which could not be felt before. The new agreement was made soon after the election of the Rt. Rev. H. J. Mikell, D.D., as Bishop of the Diocese of Atlanta, and after the Rev. Robert W. Patton, D.D., had become the Director of the American Church Institute for Negroes.

With the question of at least a fair measure of support settled, there still remained, and in even more urgent form, the need of an adequate plant and equipment, together with a corps of competent workers, if the school was to meet its opportunity for service. There must be sufficient land not only for the proper location of buildings and playgrounds, but there must be land for gardens, orchard and farm, in order to give students an opportunity to learn in the most practical manner possible how to farm intelligently and successfully. There must be also suitable buildings and equipment and, even more important than all these, there must be a force of well trained men and women consecrated to their work.

It is a fundamental at Fort Valley that character building constitutes the school's chief objective; and, with this idea constantly in mind, stress is laid upon honesty of purpose and the spirit of fair play in all of the school's activities, whether worship, study, work or play.

With the idea of having each student prepared to perform some useful service, there is a close correlation of academic and industrial work. Besides the regular academic course of twelve grades, each student is given training in some useful trade or occupation. Students are not merely given the theory, but, by cultivating the school farm and gardens, caring for the orchard and looking after the livestock, the boys get both training and practical

experience in agriculture. Likewise, the boys, in helping to construct and keep in repair the school buildings, become skilled in bricklaying, carpentry, plastering and painting.

The girls also find opportunity for putting into practice the lessons received from instructors in the industrial classes. All of the laundering, cooking, sewing and housework are done by the girls, under the supervision of well trained instructors. The girls are also taught dressmaking, basketry and weaving.

Fort Valley School graduates are granted a teacher's certificate by the State Superintendent of Schools, and these graduates are eagerly sought by the country school authorities as teachers in the public schools.

The school's responsibility to the community is but little, if any, less than the responsibility to the students in daily attendance. The effort to meet this responsibility is made through the services of five workers who make their headquarters at the school and travel over several counties.

In co-operation with the United States Department of Agriculture, a graduate of the Fort Valley School travels over four counties as a visiting teacher of agriculture for the Negro farmers. The record of this man's work in improving the methods, increasing the yields and raising the whole tone of life among Negro farmers, is a most inspiring story. In a Ford car this agent's wife travels with him to instruct and encourage the farmers' wives. Her work embraces well nigh everything, from the care of the babies, to the marketing of the chickens and eggs.

Under the direction of this man, known as a Farm Demonstration Agent, the men are organized into local Farmers' Clubs, while his wife, also working under the direction of the United States Department of Agriculture,



THE DISTRICT NURSE

organizes Homemakers' Clubs among the women. There is wholesome rivalry between the clubs in various communities to excel in the production of crops, care of the homes and sales of various products. These clubs have their regular local meetings and come together at the Fort Valley School each year for a Farmers' Conference.

Still another interesting phase of the community work of the Fort Valley School is the bringing to the school during the summer vacation more than a hundred of these boys and girls, representatives of the corn, pig and canning clubs, for a week of intensive instruction and wholesome recreation. For many of them this week is the one real break in the dull monotony of cotton plantation life.

In an effort to improve the educational opportunities for Negroes of the plantation settlements, a supervising teacher, known as a Jeanes Supervisor, goes out to inspire and direct the efforts of the people to improve the district schools. Through the efforts of this supervising teacher, who is also a graduate of the Fort Valley School, ten Rosenwald school buildings have been erected within the past two or three years, and nearly as many lodge halls and old church buildings, most of them mere shanties, have been repaired and converted into reasonably good school rooms. When one realizes that, in this work, the supervisor must have the co-operation of the Negroes, the



"THE DOOR OF HOPE"
Entrance to Old Academic Building, Destroyed by Fire, March, 1925

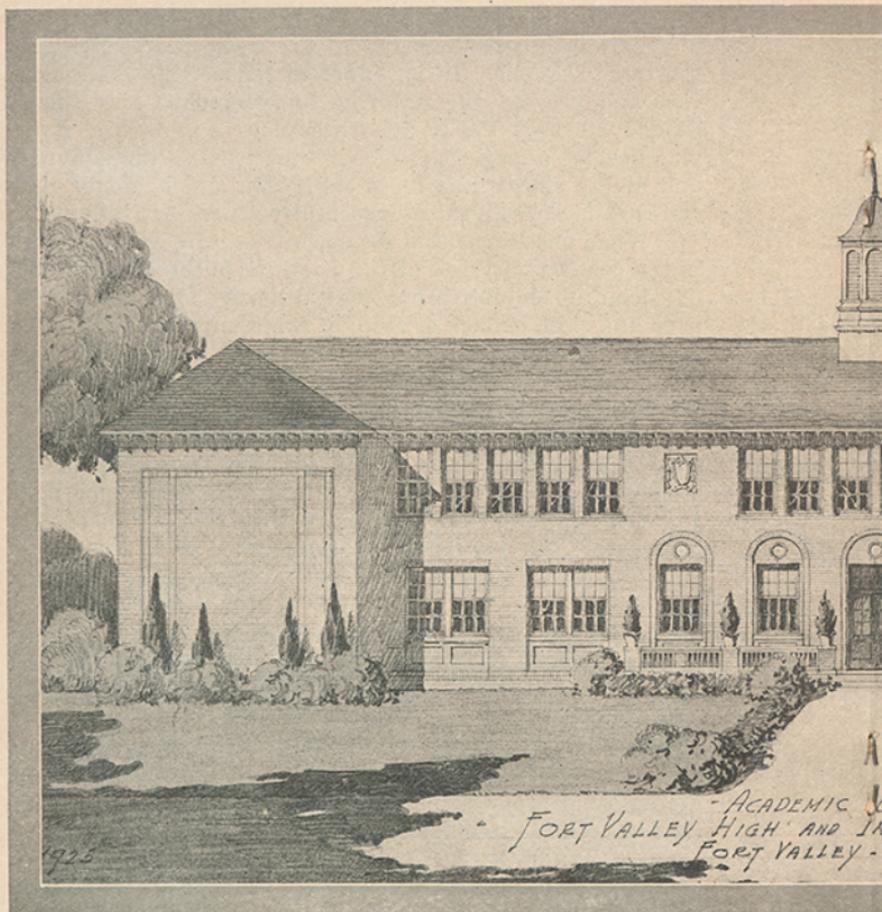
local whites, the public school authorities and the officers of the Rosenwald School Fund, it becomes at once evident that she must possess rare tact in dealing with so many diverse elements.

