

*The*  
INSTITUTE  
MONTHLY

*Published by the West Va. Collegiate Institute*



2nd joint  
meeting of Ass.  
N. & S. W. Va. 5

NOVEMBER

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# The West Virginia Collegiate Institute

INSTITUTE, WEST VIRGINIA

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SUMMER SESSION June 12—August 14, 1922. In the Summer special attention is given to

- A. Problems common to rural and urban teachers;
- B. Review of elementary work;
- C. Needs of conditioned students;
- D. Teachers desiring college credits toward a degree.

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*For Information, Address  
John W. Davis, President  
Institute, West Virginia*

# The Institute Monthly

Entered as second-class matter, January 29, 1914, at the post-office at Institute, West Virginia, under the act of March 3, 1879.

Vol. XIV

NOVEMBER 1921

Number 2

Devoted to the Interests of The West Virginia Collegiate Institute  
Twenty-five Cents the Scholastic Year. Five Cents Per Copy

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### EDITORIAL STAFF

S. H. GUSS

C. E. MITCHELL, BUSINESS MANAGER.

D. A. LANE, JR.

Address all Communications to "THE INSTITUTE MONTHLY," Institute, W. Va.

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## EDITORIAL

AT THE request of Superintendent George M. Ford, acting through the Teacher-Training Department of the State Board of Education, representatives from all of the teacher-training agencies of the State—private, denominational and public—met in Fairmont on Monday and Tuesday, November 14 and 15. The object of the meeting was to consider certain problems directly concerned with either the preparation, employment or certification of elementary school teachers. These problems resolved themselves into four general classes: first, the instruction of teachers already in service; second, the reorganization of the curriculum of the normal high school and the standard normal schools; third, the articulation of these schools with the colleges and the State University; and fourth, the standardization of the entrance requirements of the normal schools and of the courses given in these schools.

The conference has put itself on record as being in favor of the principle of taking the schools to the teachers as a step toward the solution of the problem of attendance. Hence, they propose the establishment of extension and correspondence courses, whereby teachers in service may be able, during the period of their school term, to pursue work under the direct guidance of some teacher-training institution. As an incentive in this general direction they also favor the giving of one year's credit toward the standard normal course, for eight years of approved teaching.

The conference declares further that the traditional curriculum with its emphasis on "levels" in education and with its distinctions of "higher" and "lower" courses, must be radically reorganized in response to the demands of modern educational theory. Some means must be devised whereby intelligence can have an opportunity to be developed unhampered by arbitrary standards and technical hairsplitting requirements and prerequisites. To this end, the conference proposes that instead of subordinating the courses of the normal schools to those of the

colleges, the normal schools themselves should be allowed to confer degrees.

No recommendations were made with reference to the standardization of the courses given by the normal schools themselves, the assumption being that the courses were already standardized and that the main problem was that of a better articulation of the several schools.

Generally speaking, the conference may be said to endorse the enlargement of the scope of the normal schools of the State as a solution of the teacher-training problem. This is not surprising, however, since the majority of the members of the conference were themselves teachers of the normal schools. The point of view of those engaged in collegiate work must not be overlooked. This purports that it is not the sole function of the college to provide advanced courses for prospective teachers, but that the college is equally, and perhaps greatly more, concerned with preparing students for other professions. Consequently, when it is insisted that the bachelor's degree should be granted by the colleges and universities to normal school graduates completing two additional years in a college or university, it must be assumed that the first two years of normal school work are essentially identical, both in their nature and sequence, with the work of the freshman and sophomore college classes. Such assumption, say those representing the collegiate point of view, is from the very nature of the case not justifiable.

It is encouraging to note that the State Board of Education recognized these divergent points of view, and characterized the resolutions of the body as merely advisory. To the Board this one fact was clear, namely, that reorganization must have, as its central consideration, the interests of the student. To this principle all details, technicalities and departmental jealousies must be subordinated. This reconciliatory and human point of view may be summed up in the wise words of Superintendent Ford, who averred that "our public school system must be so reorganized that an individual may travel through it, from start to finish, without any waste motion caused by the system itself."

