

TRAINING A RACE FOR LIFE



In Six Schools



UNDER THE AUSPICES OF

The American Church Institute for Negroes

THE SCHOOLS

The Bishop Payne Divinity School

Petersburg, Va.

St. Augustine's School

Raleigh, N. C.

The St. Paul Normal and Industrial School

Lawrenceville, Va.

St. Athanasius' School

Brunswick, Ga.

St. Mark's School

Birmingham, Ala.

**The Vicksburg Industrial School for Colored
Youth**

Vicksburg, Miss.

The American Church Institute for Negroes

Organized by the Board of Missions of the
Protestant Episcopal Church for Educational
Work among the Negroes of the South.

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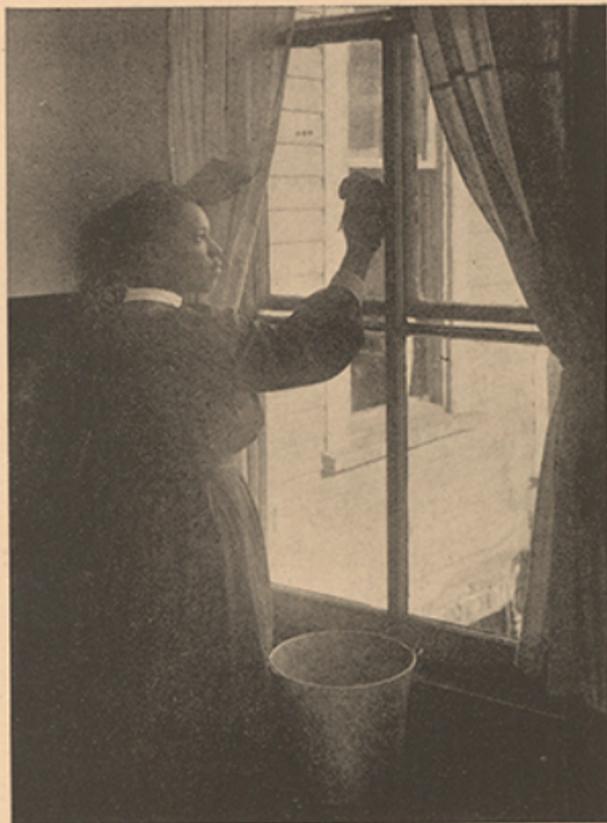
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THE American Church Institute with its six schools is trying to do not only the kind of work that is done by Hampton and Tuskegee, the largest schools emphasizing industrial and normal work for the Negro, but also academic and professional work. Thus our plan involves a comprehensive ideal of education beginning—where all true education begins—with the minds and energies of little children, and going on to the training of men for the ministry of the Church and for the highest kind of spiritual service to man.





A SYSTEM of federated schools in five states distributes educational opportunity and affords chances to a considerable number of boys and girls to earn at least a portion of their expenses. Many of them come to us with faith in themselves and in us in lieu of money; and we are happy to find so many who show the sincerity of their purpose and their mettle by their disposition to do honestly and efficiently what is given them to do.

WHETHER to learn or to earn every girl in our schools must, before she graduates, have acquired the art of doing nicely the various tasks belonging to good housekeeping. But it is perhaps in the cooking class that she first comes to realize the value of knowledge and of thought as well as of skill of hand. She has meanwhile been acquiring in the class-room some knowledge of elementary chemistry, and has begun to study the relation of foods to the body—what is nutritious and what is not, and how various foods should be cooked.





WE have now reached the point in the education of our girls at which we may begin to specialize. They have learned what it means to have a clean home, clean clothing, and good food. They need also to learn how to make their own clothing, whether or not they are to become dressmakers; and we therefore consider as a part of the training of girls nice mending and the making of simple garments. Instruction in plain sewing is given in classes, and if girls desire to learn the trade they are given a

three years' course, our courses following those laid down in the best trade schools for girls.