Due largely to ignorance, the mortality among Negroes is generally larger than that of the white people living in the same sections. In an effort to reduce this high death rate and prevent the suffering and economic loss due to illness, the Fort Valley School employs a registered nurse who devotes a large part of her time to relieving suffering and giving simple lessons in sanitation and hygiene. Special care is also given to expectant mothers and infants.

When one learns that comparatively few Negro women in the country districts of the South have the services of a physician at childbirth but depend wholly upon the knowledge and skill, or lack of skill, of some untrained and often densely ignorant, midwife, at least one cause of the high death rate is seen, and the value of the services of a well trained nurse is readily understood. The nurse also examines all school children and arranges with local physicians for holding free clinics for the treatment of all students and people of the community who need such help. For the past two years, the nurse has held a "School for Midwives" for two days in connection with the clinic.

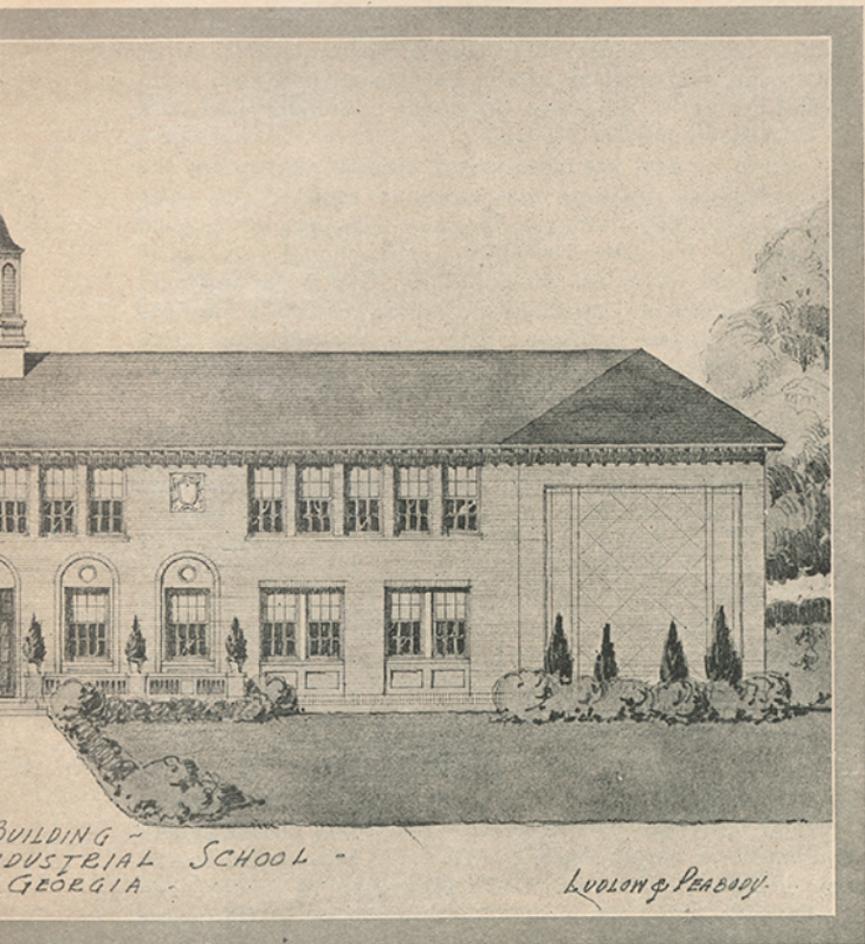
The cotton crop which, in spite of \$200,000,000 destruction annually by the boll weevil, is still worth more than one and a half billion dollars, is very largely the product of Negro labor. Negroes are responsible also for the production of a large share of the rice, sugar cane and tobacco crops, and other farm crops throughout the South. With Negroes cultivating millions of acres of land, surely no argument is needed to prove the wisdom and the justice of giving them every possible opportunity to learn how to do that work more intelligently and with greater skill.