### The Meeting of the Association For The Study of Negro Life And History

The annual meeting of the Association for the Study of Negro Life and History was held in Lynchburg, Virginia, November 14 and 15, covering a period of two days. The day sessions were held at The Virginia Theological Seminary and College. One of the evening sessions was held at the Eighth Street Baptist Church, and the other at the

Court Street Baptist Church.

The meetings were addressed by Charles H. Wesley of Howard University, Victor R. Daly, Business Manager of the Journal of Negro History, Professor John R. Hawkins, Financial Secretary of the A. M. E. Church, Washington, D. C., Dr. W. H. Stokes, Pastor of the Ebenezer Baptist Church of Richmond, President Trigg of Bennett College, Professor E. Crooks of Randolph-Macon College, Dr. R. T. Kerlin, former professor of Virginia Military Institute and Professor I. E. Dougal of the Sweetbriar College.

The meeting was in the main to emphasize the importance of the development of the race from within. The aim was to show what the Negro can do and should do to help himself in solving his own problems. Every person attending the meeting was impressed with this fact. The conference was in every sense a success, having a large attendance, arousing more enthusiasm, and securing more material support than any meeting hitherto held.

So near is grandeur to our dust,  
So nigh to God is man,  
When duty whispers low, "Thou must,"  
The youth replies, "I can."  
  
—Emerson.

## The Teachers' Associations

On November third and fourth, the second joint session of the West Virginia State Teachers' Association and the Northern West Virginia Teachers' Association was held in the city of Huntington. More than three hundred teachers, from every section of the State, were in attendance. McDowell and Mercer Counties sent large delegations, and the schools of Keystone were represented by probably the largest group from any one city in the State. At the close of the session it was the commonly-voiced opinion of the teachers present that they had been unusually benefited and inspired.

The enrollment from both associations was as follows:

Enrolled from the Association of Northern West Virginia.....	49
Enrolled from the West Virginia Teachers' Association .....	281
Total enrollment.....	330
West Virginia Collegiate graduates enrolled.....	92
Teachers enrolled from elsewhere.....	238
Percentage of West Virginia graduates enrolled.....	27.8
Percentage of teachers enrolled from elsewhere .....	72.2

It had been hoped that a union of the two associations would be effected at this joint session, but such was not accomplished, and the next session of the Northern association will be held in Clarksburg, while the West Virginia association will meet at a place to be designated. A resolution was adopted, however, to the effect that each association, at its next meeting, should consider the question of union.

The meetings of the joint session were held in the auditorium of the Carnegie Library and in the rooms of the Douglass High School. On the morning of the third, the welcome address was delivered by Principal J. W. Scott of that school, and the response was given by Mr. H. H. Jones of Wheeling. These two addresses, with one on *School Activities* by Mr. S. L. Wade of Blue field, and another on *Recent Educational Advancements—Their Requirements and Responsibilities*, by Mr. J. R. Jefferson, principal of the Sumner High School of Parkersburg, set the key-note of the session.

In the afternoon of the first day, addresses were delivered by the Honorable Mr. George M. Ford, State Superintendent of Free Schools, and by Dr. Corbly, formerly president of Marshall College. Superintendent Ford congratulated the teachers upon their splendid record, especially with regard to attendance at summer schools. He stated that seventy per cent of the Negro teachers of the State attended summer school last year—a percentage that is far above the average. Dr. Corbly's subject was *The New Spirit in Education—Why Use Text-Books?* He emphasized the fact that the visual faculties of the student might be so utilized in the class-room that even text-books might become unnecessary.

At seven o'clock, Carnegie Auditorium was filled with an enthusiastic audience, gathered for the purpose of hearing an address by Miss Nannie H. Burroughs, principal of the National Training School for Women and Girls, Lincoln Heights, D. C. Miss Burroughs took as her "text", *Put on the Whole Armor*, and in her usual eloquent and stirring manner she appealed to the assembled teachers to prepare themselves and their students for the peculiar problems which the Negro faces and for the ultimate day of their full citizenship.

