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*The
Institute Monthly*

Volume . . . V.

Number . . IV.

JANUARY

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THE WEST VIRGINIA COLORED INSTITUTE

Notice to Parents or Guardians:

Hereafter, Report Cards of the student's standing in school will be sent to parent or guardian at the close of each term, instead of monthly as formerly.

Parents and guardians should carefully examine these cards as they indicate the progress the student is making in school.

The Week at Institute

THE DAILY SCHEDULE

Rising Bugle	5:30 a. m.
Breakfast	6:30
Study Period	7:00-8:00
Chapel	8:30
Recitations	8:30-12:00
Dinner	12:15
Library	12:45-1:16
Recitations	1:30-4:10
Military Drill	4:15-4:45
Supper	5:00
Evening Study Period	6:30-9:30
Lights Out	10:00
WEDNESDAY EVENING PRAYER MEETING	6:30
LITERARY SOCIETIES—FRIDAY AND SATURDAY EVENINGS...	6:30

THE SABBATH DAY

Young Men's Christian Association	8:15 A. M.
Sabbath School	9:30 " "
Young Women's Christian Association	1:30 P. M.
Song and Prayer Service	6:30 " "

Editorials

IT SEEM TO BE RUMORED IN CERTAIN QUARTERS, THAT THE LOCATION of the West Virginia Colored Institute, in this sequestered valley is unwise from a healthful point or view. We are charitable enough to think that such a rumor has been started from thoughtlessness, ignorance, or from false information, and not from any desire to work harm to the W. Va. Colored Institute. ¶ We feel assured that had the facts as to the health statistics of the school been sought for, sufficient would have been adduced to prove to the dispenser of such a rumor, that it was based upon a tissue of absolute falsehood. ¶ There is no place in West Virginia that is free from sickness more or less, but we assert without fear of successful contradiction, that no locality in this state has a lower sick rate, or death rate than this section of Kanawha County in which our school is located. It would have required far less effort to ascertain the true conditions from the county authorities, than has been expended doubtless, in spreading this falsehood.

¶ Since 1892, the year in which the school threw open its doors for the reception of students, there has never been here an epidemic of any disease that could be attributed to location. ¶ Students have come to this school with sickness contracted elsewhere, as they do in every school of the country. This is no reflection upon the school, nor do well disposed persons use such as an argument to mar the progress of a school. ¶ We hope that if this rumor is met with by the people of West Virginia, that they will demand facts, or brand the teller as a falsifier, and a calumniator.

THE RECENT SESSION OF THE WEST VIRGINIA STATE TEACHER'S Association at Huntington, was, in most respects, a faithful replica of the most successful sessions of this organization held in the past.

¶ The program had been selected with the avowed purpose to pre-

sent the college educational side, as opposed to the presentation of the industrial side, as presented by the association's program of 1911. The only exception to the general trend of the program, was the address of Prof. Titlow, the agriculturist, from the West Virginia University. ¶ Contrary to some anticipations, the assignment of subjects to participants proved to be so sagacious, that the discussions, were plain, practical, and devoid of any rampant inanity. ¶ Dr. Robert Armstrong's address, was strong, helpful, and delivered in his characteristic style, that always stands for noble thoughts clothed in beautiful language. ¶ Prof. Corbly, addressed a crowded auditorium of interested listeners Thanksgiving night. Such an address, forceful, simple, honest, truthful, could only come from a big-hearted christian gentleman, who is optimistic, altruistic, and one who loves his fellow man. ¶ The thoughtful ladies and gentlemen, who had the pleasure of hearing this rare treat, felt, stronger than ever, that with their increased responsibilities for the betterment of racial conditions, they had the sympathy and active interests of the best blood of the Anglo Saxon race of West Virginia. ¶ The address of L. P. Hill, Principal of Manassas Industrial School of Virginia, was one of the best speeches of the session. ¶ We regret that excerpts from it cannot be given of want of space. Prof. Hill endeared himself to all by his genial disposition, and affable manner. Above all, he bespeaks the cultured, serious, christian gentleman who is striving with might to work out the destiny of the race.