In addition to his value as a producer of farm products, during the World War and since that time, the Negro has become an important factor in the industrial life of the country. In mines, mills and factories, the strong arms, sturdy backs and good nature of the black man are becoming more important factors in our economic life.



FRONT VIEW OF PROPOSED NEW ACADEMIC BUILDING

"THE DOOR OF HONOR"



BUILDING -
INDUSTRIAL SCHOOL -
GEORGIA

LUDLOW & PEABODY.

OMIC BUILDING AND ASSEMBLY ROOM.
"HOPE" REBUILT.

Although contributing nearly twelve per cent. of the population, Negroes in the United States received only two per cent. of the funds for public schools during the decade 1910-1920.

Surely, the Negroes, loyal to the flag in time of war, and giving faithful service in time of peace, deserve fairer treatment; and, just as surely, no reasonable appeal from such a group of loyal Americans can fall upon deaf ears in this the richest of all lands.

There is now the most urgent need for replacing the main academic building and assembly room—"The Door of Hope" recently destroyed by fire. Although we carried about all of the insurance allowed, the amount received is not sufficient to replace the building. This is due not only to the high cost of materials and labor, but to the absolute need of a larger building. There is also an imperative need for a boys' dormitory, as many of the boys lived in the building which was burned.

These two buildings and equipment will cost \$160,000. From insurance and other funds in hand, we have \$46,000, leaving a balance of \$115,400 to be raised. We have good reason to believe that \$50,000 of this amount will be provided just as soon as the remaining balance of \$65,400 is subscribed by the Church and friends of the School.

Believing with General Samuel C. Armstrong, the founder of Hampton Institute, that "Lifting a people by Christian education is casting up a highway for the Prince of Peace," and citing the possibilities for service and the work already accomplished, the Fort Valley High and Industrial School, on behalf of one and a quarter million of Negroes in Georgia, makes an earnest appeal for the replacement of "The Door of Hope," its main school building recently destroyed by fire, and for additional buildings and equipment so sorely needed. We make this appeal in the firm belief that some of "God's Stewards" of this world's goods will supply the means for ministering to the needs of "the least of these my brethren."

HENRY A. HUNT,
Principal.

Summary of Interesting Facts
Fort Valley High and Industrial School

Principal
Henry A. Hunt, A.B.

<i>Location</i>	<i>Diocese</i>
Fort Valley, Georgia	Atlanta
Number of Students - - - - -	700
Number of Teachers - - - - -	28
Amount of Land - - - - -	(acres) 90
Number of Trades and Industries - - - - -	8
Budget of Expenses in 1926 - - - - -	\$ 79,000.00
Institute Appropriation in 1925 - - - - -	15,000.00
Plant Valuation - - - - -	200,000.00

Advance Work

The four most needed items of advance work at the Fort Valley School are (after deducting \$46,000 in hand) :

1st	Academic Building and equipment - - -	\$60,000
2nd	Boys' Dormitory and equipment - - -	50,000
3rd	Dining Room, Kitchen, Commissary, Quar- ters for Matrons and Helpers, etc. - - -	45,000
4th	Central Heating Plant - - - - -	25,000

TOTAL ADVANCE WORK - - - - -	\$180,000
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The Bishop Payne Divinity School

Petersburg, Va.

IF THE Church is in earnest in her efforts to evangelize the Negro, and if it is her fixed policy to maintain a separate Theological School for Negro candidates for the ministry, then, for the following reasons, the Bishop Payne Divinity School can expect, even demand, her sympathetic moral and financial support:

The Spirit of the School's Conception and Development

Lacking everything but the incentives of an abounding faith and a deep consciousness of Christian responsibility and privilege, the founders of this school persisted in their purpose. Obstacles must be removed, difficulties overcome, interest aroused, funds raised for equipment and maintenance. This self-assumed task was a hard one, but faith and prayer, service and sacrifice accomplished it. These pioneers in the work have gone to their reward, but the spirit that possessed and moved them is the school's most blessed heritage and inspiration.

The Work That the School Has Accomplished

More than one hundred men have gone from this school into the active ministry of the Church. Of these about eighty-five are now exercising their ministry in the different departments of the Church's work at home and abroad. Nearly two-thirds of the Negro ministry received its training in this school. A dozen or more of the alumni are holding important positions in cities north of the Mason and Dixon line; one is in West Africa, one in the Canal Zone, one in Cuba, one in Haiti, and one in British Guiana; the others are doing faithful work in the cities and rural communities of the South.

Thoroughness of Instruction

The faculty consists of five instructors, including the Dean and Warden. The curriculum covers the full canonical course for Deacon's and Priest's orders. Especial emphasis is laid upon the study of the English Bible, the Prayer Book and the Greek Testament. Hebrew is an elective and can be taken only by thoroughly prepared

students, but the Greek Testament is required for the school's diploma. Comparison will show that the students in this school do more work in the English Bible, the Prayer Book and New Testament Greek than in any other Theological School of the Church. By order of the Trustees the English language is a part of the regular course—English Grammar in the Junior class: Rhetoric and Composition in the Middle, and Literature in the Senior. The instruction in all courses is *personal and individual*. The student is carefully studied by the professor, his weak points are noted and strengthened, his ambition is stimulated and, if necessary, private instruction is given until his deficiencies are corrected.