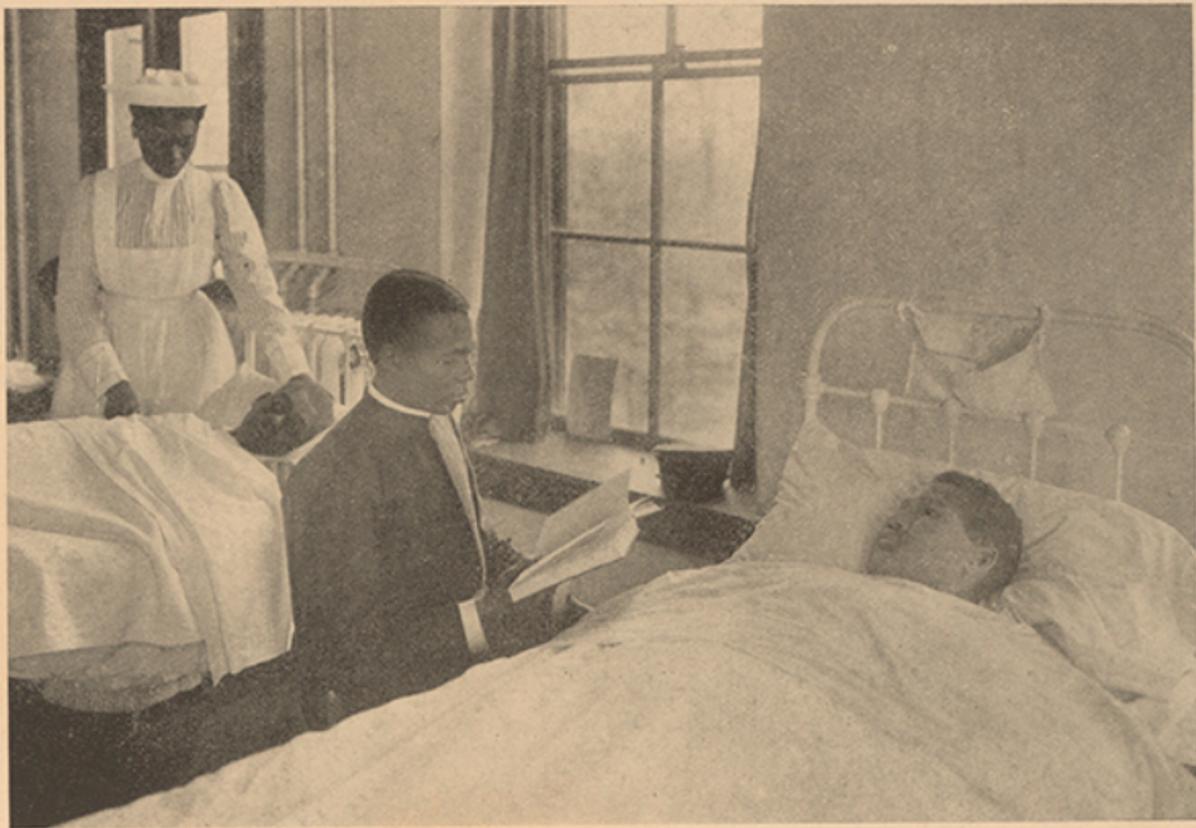
The trade girls, so-called, go to night school; for our aim is not simply to make skilled workers, but women to whom good work is a pleasure because it involves the use of the mind. The work in the school grades is constantly related to the industrial courses, so that our pupils are always conscious of the vital relation of knowledge and work, and that each is necessary to the other.