Friday's program was featured by the presence of the Governor of the State, who spoke with interest and helpfulness, assuring the teachers of his sympathy and cooperation, and by addresses by President John W. Davis of the West Virginia Collegiate Institute, President John W. Gregg of Wilberforce University, President R. P. Simms of the Bluefield Colored Institute, Mr. W. W. Sanders, Supervisor of Negro Schools, and Prof. J. S. Price of the West Virginia Collegiate Institute. Mr. T. Edward Hill, although not scheduled to speak, was given an opportunity of explaining the purposes and operations of the newly-created Negro Bureau of Welfare Statistics, of which he is the director.

President Davis's address was a resume of the history of Negro Education in West Virginia. President Simms spoke of the work of the Pan-African Congress in Paris, which he had recently attended. Dr. Gregg, in a stirring address, called upon the teachers to live up to the unusual opportunities which are being presented to them at this time.

Music for the sessions was furnished by Miss Catherine Gamble of Bluefield; Miss Cornella Lampton of the West Virginia Collegiate Institute, Miss Truxie J. Warren of the Bluefield Colored Institute, and by pupils of the Douglass and Barnett schools. A number of folk-dances and physical culture exhibitions were presented also by pupils of the Barnett School.

Colored citizens of Huntington furnished about thirty automobiles,

in which a sight-seeing tour was made, on the second day of the session, for the benefit of the visiting teachers. On the last night of the session, a banquet was served at Douglass High School.

The officers of the past year were re-elected.

## INSTITUTE FAIR

**F**VERY winter for several years we have staged what is known as The Farmers' and Home-Makers' Institute. It may be of interest to some to know when and how this Institute, or Fair, started. Teachers, too, may gain, from the history of the Fair, an incentive to start community fairs in their fields of labor.

This Fair, like many great and noble things, had a small beginning. During the summer of 1912 some very large onions were grown on the Institute Farm. They attracted much attention on account of the fact that they were grown from seed. The Summer School was in session at that time, and many teachers who had lived on farms expressed themselves as never having known that onions produced seed. It was then decided that these onions, with a few other choice vegetables, should be placed on exhibition in some conspicuous place, the campus, under the elm tree near the walk. A sign with these words, "Onions Grown from Seed," was placed on the exhibit. This small exhibit blazed the way to new trails; people began to ask questions, their interest was aroused, and they wanted to know not only about onions but about many other gardening operations. From that little exhibit on the campus, then, the project of the Institute Fair had its origin.

The following December, at the end of the winter term, we staged our first Fair, known as The Corn Show and Local Fair. The exhibit was composed of about one dozen ten-ear samples of corn, some sewing, and a few jars of canned fruit and vegetables. It occupied the northern end of West Hall, now quarters for teachers.

The Fair has grown each year until space is now at a premium. Last year we did not have room for our sewing, cooking, canned goods, vegetables, farm crops and live stock. Ample room for this Fair will be provided, however, in the new Agricultural Hall. The Institute Fair is one year older than the Kanawha County Fair, which was held in Charleston in the fall of 1913.

When we enter the Fair, as exhibitors, in the right spirit, there is a

peculiar inspiration that can be experienced only by a person who takes part. The Fair is a place to "standardize" products. If sewing, cooking, canning, preserving, farm products or live stock are not up to the standard, an opportunity is offered to study the specimens that have won the blue ribbons and thereby learn a lesson. To win a blue ribbon is an exhilarating and satisfying experience, but more than the winning of ribbons is the opportunity to compare products, learn how to judge products, and profit thereby.

The Fair is open to everybody from the youngest to the oldest, and from every walk of life. We welcome the student, teacher, preacher, farmer, house-wife and business man, and especially the boy the girl. We urge that everyone "boost" the Fair, for the Fair advertises the school, the community and the State. Everyone who plays a part in making the Fair successful is benefited himself, and helps some one else in turn, like the bee, that enters the blossom in search of nectar, and not only receives nectar but aids the plant in performing its most important function in life.

This year we shall have a class for those who wish to exhibit, not for a prize, but simply to show their community spirit. Let everyone send something to be exhibited. Come, exchange ideas with your neighbors and go back home with inspired thoughts.