“How the West Virginia Colored Institute is Fulfilling its Mission”

Read by President Byrd Prillerman before the Conference
of Negro Land Grant Colleges, in Atlanta,
Georgia, November 14, 1912.

The West Virginia Colored Institute was established by an act of the Legislature approved March 17th, 1891. The school is the outgrowth of a Federal appropriation known as the Morrill Land Grant Act of 1890. This act provided that \$25,000 be appropriated to each State and Territory for the encouragement of Agricultural Education and the Mechanic Arts. It requires that where separate schools are maintained for white and colored that an equitable distribution be made between the two races. At that time, the Negro population of West Virginia was about one twenty fourth, but the act of the Legislature accepting this appropriation of Congress decided to give one-fifth of this appropriation to the West Virginia Colored Institute. The first appropriation by the State of West Virginia was \$10,000.

The school is situated in the best part of the Kanawha Valley, six miles from Charleston, the Capital of the State, on the right bank of the Great Kanawha River, in the most flourishing Negro community in the State. All the land in the immediate vicinity of the institution is owned by Negroes. They have their own postoffice and store.

The school was formerly opened May 3rd, 1892, with thirty acres of land, one building, two teachers, and twelve students. Today, the school owns seventy-seven (77) acres of land, has five large brick buildings and three framed ones, has an enrollment of 264 students, and employs thirty teachers and assistants. The appropriation for the last biennial period was \$61,500. In addition to this, the institution now receives \$10,000 annually from the Federal appropriation, \$5,000 from

the Morrill Act of 1890 and \$5,000 from the Nelson Act of 1907.

The Institution makes no pretensions of being a college, but ranks as a secondary school of high order. The school carries three literary courses — English, Academic, and Normal. The English course is maintained for those students who desire only a trade and a good English education. The Academic course is maintained for those who are preparing for college or a profession. The Normal course is designed for those preparing to teach. The following vocational courses are carried; Commercial, and a course in Agriculture. In connection with the literary course, the following trades are taught: the girls take plain sewing, cooking, millinery, and dressmaking; in addition to agriculture, the boys take carpentry, printing, wheelwrighting, smithing, painting, bricklaying, and plastering. More than 350 students have graduated from the institution during the twenty years of its existence.

The system of instruction at this institution is in line with the opinions advanced by some of the leading educational experts of the age. One division of the school has vocational training in the morning and academic work in the afternoon. The other division has academic work in the morning and vocational work in the afternoon. We differ materially from most of the educational institutions of the country in this: that all our students are required to do some handiwork. After twenty years of experience and observation in this institution, my opinion is that far better results can be accomplished in a secondary school by the method pursued here than in any other way. I have seen a boy in this school who wanted a trade, but did not want academic training, but as he could not take one without the other, he took both, and became a fine mechanic and a fair scholar. I have seen another boy who wanted academic training, but did not want a trade. He was required to take both. He became a brilliant scholar and an excellent printer. When it has fallen to my lot to hunt new teachers for any department of our work, it has been hard to find graduates of secondary schools more proficient than our own.

The primary object in the establishment and maintenance of schools by the state is to furnish a better citizenship. Just how well The West Virginia Colored Institute has fulfilled its mission may, in a measure, be judged by the usefulness of the graduates and undergraduates who go out from the institution from year to year. When this

institution opened its doors for the reception of students May 3rd, 1892, there was only one two-story dwelling occupied by a Negro family in the community and only one residence that had a front porch. Now, there are ten well built two-story dwellings and many beautiful cottages, all with nice front porches. More than 85 per cent of the families of this community own real estate. Of the eleven married graduates living at Institute, ten are land owners. One of the best residences in the community is owned by a graduate of the School. This building was planned and constructed by a graduate of the school. The village church, store, and all the best residences of the community were erected by students of this institution. The teacher of the village school, the pastor of the church, and the proprietor of the store here are graduates of this school. A number of respectable citizens are being attracted to this community from year to year. In the last two or three years, the Negro people of this State have bought more than 300 acres of land in the vicinity of the school and some 100 lots in Institute City.