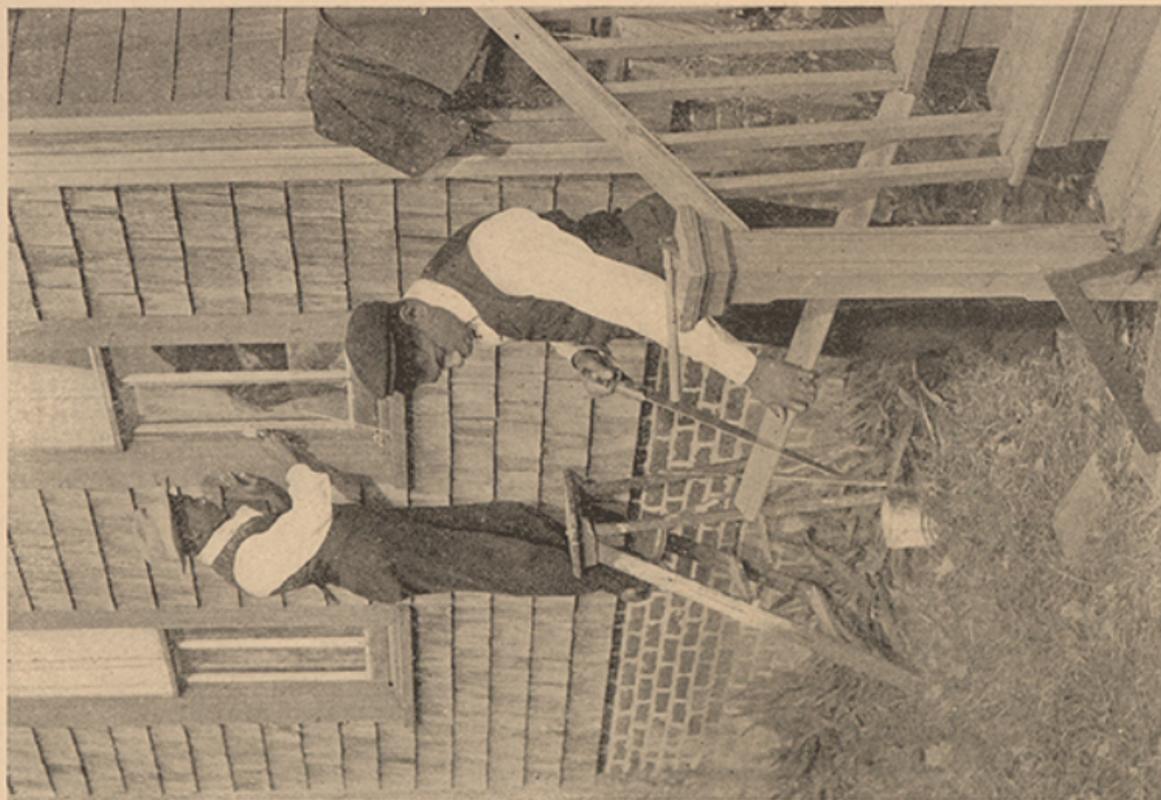




IF we have done rightly by our girls thus far and they have done rightly by themselves, they ought to be women competent for the average life of woman. But it is no more possible to pour all Negro girls into one mold—to make wives and mothers of them all—than it is to pour all white girls into one mold. Colored girls have their special aptitudes as well as girls of any other race; and we are trying, particularly at St. Augustine's school, to train girls of special talent. The Negroes have industrial and artistic aptitudes and also some genius for professional service.