Remember the dates of the Fair—January 25 to 27, 1922.

—A. W. C.

## Armistice Day Exercises

Interest in most holidays is maintained with difficulty, and a program for a yearly celebration is likely to become a thing of monotonous sameness. It is therefore to the credit of the Armistice Day committee, which consisted of Professors Ferguson and Lane and Messrs. Marshall, Harden, Colley and Moseley, that they were able to offer, this year, an Armistice Day program which was truly unique.

At eleven o'clock on the morning of November eleventh, the student body and friends from the village filled Hazelwood Hall, where the rostrum had been decorated with plants, flags and bunting. After the singing of *The Battle Hymn of the Republic* by the audience, the scripture lesson (John 15: 1-13) was read by Mr. Alonzo Harden, College '24, and prayer was offered by Mr. Richard Colley, 1st-yr. Professor Lane, who presided, then re-

minded the audience of the three-fold significance attached to the day which marked, first, the signing of the armistice in 1918, second, the burial of the "unknown soldier" in the Arlington Cemetery, and third, the opening of the world-wide Conference on the Limitation of Armaments in Washington. He then introduced, in turn, four men who participated, respectively, in the Civil War, the Spanish-American War, the Mexican Expedition and the European War, and each of these men recounted some of their experiences while in the service. Mr. Taylor Brown, a gray-haired Confederate veteran living in Institute, described some of his experiences during the Shenandoah Valley campaign, from 1862 until the end of the war. The immediate causes of the Spanish-American War were explained in an eloquent address by Mr. J. H. Hill, Ex-President of the West Virginia Colored Institute and a member of the Ninth Immune Regiment which saw service during that war. Mr. David A. Cross, a student, formerly a member of the Tenth U. S. Cavalry, recounted the history of that famous fighting regiment and described its manoeuvres along the Mexican border in pursuit of Villa. Mr. John Lettman, likewise a student, who served with the British Expeditionary Forces in France, presented interesting personal sidelights with reference to the World War. Each of these addresses was accorded rapt attention and

hearty applause.

Other numbers on the program contributed patriotic fervor to the occasion. The most impressive part of the service was a two-minute period of silent prayer which, in obedience to President Harding's proclamation, began at noon and continued until two minutes past that hour, in memory of those who gave their lives in the great European conflict. At the conclusion of this reverential period, taps were sounded by the school bugler, Mr. Earl Dickerson, College '24. Immediately thereafter, the entire audience, led by Mr. Frank Fairfax College' 24, joined in the singing of *Study War No More*, a Negro spiritual.

Another musical number was the singing of the *Marseillaise* by a mixed student octette. The exercises were concluded with the *Star Spangled Banner* by the audience.

## The Agricultural Page

This page is to be known as the Agricultural Page. All questions pertaining to agricultural topics will be answered by the Department. Questions should be sent to Mr. A. W. Curtis, director of the Department of Agriculture.

Question submitted by Mrs. T. H. B.

I planted some hyacinths, and they produced very fine foliage,

but did not bloom. Please tell me why they failed to bloom, and give me the secret of success in growing hyacinths.

Answer by Mr. Curtis:

From the description of your plants, I think that you failed to place the bulbs in the dark for several weeks. Success in growing hyacinths is a simple matter.

Select sound bulbs of good weight. Get good, rich, garden

soil, with plenty of sand to insure good drainage. A pot six or seven inches in diameter will accommodate three bulbs. Set the bulbs about two inches below the top of the soil. After potting, water well and set away in a dark cool place for the formation of roots.

The bulbs must be kept in the dark for five or six weeks before being brought into the light.

This is the only way choice blooms can be produced.

## Advisory Grades Of Students

Advisory grades of students in The West Virginia Collegiate Institute, for the six-weeks period ending November eighth, have been referred to the President's office.