More graduates teach than engage in any other trade or profession. They are found as teachers in all grades of schools, from the most remote district in West Virginia to some of the best colleges and universities for the education of Negro youth to be found in this country. Both young men and women are succeeding at the trades they learned at this institution, but the demand for teachers is so great that probably more of them teach the trades they learned here than follow them as an occupation. They are also succeeding as doctors, lawyers, ministers of the Gospel, bookkeepers, stenographers, home-builders, and business men.

Besides the great number of students who are teaching, and engaged in the trades and professions in this State, we have one teaching blacksmithing in South Carolina, one travelling as a smith with the Army War College, one doing demonstration work in Agriculture under the United States Government in Georgia, one teaching Agriculture in Fisk University, Tenn., one director of Agriculture in the state school at Frankfort, Ky., one teacher of Millinery in Wilberforce University Ohio, two teaching in public schools of Oklahoma, one bookkeeper in Arizona, one bookkeeper in Norfolk, Va., one bookkeeper in the State University at Louisville, Ky., one teaching electrical engineering in Lawrenceville, Va., one teaching agriculture in Missouri, and another

teaching agriculture at Tuskegee Institute, one machinist in Peoria, Ill. We have graduates in the Ohio State University, Michigan University, and the University of Iowa, who were accepted on their records at this institution.

Our gravest problem is found in the fact that according to the census of 1910, more than 70 per cent of the Negro population of West Virginia is found in six cities and the coal fields. Of the 64,173 Negroes of this State, 10,496 or about one-sixth of the entire Negro population is to be found in Bluefield, Charleston, Huntington, Martinsburg, and Parkersburg. 34, 625 others are to be found in the coal field.

In spite of the fact that more than 70 per cent of the Negro population of West Virginia is found in six cities and the coal fields, we have succeeded in creating much interest in the subject of Agriculture. I am sure Agriculture is the occupation in which the Negro finds the line of least resistance, and further, that here he has his best opportunity not only for making a living, but for developing character and becoming an important factor in American civilization. There is no other occupation in life that so tends to develop a strong, healthy, moral character, as farming. Aside from virtue and morality, probably the one lesson that the Negro needs most is the lesson of economy. Under the system of American slavery, Negroes were required to work, but never required to save. He naturally grew extravagant and improvident. One of the greatest curses that has come to the Negro since the war arises from the fact that he can eat up and wear out the fruits his daily toil before he has earned them. If he can be induced to remain on the farm or return to the farm and engage in proper methods of Agriculture and be taught to wait for his food and clothing until his crops grow, he will be given one of the most wholesome lessons needed by any people.



"The Quest of the Silver Fleece."—A Review.

By Prof. J. W. SCOTT,
Huntington, West Va. ::

(Continued from December Number)

business trip Taylor met Helen Cresswell. Her small pretty figure with a languid air appealed to him and he fell in love with her. While the affairs of each couple are running their happy course let us go back to our hero and heroine.

Zora was passing into young womanhood and Bles into young manhood both poor and struggling students. Miss Smith was guiding their young hearts. A funny thing happened at a school social. Zora came in all dressed in a new but cheap dress. It fitted her so nicely and she looked so attractive in it that one boy pushed back his ice cream saying "Go away, honey, yo' los' yo' tas'e." Really a big change had come over this half naked uncouth girl. She was growing into a brilliant womanhood, but as yet she was still a girl and her whole thought was about her field of silver fleece. She called the swamp her dream place and the green plants her dream children. Bles' whole thought was of Zora. As they hoed the cotton she objected to cutting away some of the stalks where they were too thick whereupon Bles observed that it must be so adding that "Death and pain pay for all good things." She sighed: "What a price! Death and pain!" During a seven day down pour of rain Zora stayed right down in the swamp ditching and draining the water off to keep it from flooding the island. Finally Bles came expecting to find it all washed away. It was unhurt, however. And when he looked up in the tree where Zora had her dreaming place he saw her curled up there but wet, bedraggled, motionless, her lips amoaning. He gathered her up into his arms and bore her to school, but it was many days before they could believe she would recover. So soon as she was able to walk about she visited her cotton patch and

as she stood on the beloved spot watching the cotton as it billowed and foamed about her Bles appeared. She did not move but lifted both her dark hands white with cotton and then as he came nearer casting it suddenly to the wind, in tears and laughter she swayed and dropped quivering into his arms. And all the world was sunshine and peace again.