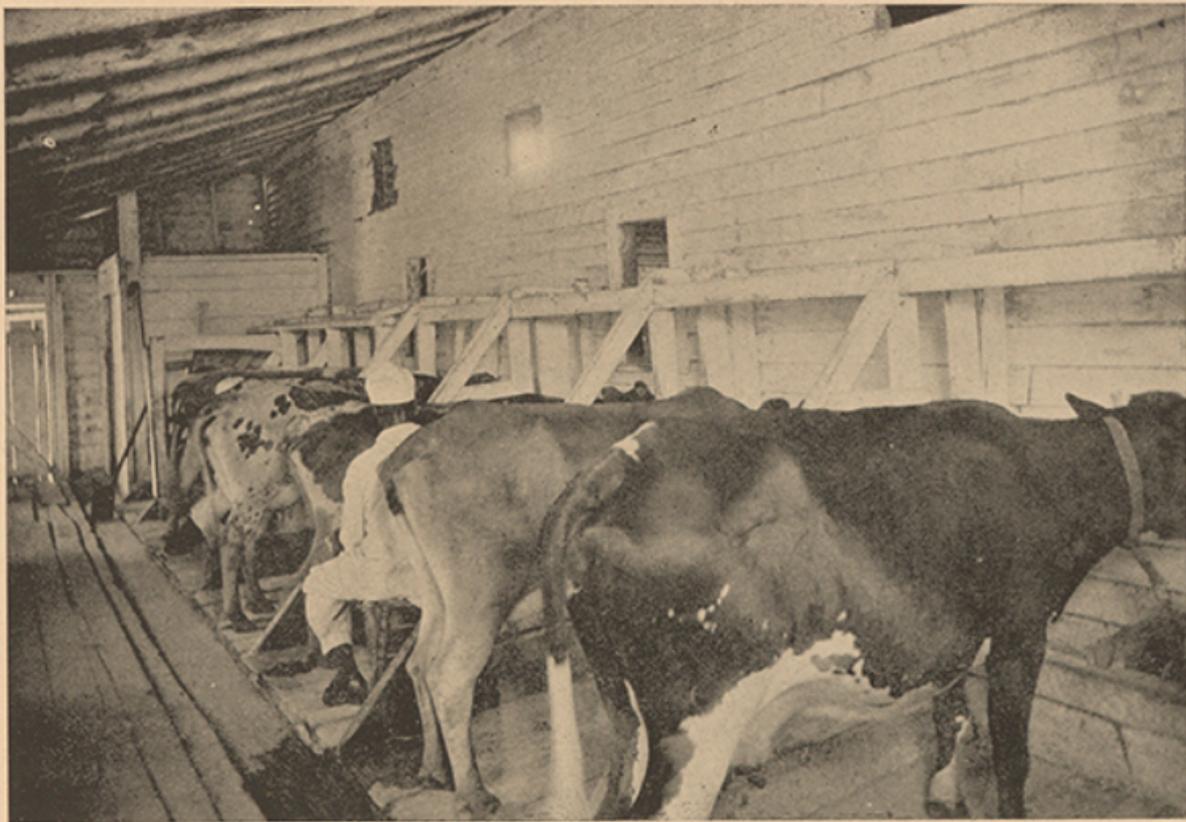
We have, therefore, at St. Augustine's classes in embroidery and rug weaving, and a training school for nurses. This school is connected with St. Agnes' Hospital. We have about 25 girls in the training school, and graduate on the average five or six a year. Aside from teaching, nursing is the only professional vocation open to colored women in the south; and it is one of the most beautiful features of St. Augustine life to note the dignity, self-respect, and pride of the girls in our training school, and to know also that any graduate from the school can find ready and highly paid service in the best families of the south.





OUR schools ought to be in very close sympathy with our students, because both are compelled to combine learning with earning. We very much need more money in order to do good work, and we shall never have so much that our students will be without the opportunity of making practical application of their knowledge and of learning while they are doing. Repairs to plant are always needed, and the daily work of such schools as ours gives constant opportunity for the students to do real work while they are learning the art of work.

ST. PAUL'S School, Lawrenceville, Virginia, has about 1,600 acres of land, a considerable portion of which is quite heavily and variously wooded. Of tillable land the school has about 500 acres, and we are more and more emphasizing farming as the primary economic opportunity for the southern Negroes. Southern land is as yet very inadequately tilled and is, therefore, still low in price, though the price is steadily advancing. It is thus most important that the Negro should be trained to use the land at its full value before its price shall advance out of his