INTERIOR OF CHAPEL

Character is insisted upon as the all-important requisite for the Christian minister and also for the student in this school. There is no compromise in this matter. The student body co-operates with the faculty in preserving a strictly high moral tone in the school and any breach of this principle is met with immediate dismissal. The offender is dealt with gently and sympathetically; and, in minor cases, opportunity is given for repentance; but in no case is a student whose influence is bad allowed to remain in the school.

The Unique Character of the School

It is the only School of its kind in the Church. It is "The General Theological Seminary" of the Church for training Negro candidates for the ministry. It is "General" in the fullest meaning of the word. It has no competitors, no rivals—it is absolutely unique.

F. G. RIBBLE, *Principal and Dean.*

Summary of Interesting Facts

Bishop Payne Divinity School

Principal and Dean

Rev. F. G. Ribble, D.D.

<i>Location</i>	<i>Diocese</i>
Petersburg, Virginia	Virginia
Number of Faculty - - - - -	5
Number of Students - - - - -	15
Number of Alumni - - - - -	86
Budget of Expenses in 1926 - - - - -	\$21,500.00
Institute Appropriation in 1925 - - - - -	10,500.00
Plant Valuation - - - - -	50,000.00

Advance Work

New Academic Building and Dormitory with equipment (\$65,000, of which \$30,000 is pro- vided) - - - - -	\$35,000
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WHITTLE HALL
Bishop Payne Divinity School



BISHOP PAYNE DIVINITY STUDENTS, 1925

The Voorhees Normal and Industrial School

Denmark, S. C.

AMONG the miracles of modern times there are few, to my mind, that stand out more plainly than the Voorhees School, started twenty-seven years ago by a mere slip of a girl, Elizabeth Evelyn Wright, who had been trained at Tuskegee. Her first attempts in South Carolina were unsuccessful, and two buildings where she had taught during the day were burned during the night. She was further threatened with bodily harm, so she left that community and came northward to the town of Denmark.

A splendid Southern white gentleman, the Hon. S. G. Mayfield, befriended Miss Wright and she started her school at Denmark with fourteen students and two teachers. Such a small beginning as the school had and the wonderful work that it is now doing speak volumes for the patient, persevering nature of Miss Wright and for those who have tried to carry on since her lamented death.

When we look back on the past, when we inspect the school at present, and when we plan for the future, we cannot help but feel that Miss Wright, because of her desire to help somebody else, was especially blessed by her Heavenly Father. The miracle has been brought to pass by money from Mrs. Voorhees, by hard honest toil by the founder, and by the keen wit and wisdom of Mr. M. A. Menafee, the treasurer. This combination of three distinct elements has been apparently used by our Heavenly Father in bringing to pass what we now see. The school owns nineteen buildings, large and small. Among that number are five substantial ones of brick, and six or eight pretty good frame buildings, the rest being small cottages for teachers' families.

The fact that students come from six states to this school makes it evident that the ideas taught here will be carried to many sections of the South. We are trying to fit young people with a twelfth grade education, coupled

with a thorough knowledge of some trade, in the belief that the individual so trained becomes an effective community builder. Our enrollment today is 602 in all departments, with thirty-four teachers, coming from fifteen of the best schools and colleges of the South.

The development of Christian character is, without question, the most serious part of education for any people, especially for colored people, because of our past history. With the various problems that the race has to meet, patience, fortitude and careful thought are prerequisites for any permanent advancement. These qualities are usually found with true Christian character.

I am emphasizing trades in this article not because I insist on them more than I do on our academic work, but because it seems to me that perfect correlation is desired between the industrial and academic departments, making a man fairly well fitted from both the brain and the hand angles.

We do not attempt to influence all our students to follow trades, but we insist that each student must learn some trade before graduating here. The skilled mechanic usually finds work, other things being equal; a professional man who has once been a skilled mechanic is thereby much better qualified to deal with the matters of his profession.

Our blacksmith and wheelwright are a connecting link



ACADEMIC BUILDING

between the people of the community through their repair work on wagons, buggies, carts, horseshoeing, etc. Our farmers supply a very urgent need, producing vegetables, grain crops and meat for our boarding department, and through this department we buy and sell for the farm.

Through our carpentry and brick laying departments, we are sending out young men who can help build homes; and what is *better* than a young man who is a good home builder? This type of individual is urgently needed in any race, especially in a race whose history until fifty years ago has been largely one of log cabins with dirt floors.

Through our printing department, we reach the merchants by making letterheads and billheads, and we reach the general public by printing circulars. We also publish our own catalogues, circulars, etc. Our plumbing department also does very effective work.

Our girls, through our dressmaking department, are taught to fit themselves with simple, inexpensive undergarments and dresses. A limited number are given special training in dressmaking to qualify them for that particular work in life. Through our hospital, a number of girls have been trained to care for the sick, bringing comfort into homes at the time when it is most needed. This work has not been as extensive as it might have been, because of the lack of patients, inasmuch as we have not been equipped to give the same comforts that a city hospital can supply.

Every girl here is taught how to prepare a decent meal and how to serve it through our cooking department. A reasonable amount of knowledge is given in the purchasing of supplies, the equipping of a home and general cleanliness of both the home and those who live in the home.

A careful checking of our records shows that 83 per cent. of the students who have graduated at the Voorhees School are today working at the trades they took while here.