Not long after this came their heartrending separation. Miss Taylor had seen him kiss her as they parted in the road. At the time she was in a carriage with some Northern guests including young Cresswell. She afterward reprimanded Bles who in reply said "I am going to marry her; it is no crime." With scorn Miss Taylor rejoined "Can it be Bles Alwyn, that you don't know the sort of girl she is?" Bles left her in a tower of rage and met Zora coming from the swamp with a basket of cotton on her head. When questioned Zora acknowledged that Henry Cresswell had once compelled her to submit to his will but that ever since she had known Bles she had been a pure girl. Bles resolved to leave the country and only waited long enough to say "good-by, Zora." He was crushed. Let us leave Zora here weeping over her wrecked hopes and shattered dreams.

Mrs. Grey, the philanthropist, gave another great dinner. Cresswell was present. Hon. Chas. Smith, the candidate of the cotton combine for the U. S. Senate, was there and some friends from England. The Negro was the principal topic of discussion. Cresswell pretending to know the race so well succeeded in inducing Mrs. Grey to put her gift to Negro education in the hands of a Board of which he and his father should be her local representative for the Smith school. In due time this Board came South and were the guests of the Cresswells. They visited the school when Dr. Boldish, one of the party, briefly addressed the 200 students assembled advising them to be thrifty and to save their money; not to complain or whine; to let their ambition be to serve rather than to rule; and that Col. Cresswell was their best friend etc., etc. The school sang a soft minor wail that fairly gripped the hearts of the visitors. Mrs. Grey had come to believe it was enough to train Negro students to become trained servants and laborers for the South. Miss Smith declared her purpose was to furnish the South with "men and women who could work and earn an honest living, train up families aright, and perform their duties as father, mothers, and citizens."

When Mrs. Grey conditioned her gift of \$150,000 on Miss Smith's consent to accept Cresswell as local agent Miss Smith to the embarrassment and confusion of the party, said "I cannot accept your offer. His relation to the forces of evil in this community has been such that he can direct no school of mine." The visit ended abruptly. The cotton picking season was now on, and loads of it were brought in by the tenants and croppers. Although their crops were good nearly all these poor people found on settling up they were in debt to Cresswells. Zora brought in two bales which were superior to any raised on the plantation. The Cresswells figured it at \$150 and \$75 for her. After more figuring they coolly told her "your rent and ration with five years back debt will be \$100; that leaves you \$25 in our debt." Thus did the Jasons steal her fleece.

(To be Continued.)



Echoes from the Fields

FROM MR. C. V. HARRIS.

Elkins, West Va.,
October 31, 1912.

To the President of the
WEST VIRGINIA COLORED INSTITUTE.

Dear Sir.

I have often thought of writing you concerning my school work here in Elkins. The reason why I had not written to you earlier, I thought after I had taught my second month I would be better acquainted with my work and most likely be able to tell you some things regarding my school that would be pleasing to you as well as to myself.

I believe you are interested in all the graduates of that school and especially those who are trying to render their best service in the community in which they are teaching.

I believe one should start right in anything he undertakes to do; and as I was not so well known here, I thought I would call a "Parent's Meeting", and the object of this meeting was to impress upon the parents the importance of sending their children to school regularly and on time, and I am glad to say that the parents and children both came out nicely, which was very encouraging to me.

I was also able to have with us in this meeting Supt. Otis G. Wilson and he brought with him two of his friends who were Mr. Jackson, Principal of the Elkins High School, and Mr. R. Darden, a member of the Board of Education. After I had made my little speech, they were called upon, and they gave some very encouraging remarks concerning school work. This meeting had something to do with the large attend

ance at the opening of my school, I am sure. The enrollment of my school is fifty-two and their ages run from six to sixteen years, which will give an average age of about eleven in the whole school.