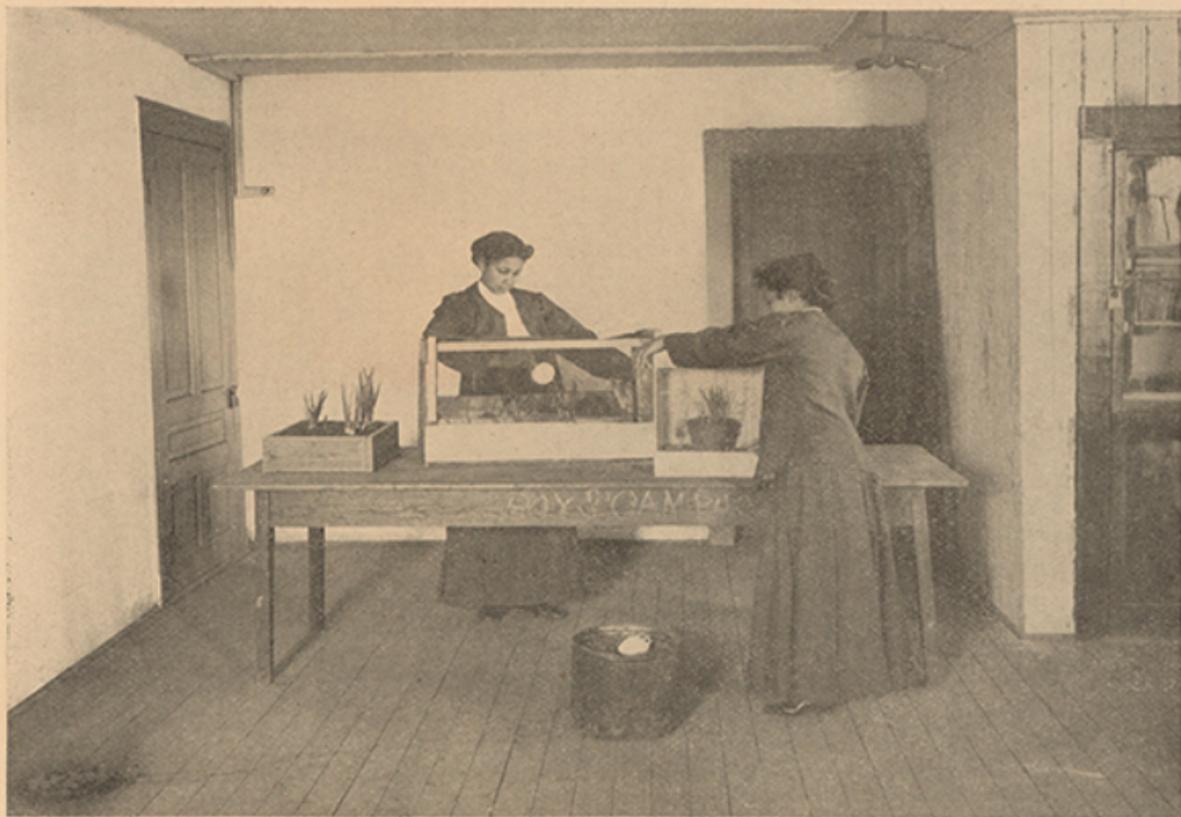




reach. We are all hearing nowadays much of the necessity of increasing the product of the earth, of more intelligent and skillful farming; but for the Negro this necessity is even more imperative. On the land he has social freedom, suffers neither economic nor social hostility; and apart from the fact that the land is the Negro's main economic opportunity it offers to him, as indeed it offers to any people, the basis of his social and racial development. Every class in St. Paul's school spends at least one hour a week in nature-study and in elementary agriculture. We have school gardens for the

younger classes, with small plots assigned to individual pupils, and older pupils are taken on excursions to well kept farms in the community and into the woods and fields to study bird and insect life. In the class-room they are taught objectively the growth of plants, seed selecting, and something about the nature of soils and fertilizers.

For those who choose agriculture a course of three years is provided, which involves the various departments in skilled farming—care of cattle, making of butter, further study of soils and fertilizers, and other matters necessary for the intelligent farmer to know.





THE Institute believes not only in the training of the energies, but also in the culture of the mind. At St. Augustine's we have one of the best normal schools in the south, and also an academic or collegiate department in which we fit for college those boys and girls who demonstrate their ability to use profitably a college education. The Negro must, as any other people must, have his leaders and teachers, and he must also have the benefit of those cultural methods and ideals which have made our own civilization.

There is no reason why Church education should not be courageously true to the religion which inspires it, and we consider the best and highest development of our system of education the training of men for the ministry of the Church; that they may lead their fellowmen through real and truthful living in this world to that higher, larger, and diviner life of which we believe this world to be only a part. It is our pride to have graduated so many men who are leading their people to true love of God and true service of men.