A large number of the young men and women from the school have obtained work in various parts of the country during the summer since 1922. I am glad to say that wherever they have gone, they have had an invitation to return. We try to secure positions for these young

people during the summer in order that they may come back to school in the fall, having saved money during the summer to help in paying the cost of their education the following winter.

Students at Voorhees pay about \$18,000 per year towards their expenses, including what is received in cash from the sale of articles produced on the farm and in the shops. As the total net cash budget for last year was \$46,000 it will be seen that the student body paid a pretty large portion of the budget.

The Negro race, with 600,000 home owners (controlling as much land as the states of New Hampshire, Vermont, Rhode Island and Connecticut), needs skilled mechanics, well-qualified teachers and professional men of all kinds just as other races need them. Nothing is more important than teaching the people how to live decent, God-fearing lives.

We hope that, with our recent affiliation with the American Church Institute for Negroes and the Dioceses of South Carolina, matters of finance may not demand quite so large a part of the time of those trying to run the school. Much of our money comes in small amounts, a great many individuals giving us \$5 and \$10 per year.



SUNDAY MORNING AT VORHEES SCHOOL

These small gifts represent the earnest desire of those who send them that the boys and girls entrusted to our care may be properly trained. There is no more important work in the nation today than proper training for young people. The Negro student of America has his peculiar contribution to make to American civilization. Training young men and women to live lives that are mutually helpful to both the white and black races is our great job at Voorhees. It is the greatest job today in all human relations in the United States.

To me, this is what the Voorhees School must do if it is to be really successful. The harmonious working together of the white and black races in the South and indeed in the nation, is a proper object for any school. Therefore, at Voorhees, we are not trying to give colored education as such, but we are trying to develop level-headed, sane, qualified men and women who love their country and are trained along three lines, the hand-line, the head-line and last, but most important of all, the heart-line.

J. E. BLANTON,
Principal.



BASKET BALL TEAM



GROUP OF TEACHERS

Summary of Interesting Facts
 Voorhees Normal and Industrial School
Principal
 J. E. Blanton

<i>Location</i>	<i>Diocese</i>
Denmark, South Carolina	South Carolina
Number of Students - - - - -	602
Number of Teachers - - - - -	34
Amount of Land - - - - -	(acres) 380
Number of Trades Taught - - - - -	8
Budget of Expenses in 1926 - - - - -	\$ 78,000.00
Institute Appropriation in 1925 - - - - -	6,000.00
Plant Valuation - - - - -	250,000.00

Advance Work

The most important needs of the school in advance work are:

1st	A new modern Academic Building and Equipment - - - - -	\$55,000
2nd	A modern Barn and Equipment - - - - -	5,000
3rd	Girls' Industrial Building and Equipment - - - - -	18,000
4th	Modern Machinery for Trade School and Farm - - - - -	5,000
	TOTAL ADVANCE WORK - - - - -	\$83,000

Voorhees Normal and Industrial School

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THE HUMBLE BEGINNING OF THE OKOLONA INDUSTRIAL SCHOOL,
OKOLONA, MISS. 1902



STUDENTS AND TEACHERS, OKOLONA SCHOOL, 1925

PAGE FIFTY-FIVE

Okolona Industrial School

Okolona, Miss.

IN 1920 the Okolona School was officially accepted as a Church School by the Diocese of Mississippi and taken under the supervision of the American Church Institute for Negroes. It is located in the prairie region of Mississippi and in the center of a Negro population of more than 200,000. In fertility the land is second only to the Mississippi Delta. It has the additional advantage of excellent climate and great adaptability to varied farming and other industries. Bishop Bratton of Mississippi says that no place in America is better suited to the development of the model school, with a special view to teacher training.

The 380 acres of land, buildings and property of the Okolona School are valued at \$250,000. The water system, steam heat and electric lights are all manned by the students. Insurance on buildings is carried in the amount of \$112,000.00 Live stock is a feature, there being over 100 head. The school is *Free of Debt*.

Much attention is given to farming. The land yields abundantly—cotton, corn, leguminous plants, hay and other farm produce, including large crops of sweet potatoes. The school has a fine potato house, built under government direction, which insures preservation of sufficient potatoes in good condition for the needs of the school for the entire year.

The school has done good work and has commended itself to the community, many of the leading white citizens being its liberal supporters.

Recently the management of the local newspaper sent a delegation to inspect the school. The following day the paper had a long article dealing with the work, finishing with the following testimonial: "This is a splendid institution for the training of colored young men and women, and gives them the course they most need, whether they expect to become servants, or to make homes of their own. Such training cannot fail to raise the living standard of the race it serves." Compare this testimonial with the demand of this same paper, years ago, that Mr. Battle, the Negro

Principal, should not establish a Negro school in the community. It is but one of the instances which proves that the white people in the South are realizing more and more that it is through the establishment of such industrial schools as the Okolona School that the race question can be satisfactorily adjusted to the mutual advantage of both races.

The enrollment averages 200 in the department of teacher training and 175 in the grammar department. The grades below the 5th have been eliminated and turned over to the public school. The Okolona School is one of the few schools for Negroes in the State, whose graduates are exempt from examinations on applying for license to teach in Mississippi. Thirteen trades and industries are taught.