These grades are helpful both to teacher and student. From the teacher's point of view, an advisory record enables him to ascertain whether or not his course is too difficult; it gives him a working knowledge upon which to base future examinations, quizzes and the like, and it serves as a check for the classification committee. While the classification committee exerts every possible influence in giving to the individual student those courses which he in good conscience ought to have, it is sometimes unable to do this at the out-

set on account of indefinite knowledge of the student's ability. Thus the advisory grades of the students should prove their savior with regard to their future advancement as well as in effecting a better understanding between teacher and students.

### From the Standpoint of the Student

From the student's point of view, moreover, a knowledge of the grades made by him during the first six weeks should be helpful in many ways. A student assigned to a certain class "on probation", can convince himself, in reasonable time allotted, of his ability or inability to carry the work. While advisory grades do not signify a passing or failing grade for

the semester's work, they do show to a student that he must "study more" or continue to study as at present, as the case may be. By having grades compiled before the student waives his right to change his course or subjects, the school saves time and money for the student or person whose ward he is, in that the student may be reclassified or may be advised to lay stress upon certain subjects which serve his interests best.

### Grades of College Students

The recent advisory grades are very encouraging, as far as college students are concerned. Out of a possible 581 grades involving these students, in all work taken by them to date, only 51 grades are "not passing". This gives the College Department a grade passing average of about 91 per cent. The above figures refer to all students in the Institute who are recorded as taking work above the Secondary Department, with the excep-

tion of those in the Commercial Department. In this department are students of both collegiate and secondary classification, and in this department, out of a possible 34 entries involving eight subjects, 7 grades are "below passing", giving the Commercial Department an approximate passing average of 83 per cent.

### Secondary Students

In the Secondary Department, students were not quite as successful in attaining the coveted "passing mark." Out of about 1534 entries involving all grades of this department, 415 were below the seventy-mark, which fact gives the Secondary Department an approximate passing average of 84 per cent.

The average attained by the College Department is especially encouraging, while remarks from some the teachers in the Secondary Department indicate that better progress may be expected during the next six weeks.

I hold it true with him who sings  
With one clear note in divers tongues  
That men may rise on stepping-stones  
Of their dead selves to higher things.

—Tennyson.

## THE COLLEGE STUDENT AND THE Y. M. C. A. CONFERENCE

DECEMBER 1 TO 4

A ringing word of injunction and inspiration to students of all races and lands was uttered by the newly-elected president of Yale University, Dr. James Rowland Angell, when in an address in October of this year he said:

Modern society is calling as never before in our lifetime for leadership, for men with vision and character, with trained intelligence, with hope and confidence in the finer humanity that is to come. And where shall such men be sought, where shall they be bred, if not in our colleges and universities, where are gathered all that history and civilization and science and art have to teach us of God and man and nature?

Surely, never has the call for right thinking, for the practice of Christian principles and for unselfish service been so insistent.

This places particular emphasis upon the timeliness of the call issued by the Colored Men's Department of the Y. M. C. A. of North America for its twentieth national conference which is to be held in Cincinnati, December first to fourth. In this country there are 120 colored student Y. M. C. A. associations with a membership of 10,000 students. They, with the faculties of the institutions concerned, constitute a basis for a representation at Cincinnati that, both in number and in quality, should be

a conspicuous feature and influence in the work of the conference.

Many educational leaders will take part. Dr. John R. Mott, General Secretary of the International Y. M. C. A. Committee, will make the opening address. In addition to the daily general sessions, there will be daily meetings for group discussions of special topics. The musical features of the program will be exceptionally good. No effort, in short, will be spared to make the the entire program both constructive and inspirational.

So many of our Christian leaders of to-day were Christian students in the past that the fact is significant. If the Y. M. C. A. has been one of the factors in preparing these young men for this service, it has justified all the efforts and substance that have been expended upon it during all the years since that day in 1869 when the first colored students' association was organized at Howard University. The students of to-day are the leaders of to-morrow. Every race and generation must look to the students of the next generation for leadership. That is why the Colored Men's Department of the Y. M. C. A. has not only made stu-

dent problems one of the subjects of the Cincinnati conference, but is urging that student associations be well represented there by both faculty and student members.