My average daily attendance is about 40, and you might imagine the work for one teacher carrying eight grades in his school; but the word "Service" I carry with me each day and as that is my mission here, I am trying to render the very best service I possibly can.

According to the records of the last four years, the attendance is greater this year than it has ever been, and I am told that if this attendance is kept up, I am soon to have an assistant. This I am trying to do each day and I am impressing upon the parents the importance of sending their children to school regularly and on time, and that will mean much to them and their children and the community as a whole.

I am indeed glad to hear of the success you are meeting with as to the enrollment of that school this year. I do hope that the time will soon come when buildings will have to be erected to accommodate the many thirsty colored boys and girls who are seeking an education in that grand institution. I hope you and those who are connected with the institution much success. I am

Respectfully yours,
Signed, C. V. Harris.



FROM MR. BASIL BRAXTON.

University of Michigan,
Ann Arbor, Michigan,
November 30, 1912.

To the President of the
WEST VIRGINIA COLORED INSTITUTE.

Dear Sir:—

I take pleasure at this time to inform you of my progress since entering the University here.

The School of Pharmacy of which I am a student, is composed of about ninety students. Of that number, five are colored. I am the only representative in a class numbering forty.

The work here being quite different from any I had had, naturally the first thing for me to do was to adjust myself to conditions. which I did after some little study. I have gotten along very nicely in all my work and am proud to say that I am holding my own as a student. We carry eighteen hours work in our Department, while in the literary department the required number is fifteen, thus making ours much heavier.

My vacation was spent in Detroit, where I made good from the start. I received two promotions during the three months that I worked. The people for whom I worked took quite an interest in me on finding that I was in school. When the time came for me to return to school, I was given a bonus in salary for my good work and a recommendation any time I may need it. I have arrived at the conclusion that the best way one can show what he can do is, by doing. I would urge that those contemplating entering college at some time or other, should lay well their foundation, for there is the secret of one's success in college.

I am very proud of the fact that you have an unprecedented enrollment at Institute this year and sincerely hope that the future may

bring a further growth, not only in number, but in capacity for the work you are doing.

You have my best wishes for success.
Very truly yours,
Basil S. Braxton.



FROM MR. JAMES A. BOOKER.

Fort Valley, Ga.,
November 21, 1912.

To the President of the
WEST VIRGINIA COLORED INSTITUTE.

Dear Sir:—

It is a source of pleasure to me to take advantage of this opportunity to tell you something of my work.

You no doubt remember that in January, 1908 the U. S. Department of Agriculture sent me to Bolivar County, Miss., with headquarters at Mound Bayou, Miss.

The Work which is known as the Farmers' Cooperative Demonstration Work teaches the farmer better methods of preparation of the land, use of good seed, intelligent methods of cultivation of crops, the importance of raising everything possible on the farm to make Cotton crop a cash crop, the improvement of the Home and surroundings and of course a number of other things that go to make a real farmer.

In conducting this work, in addition to necessary correspondence I make regular visits to all my farmers on their individual farms giving detailed instructions for the management of the Demonstration acres. I hold community meetings also and at these meetings we take up the various phases of work on the farm such as Poultry raising, the Garden, and other details of the farm.

Each farmer takes a small number of acres and follows instructions strictly so far as he is able to do. After the first year the Work always spreads to a larger part or all the farm.

Until October, 1911, I worked in Bolivar County, Miss., with more than 300 farmers and to put it mildly we are glad to say that the farmers have made great progress. They have learned to increase their average corn yield from 21 or 22 bushels per acre to more than 50 bushels per acre. Cotton yields have been increased from 600 pounds per

acre to 1500 per acre. Very much larger yields of both cotton and corn are being made in many cases. All this has been due to the application of the principles of the Demonstration Work. They have gone futher; they are following our instructions regarding the matter of raising their own home supplies. I might say right here, that the masses of small farmers here both white and black must have "advances" each year that they may be enabled to make their crops. By "advances" we mean money and provision advanced by some Bank or Merchant whom he gets to take up his buisness for the year.