Since the acceptance of the school by the Diocese of Mississippi, and by the American Church Institute for Negroes, a Chaplain has been appointed by the school, and 23 were confirmed in the school year 1924 to 1925. The Bishop of Mississippi, the Rt. Rev. Theodore D. Bratton, D.D., is the President of the Board of Trustees.

As soon as sufficient funds are in hand, it is proposed to build a suitable Chapel, which will serve, still futher, to teach the intelligent worship of God in an atmosphere of reverence and beauty.

When the school was founded about 20 years ago, there was a deep rooted, and among some, bitter prejudice



HERD OF COWS ON MODEL DAIRY FARM

against the education of Negroes. The Principal has lived to see this antagonism translated into whole-hearted co-operation and loyalty to the school and its management. This transformation could not have been brought about without the influence of a few distinguished citizens, such as Captain A. T. Stovall and others, whose support of the school has, from the beginning, been both generous and continuous. In order to express his appreciation of the excellent work and influence of this school, the Governor of the State of Mississippi accepted an invitation to deliver the address at the final exercises in 1925.

On account of wholly insufficient dormitories, the number of boarding students is limited to less than 150. The most pressing immediate needs of the school are a modern academic building, a trades building and a new dormitory capable of accommodating 80 to 100 students. These improvements, together with certain necessary repairs and alterations in the older buildings, would cost \$105,000, and would vastly increase both the efficiency and extent of the work of the school.

WALLACE A. BATTLE,
Principal.



A RECORD OAT HARVEST

Summary of Interesting Facts

Okolona Industrial School

Principal

Wallace A. Battle, M.A.

<i>Location</i>	<i>Diocese</i>
Okolona, Mississippi	Mississippi
Number of Students - - - - -	375
Number of Teachers - - - - -	20
Amount of Land - - - - -	(acres) 380
Number of Trades and Industries - - - - -	13
Budget of Expenses in 1926 - - - - -	\$ 33,000.00
Institute Appropriation in 1925 - - - - -	9,000.00
Plant Valuation - - - - -	250,000.00

Advance Work

The building projects of greatest importance for the Okolona School are as follows:

1st	A new modern Academic Building - -	\$40,000
2nd	Girls' Dormitory - - - - -	35,000
3rd	New Dining Hall with Commissary and Quarters for Matron and Helpers - -	15,000
4th	Removing Mansard roof (which has be- come dangerous) on the present Academ- ic Building and Dormitory (combined) and the removal and reconstruction of the present barn (using materials in the present barn) - - - - -	15,000
TOTAL ADVANCE WORK - - - - -		<hr/> \$105,000



LEARNING TO MAKE THEIR OWN CLOTHES



OKOLONA SCHOOL HOSPITAL

St. Athanasius' School

Brunswick, Georgia

PICTURE a continuously drizzling and intermittently showery morning and the most uninviting, puddly, splashing, oozy streets, then you can imagine how one had to pull himself together to answer the bell calling us to Holy Communion at seven o'clock. But Milas Bowden was there with his two daughters. He is always there. He is the embodiment of the spirit of the St. Athanasius' community in Brunswick, Georgia. The "St. A. Spirit" we call it. Nowhere could one find a more genuine and thoroughly satisfying product of the Church. Loyal almost to a fault, grateful to the extreme, persistent in devotion, and active in generous and gratuitous services to all the parish and school organizations, he can be waked up in the middle of the night for a red hot argument in the defense of the Church and the benefits to be derived from "seeing the Light." He says, "A man is nothing until he sees the Light; only the Church can give you the Light."

Unlettered, he has seen to it that all his children became educated, first at St. Athanasius' School and then at higher institutions. The last of his own children, two daughters, enter St. Augustine's Junior College this fall.

The spirit of the father has gone out abundantly into his children. A daughter has consecrated her life to the work of building a successful Church industrial school for girls in San Antonio, Texas. A son, one of the most successful practicing physicians in Georgia, and living in Atlanta, has been for years continuously active in the erecting of church and parochial school buildings. This son practically established the Church for colored people in one Georgia town. Another son, a college graduate of 1925, enters the General Theological Seminary this fall.

Mr. Bowden, from an unregenerate railroad porter, over a generation ago, has grown to be one of Brunswick's most reliable and respected citizens and a vestryman of the Church not only because of his good moral character, but also because of his business sagacity and his thrifti-

ness. He has been of service to St. Athanasius' School in helping the treasurer solve his financial problems. He has gone to the rescue of many a poor person who was about to lose his property by the foreclosure of a mortgage. Not infrequently one is told at any one of the local banks, "It's all right if Milas Bowden's name is on it." He is not a rich man, but widowed twice and now with a third wife and a step-daughter he has well taken care of the education of three families of children. He has a good home and other property and has been able to contribute regularly and liberally towards the support of his Parish and to make extra donations to the Church and school, from paying for surplus labor to the laying of a concrete sidewalk. And he has done it all not through any big business enterprises but simply by operating a public dray single-handed. Until recently he used an ordinary horse and wagon. Now a chauffeur helps him with the aid of a Ford truck which his doctor-son forced upon him because of his advancing years and the waning of his vitality. "I saw the Light through the Church and God has blessed me," he says over and over again. Unhesitatingly, he gives to the Church and the school the full credit for his happiness, his peaceful outlook upon life, his material prosperity, and the wonderful success of his children.