Dr. J. E. Moorland, Senior Secretary of the Colored Men's Department, says:

It is our hope that the work and results of the conference will constitute a timely contribution toward the solution of problems conspicuous both at home and abroad.

The possibilities of this conference in connection with these problems are beyond prophecy. We need our faculty and student members largely represented, because we know what help it is in their power to give, both now and in the future.

## School News

Contributed by Mr. Alexander Washington '24 and Miss Thelma Brown '23.

"Get together, fellows!" Such was the slogan of the New Students' Reception given by the Y. W. C. A. on Friday evening, September 23, 1921; and students did get together, filling Glasscock Hall with the echoes of *Give Me That Good Old Institute Spirit*.

The new students were warmly welcomed to the Y. W. C. A. and the Y. M. C. A. by Miss Hallie Logwood and Mr. Alonzo Harden. "Cap" Brown, for the football team, solicited the cooperation of all old and new members of the football squad, and asked for the assistance of every individual student and teacher, in order that no

team might cross our goal line. Remarks concerning the various activities of the school were made by the President and other members of the faculty.

Refreshments were served by the Y. W. C. A.

The literary societies of the current year have shown remarkable improvement over those of last year. The interest manifested by students in their preparation for these programs indicates that something worth while will be the result.

The West Virginia Collegiate Institute, on November 11, 1921, presented Miss Revella Hughes in a recital in Hazlewood Hall.

Miss Hughes is a native of our own State, was a summer student at this institution for several sessions, finished her academic work at Oberlin College, attended the Conservatory of Music at Howard University, and is now completing her musical education under private teachers in New York City. With such a substantial foundation, she is well prepared for the work which she is undertaking.

Miss Hughes has a wonderful lyric-soprano voice, which, aided by an almost perfect technique, should be an inspiration to every Negro youth throughout the State.

By the ovation given and opinions which were expressed by those who attended, it seems that Miss Hughes is clearly on the road



to fame as a singer.

Mrs. Pagie Witcher Black is a student in the College of Liberal Arts, W. Va. Collegiate Institute.

Miss Ruth Burke, formerly General Supervisor of office work and Secy. to the President of A. & I. State Normal School, Nashville, Tenn., has taken the position as clerk in the business office at the W. Va. Collegiate Institute.

Mrs. Margaret Ferguson Foster has changed her address from Bidwell, Ohio to Institute, W. Va.

### Alumni and Class Personals

The body of Lieutenant Norwood Fairfax, who lost his life while engaged in active military service in France, was recently brought to this country and interred at Eagle Mount, W. Va.

He is survived by his parents, Rev. and Mrs. Fairfax of Roncerverte, by five brothers and four sisters. A brother, Frank, and two sisters, Clara Mae and Pauline, are now students at Institute.

1896

Mrs. Mamie Pogue Patterson is postmistress at Peace, Arkansas.

1901

Mr. Frederick D. Page is president of the Eighth District Sunday

School Union. Mr. Page has been engaged in Sunday School work for a number of years, and his election to this office is a compliment to his efforts and continued service.

Miss Rhoda Wilson is a teacher of English in the Garnett High School of Charleston.

1902

Mr. Horace Preston is an editor and publisher in Hamilton, Ohio.

Mr. Preston is to be congratulated for this chosen field of service, as much credit can be brought to the race by his publication. His business address is The Enterprise Publishing Company, 31 Court Street, Hamilton, Ohio.

1905

Miss Llewellyn Spriggs is teacher of Domestic Science in the Kelly Miller High School, Clarksburg.

1914

Mr. Frank H. Marshall is assistant in the Agricultural Department of this institution. His interest and excellence in operating the Institute greenhouse has brought much favorable comment from visitors. Mr. Marshall has recently completed an attractive five-room bungalow, with modern improvements, at Institute.

Mr. Hunter and Mrs. Hunter (nee Miss Anna Dawson) may be addressed at Beaver Falls, Pa.

Miss Blanche Fletcher is located

at Beaver Falls, Pa.

1916

Miss Catherine Gamble, having achieved her musical education at the Oberlin Conservatory of music, Oberlin, is now directing public school music in the city of Bluefield.

