AN ESTIMATE of our NEGRO SCHOOLS

E. GEORGE PAYNE, Ph.D.
Assistant Dean, New York University

THE AMERICAN CHURCH INSTITUTE FOR NEGROES
FOSTERING THE REBIRTH OF AN ANCIENT RACE

AN ESTIMATE

of our

NEGRO SCHOOLS

by

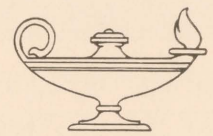
E. GEORGE PAYNE, Ph.D., Assistant Dean, New York University

ST. AUGUSTINE'S COLLEGE
Raleigh, N. C.

VOORHEES NORMAL AND INDUSTRIAL SCHOOL
Denmark, S. C.

FORT VALLEY HIGH AND INDUSTRIAL SCHOOL
Fort Valley, Ga.

ST. PAUL NORMAL AND INDUSTRIAL SCHOOL
Lawrenceville, Va.



THE AMERICAN CHURCH INSTITUTE FOR NEGROES
A Corporation of the Protestant Episcopal Church Responsible to the
National Council and to General Convention
281 FOURTH AVENUE, NEW YORK, N. Y.

E. GEORGE PAYNE, Ph.D.

Assistant Dean, New York University, who, at the request of the Director of the Institute, visited four of our schools for purposes of investigation and appraisal. The non-technical sections of the resulting report appear in these pages.

AN ESTIMATE OF THE WORK
of the Schools under the auspices of the
AMERICAN CHURCH INSTITUTE FOR NEGROES

PERSONS who are accustomed to the average schools of the North, under the direction of teachers well trained in the normal schools and teachers' colleges, with a school term of ten months and teachers well paid, can with difficulty, if at all, visualize some of the public schools provided for Negroes in the South, especially in the small towns and rural sections.

The task of reconstruction of education among the Negroes, and of providing adequate facilities for carrying on the work along modern lines and over a reasonable period, though theoretically and properly the responsibility of the state, now rests and for a long time to come will rest with such schools as those carried on under the auspices of The American Church Institute for Negroes.

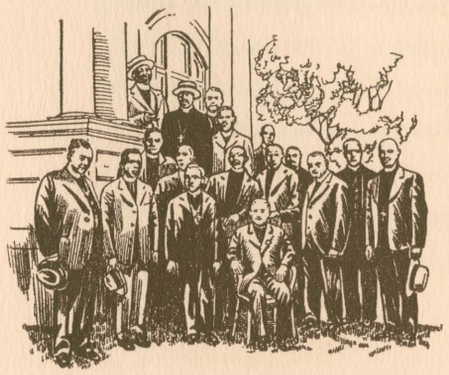
The purpose of this survey, therefore, is to present, first, the character of these schools and the work carried on in them; second, the needs in order to make them function effectively in the accomplishment of their tasks, and third, the necessary readjustment and reconstruction of the program of the schools in order to meet, on the one hand, the needs of modern education and on the other, the most economical administration, without impairment of the effectiveness of the work undertaken.

HOW THE WORK IS ORGANIZED

IN ORDER to get a clear picture of these schools it is essential, therefore, to indicate the general plan of control. Each school is administered by a self-perpetuating Board of Trustees or council of leading white and colored members in the North and in the South. Because of the difficulty of bringing together these Boards for immediate action upon essential matters, they have provided an executive committee for each school with power to pass on administrative matters in cases of emergency.

Moreover, because of the distance from which members would have to come for the meeting, sessions are held infrequently, in some cases once or twice a year, to pass on all matters connected with the administration and development of the school. Therefore the policy and program must necessarily be determined primarily by the administrative head of the institution and by the Executive Committee. The Board functions primarily in hearing the report and authorizing the program.

The schools are supported by The American Church Institute for Negroes and this organization assumes, among other important functions, responsibility for the necessary funds to carry on the work and at the same time conducts campaigns for the raising of funds. The value of this relationship to the schools cannot be overestimated in that it tends to create a uniform policy and insure its continuity. The value of



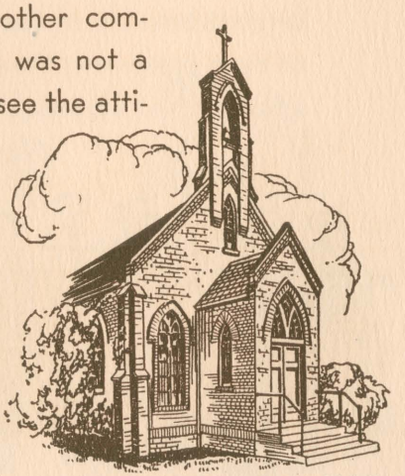
Bishop Payne Divinity School Alumni at Commencement exercises

this relationship appeared in every angle of the situation that I examined and I was deeply impressed with the attitude of The American Church Institute in its dealings with these institutions.