So when, after a hard day with his truck on Saturday, this aging man gets up early on Sunday morning and goes through the rain to Holy Communion, it is genuinely because of his abiding faith in the Church and because of his gratitude. His son, with his lovely home on one of the principal boulevards of Atlanta, likewise lives his gratitude to the Church which he also not infrequently expresses in words.

The story of Milas Bowden is the story of St. Athanasius' School which, during its forty-one years of existence has made possible the growth of St. Athanasius' Mission into St. Athanasius' Parish. Though the Bowden type of St. Athanasius' product may be the premier one, it is typical.

One of the leading merchants of Brunswick said, "We never have any anxiety about the patrons of St. Athana-

sius' School whom we carry on our books." Because of the high standing the school has in the community and the personnel of its board of trustees, its credit is solicited by the merchants of the town. For the banks of Brunswick to pilot the school through a poor financial month, or months, needs only the lone signature of St. Athanasius' Treasurer.

For over a generation, the white public school has been located just across the street from St. Athanasius' School. During that time, there has not been a moment of friction nor a word of complaint between the two institutions. This cannot be said of some schools of a same racial group situated not as near to each other. The white high school and St. Athanasius' football teams see each other's games on reciprocal terms as to unpaid admissions. When St. Athanasius' plays out-of-town teams, not infrequently the white attendance equals that of the colored fans with the white spectators "pulling" as enthusiastically for "St. A." This good will existing between the young people of the two racial groups is one of the fine tributes that can be paid to the wholesome relation existing in Brunswick between the colored and the white people of the town.



A CLASS IN BASKET MAKING

The graduates and undergraduates of St. Athanasius' School, as domestic employees, county teachers, or in business offices of colored enterprises, have been always reported as rendering efficient and satisfactory services.

For forty-one years the youth of Brunswick who have been enrolled as students of St. Athanasius' School have stayed out of the courts and out of the jails. There has not been reported one single case of a graduate of the school who is not leading a sober, righteous, and godly life. This is because of the thorough mental, moral and manual training they receive and the Christian influence of the Church which surrounds the school.

Whether a student pursues either one of the college preparatory courses, the commercial course, or specializes in music, no girl will receive a high school diploma who has not learned to cook a well-balanced meal and to make a dress which she will not be ashamed to wear in public. No boy will receive a high school diploma until he can make satisfactorily a dining room oak chair or some other article equivalent in workmanship. Arrangements have been made with a local saw mill whereby a class of boys can take a course in a certain branch of milling.

When the Principal sends off transcripts of the records of St. Athanasius's graduates who apply for admission to colleges, this is the type of reply he invariably receives:

"We thank you very much for the transcript of, etc. We shall admit him to our freshman class and let you know how he gets along."

The following is the type of reply he generally receives to his inquiries as to how they are getting along:

"The quality of their work has been such that I have unhesitatingly regarded St. Athanasius' as one of the best preparatory institutions."

That school is a success and is fulfilling its mission as an educational institution whose students, through the training they receive in the classroom, the lecture hall, the laboratory, the shop, or at Divine worship, grow more and more into a ready willingness to understand, and who have a burning desire to live at peace and in harmony with different racial groups which may be their community or

national neighbors, and who place the love of America before the love of their own racial group, and who hold steadily to their faith in God. Any other training will be as unreliable as that given a trick circus beast from an African jungle, making ever possible habitual acts of selfishness, bigotry, and lawlessness. The St. Athanasius' Spirit means that the test has been met and the mission fulfilled.

When a student is learning to make a basket or a chair at St. Athanasius' School, his teacher is not unmindful of the part this bit of training has in the making of his character which is the foundation of the home, the bulwark of the community, and the pillars which make the strength of the law-loving nation. With a sufficient number of St. Athanasius'-trained Bowdens as citizens, crime and riot in any community would be impossible. The St. Athanasius' Spirit has contributed largely in breaking down in Brunswick that fear complex which is at the bottom of race problems. So long as the excellent race relations existing in Brunswick continues, this community will be a model American town.

WILLIAM AUGUSTINE PERRY,
Principal.

Advance Work

In the event St. Athanasius' cannot be consolidated with Fort Valley, its chief advance work items are as follows:

1st	2 Dormitories—one for Boys and one for Girls at \$10,000 each - - - - -	\$20,000
2nd	Industrial Building, including central heating plant and laundry - - - - -	20,000
3rd	Library and Gymnasium - - - - -	25,000
4th	Remodeling building now use for Auditorium and primary grades so as to accommodate the Academic work, Administrative Offices, etc. - - - - -	10,000
	TOTAL ADVANCE WORK - - - - -	<hr/> \$75,000

Summary of Interesting Facts

St. Athanasius' School

Principal

William Augustine Perry, M.A.

<i>Location</i>	<i>Diocese</i>
Brunswick, Georgia	Georgia
Number of Students - - - - -	220
Number of Teachers - - - - -	12
Trades and Industries - - - - -	5
Budget of Expenses in 1926 - - - - -	\$18,000.00
Institute Appropriation in 1925 - - - - -	7,500.00
Plant Valuation - - - - -	25,000.00

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STUDENTS AND TEACHERS

Hoffman-St. Mary's School

Mason, Tennessee

HOFFMAN ST. MARY'S SCHOOL is located in the southwestern section of Tennessee, where there are 150,000 Negroes within a radius of fifty miles, and where the educational facilities for the Negro, of even the most elementary character, are limited.