Through the helpfulness of the Demonstration Work there are many farmers who now take care of themselves entirely. The weed patch has been transformed into a good garden pure breeds of farm animals are replacing the "scrub" and there is a general improvement in the care of the home, much more white-wash and paint being used.

In October 1911, I was transferred to this state to take up the work in Houston, Macon, and Crawford counties and for the first year of the work the farmers have done well having on their Demonstration acres yields ranging from two to six times greater than yields on other parts of their crop.

In conclusion I wish to say that Demonstration Agents have difficulty sometime in convincing some farmer that they really can be helped as many have the deluded idea that they know "all about" farming, but usually after the first year's work in a community or county there are not many doubting as the disciple Thomas did but they believe and send for the Agent as some are sending for me now. I really wish that every colored farmer in the United States could have the of advantage this Demonstration Work.

Very truly yours,

Jas. A. Booker

Special Agent, Farmer's Cooperative Demonstration Work, in Houston, Macon, and Crawford counties (Georgia).

FROM SUPT. JOSEPH ROSIER.

Fairmont, West Va.,
November 1, 1912.

To the President of the
WEST VIRGINIA COLORED INSTITUTE.

Dear Sir:—

Mr. William O. Armstrong, who is employed as Principal of the colored school in this city, is, I understand, a graduate of your institution. He is an energetic young man and has shown considerable ability in his management of the school and in his class room teaching. His conduct in the community has been exemplary, and his influence among his people is good. His work here reflects credit upon the training that he received at your institution.

Yours truly,
Joseph Rosier,
Supt. Fairmont Public Schools.



FROM SUPT. J. T. PETERS

Dothan, West Va.,
November 26, 1912

To the President of the
WEST VIRGINIA COLORED INSTITUTE.

Dear Sir:—

A number of your graduates have been teaching under my supervision for four or five years, and it gives me pleasure to say that I consider your graduates the most successful teachers I have under my supervision.

I think you are doing an excellent work and wish you continued success along this line.

Yours very truly,
J. T. Peters.
County Supt., Fayette Co.



Around the Institute

Mrs. C. E. Mitchell spent Xmas in Cincinnati, Ohio, the guest of Mrs. E. M. Jones.

Mr. R. L. Brown returned Saturday Jan. 4th, from Hot Springs Ark. where he has been spending a few weeks regaining his health. His condition is greatly improved.

Miss Della Stewart, teacher of English spent Xmas with her parents at Oberlin Ohio.

Mrs. Georgia Scott Cooly (Class of "98") formally of Huntington but now of Athens, Ohio, spent a few days visiting her Alma-Mater and old friends at the W. V. C. I. Mrs. Cooly expressed great pleasure at the many and great improvements at Institute.

Miss Rhoda Wilson, Teacher in Garnet High School at Charleston was the guest of Miss Gamble during Xmas.

Mr. Jessie Fields Class of "1911" and now a teacher of Agriculture at Tuskegee paid his Alma Mater and friends a visit Xmas. Mr. Fields gave an interesting talk Sunday evening in which he impressed many useful facts and especially

along the line of "thoroughness."

Prin. R. C. Clarkson of Bramwell, C. V. Harris, of Elkins, T. W. Taylor of Buckhanan, Jas. Mac Henry Jones of Thayer, and D. W. Meadows of Nuttall who represent the classes of "11 and 12" of the W. V. C. I. and are successful teachers at the above named places, have delighted the faculty and students with their many excellent talks of their experience as teachers and workers in their respective towns.

Mr. Daniel Ferguson, Delbert Prillerman, Carl Barnette and O. A. Pierce of the O. S. U. are the guest of parents and friends, during the holidays. From all indications these young men seem to have awakened to the stern necessity of higher and better things and are going after them with earnestness. We wish them success.

Miss Mae Giles Class of "13" attended the marriage of her sister of Parkersburg Xmas day.

Miss V. K. Lincoln Class of "13" was called to her home at Point Pleasant 21 st of Dec. on account

of her father's illness.