Dr. Leon Kincaid, D. D. S. (Howard University '20) is practicing at 715 Broadway, Columbia, Mo.

1918

Mr. Walter Clarkson has been connected, for two years, with The McDowell Times, a publication of the southern section of the State, as printer. His work has been very efficient. During this period his salary has been doubled and he has advanced to the position of foreman. It is reported that he has full charge of the work in the office. Mr. Clarkson took printing as a vocation subject while in this institution, and received a certificate therefor.

1920 (College)

Mr. Amiss T. Bartlett, A. B., is a teacher and Director of Athletics at Garnett High School, Charleston. Mr. Bartlett has created unusual interest in athletics at this school and as coach he is gaining distinction for himself and the institution. While a student at the West Virginia Collegiate Institute, he was an all around athlete, winning his letter

in football, basketball and baseball and serving as captain of the football and baseball teams. In this respect his record is superior to that of any student in the history of the school.

Mr. Henry Davis, A. B., is a teacher in Garnett High School. Mr. Davis was a member of the varsity baseball team and manager of the football team while at Institute.

1920

Mr. Benjamin Goode (ex-College '24) is a student in Michigan Agricultural College, Lansing, Mich. Many clippings from papers of that section praise him for his excellent work as half-back on the Freshman football team. Mr. Goode won his letter in football, baseball and basketball while playing for Institute. Students and alumni are watching his career with interest.

Mr. Harry Jefferson (ex-'20) is a senior in the College of Arts of Ohio University, Athens, Ohio. He is a member of the varsity football team, and is recognized as one of the best centers in the Ohio Conference circle. He is the son of Principal J. R. Jefferson of the Sumner High School at Parkersburg.

Mr. D. B. Scott, A. B., is a teacher in Palmer Memorial Institute, Sedalia, N. C. He was the first winner of the best man prize at Institute.

1921 (College and Normal)

Mr. Russell Moss, A.B. and Miss Naomi Grant (Normal) are teachers in the city school of Grafton. Professor Ferguson of the Institute faculty visited this school on October 20th and delivered a short address. He was very favorably impressed with the interest and work of those teachers. Both of these ardent supporters of the Old Gold and Black were present for the purpose of witnessing the Howard-Institute football game, although Miss Grant was called away, before the game, on account of the serious illness of her father.

## Marriages

CUNNINGHAM-PAGE: Mr. A. B.

Cunningham, '16, and Miss Winnie R. Page, ex-College '24, at Charleston, West Va. Mr. Cunningham served in France with the 317th Engineers Pioneer Infantry. Mrs. Cunningham won the first prize in the T. G. Nutter Short Story Contest in 1921. Mr. and Mrs. Cunningham are residing in Pittsburg, Pa., where Mr. Cunningham is actively engaged in the real estate business.

HAMLIN-RAMSEY: Mr. Maceo Hamlin, '20, and Miss Bessie Ramsey, '20, in November, 1921. Mr. Hamlin is a student in the Dental College of Howard University. Mrs. Hamlin is a teacher in the public schools of this State.

Fair play, and may the best man win

Nothing is so strong as gentleness; nothing so gentle as strength.

# WE WANT YOU

*to attend*

The NINTH ANNUAL  
FARMERS' and HOME-  
MAKERS' INSTITUTE

*January*  
*25 to 27*  
*1922*

*At this School*

## FEATURES

Demonstrations, Exhibit, Conference,  
A "three day school."

REMEMBER  
THE DATES  
JANUARY  
25 TO 27

*For detailed information, write to*  
A. W. Curtis, *Director of Agriculture*  
Institute, West Virginia



## WORK

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market-place or tranquil room.  
Let me but find it in myself to say,  
When vagrant wishes beckon me astray:  
"This is my work—my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done in the right way".  
Then shall I see it not too great nor small  
To prove my spirit and to test my pow'rs.  
Then shall I cheerful greet the morning hours,  
And cheerful turn, when the long shadows fall  
At eventide, to love, to play, to rest,  
Because I know for me my work is best.

HENRY VAN DYKE