The property consists of 110 acres of good land, which, with a Dormitory for Girls, the Principal's cottage and a small Academic building, together with a barn and livestock, are valued at \$50,000.

This school owes its existence to the indefatigable efforts of the Bishop of Tennessee, the Rt. Rev. Thomas F. Gailor, D.D. His original purpose was to give thorough instruction to Negro girls, in the general arts of home-making, together with grammar-school training, and definite moral and religious instruction and discipline.

After operating as such for several years, the Rev. M. J. Nelson, A.B., S.T.B., was elected as Principal and the policy of the school underwent a radical change. He began his active duties on Christmas Eve, 1921, when there were only 27 pupils enrolled. The enrollment has grown now to 101 boys and 140 girls, who are given a full four-year high school course and who are taking the front ranks as teachers in the county schools.

The greater part of the farm is cultivated by the children who make this their home. We have been unusually successful with our farm, so much so that it almost maintains the Boarding Department of the school. The State's Department of Agriculture has recently placed a trained man here to teach the Negroes better methods of farming. We make a specialty of growing broom-corn, from which the boys manufacture brooms for sale.

Our most pressing needs are a modern academic building and a new dormitory large enough to meet the demand. When these are given us, we will be able much more efficiently to meet the steadily increasing demands. This is the only High and Industrial school for Negroes in this section of Tennessee, outside of Memphis.

The Principal is an honor graduate of both the Collegiate and Theological departments of Lincoln University. He has 7 well trained teachers with him, who are giving themselves unsparingly to the work. The Bishop of Tennessee, the Rt. Rev. Thomas F. Gailor, D.D., is the President of the Board of Trustees.

M. J. NELSON,
Principal.

Note.—The Rev. Mr. Nelson, Principal of the Hoffman-St. Mary's School, has written so briefly and so modestly that a just appreciation of his services and of the increasing influence of this school, under his administration, requires further comment.

When, about five years ago, Mr. Nelson was elected Principal, Hoffman-St. Mary's was practically only a primary school scarcely justifying its existence except that it was doing better work than perhaps any of the few and inferior schools for Negroes in that district. Today it is accredited by the County Superintendent of Education as incomparably the best school for Negroes in the county, and the only one giving a standard high school course. Within the same period, the enrollment of the school has increased from less than 100 to nearly 250 students in the regular school term and 150 in the summer school. Mr. Nelson has attained the remark-



STUDENTS AND TEACHERS

able distinction of making a school farm pay. Mr. Nelson is a good investment.

The location of Hoffman-St. Mary's, its present able administration, and the increasing interest in its progress recently manifested by the Church people of Tennessee, compel an optimistic view of its future.

ROBERT W. PATTON,
Director.

Summary of Interesting Facts

Hoffman-St. Mary's School

<i>Location</i>	<i>Diocese</i>
Mason, Tennessee	Tennessee
Number of Students - - - - -	241
Number of Teachers - - - - -	8
Amount of Land - - - - - (acres)	110
Number of Trades - - - - -	4
Budget of Expense in 1926 - - - - -	\$20,000.00
Institute Appropriation in 1925 - - - - -	3,000.00
Plant Valuation - - - - -	50,000.00

Advance Work

The most important items in the advance work program for Hoffman-St. Mary's are:

1st	A modern Academic Building and Trades Building combined - - - - -	\$40,000
2nd	Girls' Dormitory - - - - -	15,000
3rd	Boys' Dormitory - - - - -	15,000
4th	Modern Barn, Farm Equipment and Reconstruction of present main School building into a Dining Room, Quarters for Matron and Assistants, etc., and two Teachers' Cottages - - - - -	25,000
	TOTAL ADVANCE WORK - - - - -	\$95,000

St. Mark's School

Birmingham, Alabama

ST. MARK'S SCHOOL was organized about thirty-three years ago as a Mission School in a rented room with eight pupils in attendance. The work was carried on by a colored lay-reader, a Jamaican. The supervision was assigned to Mr. J. A. Van Hoose, a devoted Deacon of the Church, whose self-sacrifice and enthusiasm have carried the school through many difficulties which, but for his devotion, would have caused its suspension.

From this rented room the school grew till it became the concensus of opinion of the Bishop and Mr. Van Hoose that this work should have the supervision of a clergyman of the Negro race. Accordingly, Bishop Wilmer called to the Diocese and placed in charge the Rev. Charles W. Brooks, a clergyman of the Diocese of Maryland. It was with the coming of the Rev. Mr. Brooks that the school was reorganized with high school curriculum and with industrial features. The school has now a property value of over \$55,000.00

The annual enrollment of the school is about 300. In recent years the percentage of students in the high school has steadily increased.

All girls are taught cooking, sewing, and laundering, with practical lessons in housekeeping, in addition to the regular school branches. School extension work has been introduced with neighborhood visiting, with a view to encouraging home gardening and the more sanitary keeping of the home.

For a number of years the school was carried on as a day and boarding school for girls, admitting boys under the age of fourteen years as day pupils. Looking forward to the enlargement of the work, about three years ago young men were admitted as day students. Some industrial work in the way of carpentry and blacksmithing has been undertaken for boys.

The school has had a marked influence for good not only upon the Negroes of Birmingham, but, through its