ITS ATTITUDE COMPLETELY UNSELFISH

ALTHOUGH this is an organization of the Episcopal Church and the support for these schools comes largely from its constituency, there appeared at no place an intrusion of this fact upon the faculty, student body or the community. It appeared to me that here was a great organization, philanthropically minded, with no other motive than that of advancing the education of the Negro in the South. The generosity of the attitude of the Church Institute was manifested in many ways, as for instance, in the fact that eighty-five percent of the students receiving the benefits from the philanthropic policy of the Church Institute were not Episcopalians but came from other communions or had no church affiliations at all. Many of the faculty, moreover, were members of other communions and in one case the principal was not a member of this Church. So far as I can see the attitude of The American Church Institute was completely unselfish and inspired by the highest ideal of service to those for whom it was carrying on its endeavors.

It might be said at this point that because of this completely catholic atti-



Emmanuel Chapel, Bishop Payne Divinity School, Petersburg, Virginia

tude, The American Church Institute could well serve the function of leadership and therefore make a much wider appeal for support to the whole American public with the assurance that whatever funds were available would be used in the highest interest of Negro education. The American Church Institute for Negroes could well make a general appeal directly to other Churches, to the general public through definitely organized publicity, and to all philanthropic organizations interested in Negro education without the slightest apprehension of any misunderstanding if the work of the schools were adequately represented. In the largest interest of these schools I wish that such an appeal might be made and thereby hasten the task toward completion in the best interest of Negro education, welfare and racial adjustment. I cannot emphasize this point of view too strongly.

The difficulty of presenting an adequate picture of the contribution that the schools under review are making toward the solution of the problem of Negro adjustment to the life of the community, and to the solution of the race problem in the South is great because of the possibility of appearing too optimistic, or even presenting the appearance of prejudice in favor of the schools. Yet we sought to examine these four Institute schools with a completely objective attitude and to report upon facts obtained after a careful study of the program and its operation in the education of the colored race.

A typical graduating group

CONCERNING OUR STUDENT BODY

THE student body in each school appeared clean, happy and industrious and would compare favorably with a similar body of white students in the same grade of school in any part of the country. These students are completing the work of the various institutions and are going out into the community to take positions of leadership among the colored people in teaching and other professions and in the industries and trades. They are winning for themselves an important place in their various communities whether they enter into agriculture or any other of the vocations. Moreover the effect upon these trades, as I saw over and over again, is to produce marked improvement in standards of work generally.

The homes of the graduates show the evidence of the work of the schools. This is only a natural situation when one is aware that the buildings, although they are modern in every respect, especially those constructed within recent years—and the most recent buildings are fireproof throughout—are built by the students under faculty direction. Moreover, the farms have provided students with practical experience which makes them not theoretical farmers but actual, practical farm people who are going out and readjusting the farm life by a new type of agriculture in the various communities into which they go.

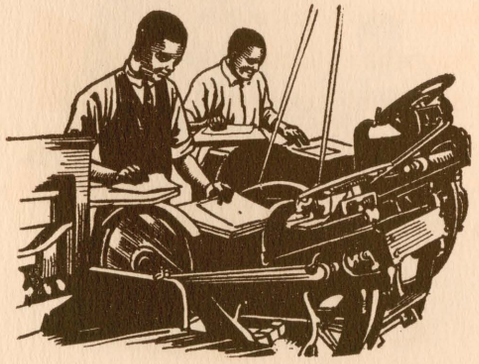
Training skilled home makers for tomorrow

WHOLE COMMUNITIES FAVORABLE

I TOOK occasion to talk with numerous white leaders in the regions in which these schools are located and found the uniform response to be favorable. Several of the communities have members of the faculties of the Institute schools as advisers to the court and the prosecuting attorney, as in the case of St. Paul Normal and Industrial School, with reference to Negro problems and Negro difficulties in the community. Yet it was pointed out that the students seldom become involved in police cases—only one case in forty-three years arising at St. Paul's.

The following letter from N. C. Newbold, director of the Division of Negro Education of the state of North Carolina, indicates this attitude of the community:

"I am glad to be able to tell you that the graduates from this institution, even as far back when it was a high school, have proven to be splendid workers in our schools in North Carolina. Two things they seem to be able to do at St. Augustine's College: (1) to prepare their students who teach to understand pretty thoroughly what they do so that they can go out and do good work in actual teaching; (2) they also train their students to know how to get along with both races, which, as you know, is a very valuable accomplishment. It seems to me these two statements are quite sufficient to prove to you that St. Augustine's is rendering good service



Being prepared for economic independence

not only to the Negro race, but to the state of North Carolina."