Miss Sedonia Rotan of Fayetteville Class of "12" was the guest of friends during Yule tide.

Miss Ophelia Washington, Class of "12," and who is specializing in music under Mrs. Mitchel, is spending the Holidays with her friends in Clarksburg

Mr. Osborne Black of Kimball was the guest of his wife Mrs. Pagie Witcher Black who is attending school at W. V. C. I.

Many Social functions have been given during the holidays in honor of the visitors who have without restraint expressed their great pleasure at each and all of the occasions.

Miss Sallie Hale of Charleston, was a Yule-tide visitor December, 28.

Miss Fannie Davis of Charleston, at present a Senior Commercial

Student of Wilberforce, and Mr. C. Woodson of Findlay Ohio, student at the same School, were cheerful and interested visitors the 30th ult., and were the guests of Miss Mammie Hopkins, Commercial '13.

Mr. Titus Irving of Charleston and now a Student at Howard University was visiting friends and relations Christmas week.

J. B. Deans '12, teacher at Donwood visited his father, sister, Alma Mater, and friends Xmas week. It looked quite like old times to see "Ben" in the halls and Class rooms.

Rev. E. C. Page, Class of 1897, has been employed by the West Virginia Sunday School Association as field worker among the colored people of West Virginia. Mr. Page will begin work in his new field about the first of May.

Among the Societies

The Y. M. C. A. and Y. W. C. A. have organized bible classes, and these are being largely attended. Much interest is manifested in the course of study. The members of the faculty are the teachers.

The program rendered by the Douglass Literary for the joint

meeting on the 6th inst., was very creditable. The personnel of the Douglass represents students from the lower classes; but the high class literary and musical numbers rendered by this Society will make the other societies "get up and get" to equal it.

The officers for the winter term are as follows:--

"THE BULL MOOSE."

President..... Joseph Hill
Special Vice..... John Harris
Secretary..... William Merritt
Critic..... Lafayette Campbell
S. of arms..... Ollie Young

"THE PHYLLIS WHEATLEY."

President..... Nannie F. Adams
Vice..... Bertha Deans
Secretary..... Sadie Woods
Critic..... Mabel Reynolds
S. of arms..... Pagie Witcher

"THE DOUGLASS."

President..... George Patterson
Vice President..... Joseph Kinney
Secretary..... Dallas Morgan
Critic..... Mabel Johnson
S. of arms..... George Chamberlain

Y. W. C. A.

President..... Joe Willa Jameson
Vice President..... Virginia Lincoln
Secretary..... Jenora Strothers
Treasurer..... Josephine Guerrant

Y. M. C. A.

President..... William Vaughan
Secretary..... John T. Johnson
Treasurer..... Walter J. Napper



The
W. VA. COLORED INSTITUTE

AGRICUL-
 TURAL,
 INDUSTRIAL,
 DOMESTIC
 SCIENCE,
 ENGLISH,
 ACADEMIC,
 NORMAL,
 and
 COMMER-
 CIAL Courses.



- Splendid facilities for Literary and Industrial training.
- Good moral surroundings and healthful environment.
- Connected with the outside world by railroad, steamboat and telephone.
- Three Literary courses—English, Academic, and Normal.
- The English Course* is especially designed for those taking the trades.
- The Academic Course* is designed for those preparing for college or the professions.
- The Normal Course* is especially designed for those preparing to teach. Graduates from this course receive first-grade certificates without examination.
- Industrial Courses*—The girls take Plain Sewing, Cooking, Millinery and Dressmaking. The boys take Agriculture, Carpentry, Printing, Wheelwrighting, Blacksmithing, Painting, Brick Laying, and Plastering.
- Commercial Course*—Both boys and girls may take this course, which covers two years.
- Excellent opportunities are offered for vocal and instrumental music.
- Strong Faculty. Fine Equipment. Good Buildings.
- Steam heat and electric lights. Expenses reasonable.

BYRD PRILLERMAN, A. M., President,
 Institute, W. Va.

Write for
 Catalogue.

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Song and Prayer Service	6:30 " "



HON. M. P. SHAWKEY,
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