This same general attitude is expressed by the postmaster in Fort Valley with reference to that school. He says:

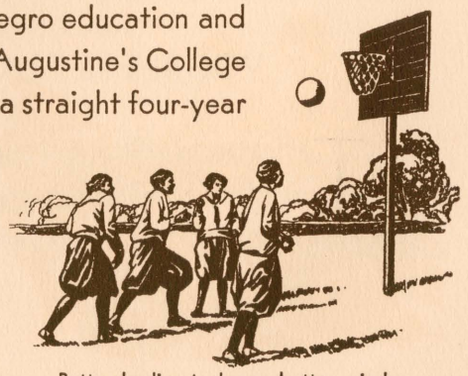
"The Fort Valley High and Industrial School as an institution exerts a great influence for good in this community. The officers and leaders of the school are a fine group of colored folk and its President, Professor H. A. Hunt, is held in very high esteem not only by his own race but by the white people of this community and state.

"I have been here for 23 years and I am sure the education of the Negro along agricultural and industrial lines and the training they receive in this school is uplifting, making them useful citizens and fitting them for their place in life."

I could quote numerous other communications but these indicate the general attitude of the community and their feeling about the worthwhileness of these institutions in the adjustment of Negro and race problems.

EACH SCHOOL A CONTRIBUTOR

EACH of the four schools studied is making its particular contribution to the problem of Negro education and racial adjustment in the South. St. Augustine's College is an academic college which offers a straight four-year college course leading to the bachelor's degree. This institution has recently been recognized by the



Better bodies to house better minds

Southern Association as having an academic rank. It also offers a four-year high school course which serves as a training school for academic students who wish to enter the teaching profession. It can be said, therefore, to be a school well equipped on the academic side for training teachers for the secondary Negro Schools of the South.

In addition to the academic department it has a training school for church and welfare workers, known as the Bishop Tuttle Memorial School, excellently equipped, keeping in close contact with the community in which the students have opportunity for case work and practice. The effect of this school is to improve standards in the family living and take care of the adjustment of those problems which are of concern to the Negro race.

St. Augustine's has, also, a training school for nurses which serves not only as a hospital for the school students but for the community as well. This hospital is developing standards for the care of the sick and is doing, through this, an educational work of first importance. St. Augustine's, with its various divisions, is performing a unique work not only for the community but for the whole South in the character of its work and its standards of living. Of the four schools this is the only one that has a complete college course.

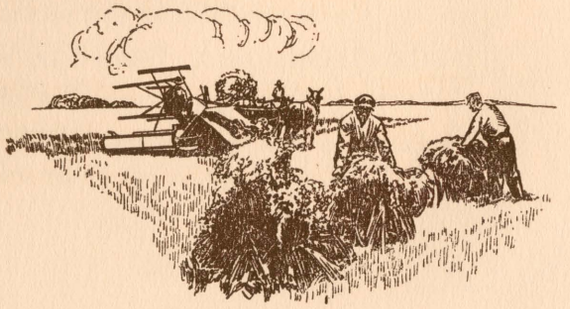
VOORHEES TRAINS FOR LEADERSHIP

THE Voorhees Normal and Industrial School consists of an elementary training school, including the seven grades, a four-year high school and two years of normal work and junior college

designed for the training of teachers for Negro schools in South Carolina and other parts of the South. This school not only completes the academic requirements of a four-year high school and covers the work of the two-year normal, but carries along with it, as a requirement, training in agriculture and the trades. Students going out from this school not only have learned to appreciate the value of the improved methods in trades and agriculture but are able to assume positions of leadership. There is every evidence that such is the case.

COMMUNITY WORK AT FORT VALLEY

THE Fort Valley High and Industrial School represents a high spot among these institutions. They have conceived the problem of education in a statesman-like way and are having a profound influence upon the whole community. While I was visiting this school the principal called together the leading Negroes of the community and the faculty of the school to consider the matter of unemployment and distress on account of the economic depression. These problems were discussed. Provision was made for a census of those who for any reason were in distress and funds were collected to extend relief. This whole plan of rendering relief indicates the type of leadership exerted by this school. Its work is not merely the education of



Learning to develop the American farm

its own students. It interests itself in the elementary schools of the entire section and in the amelioration of the difficulties of the Negro race in that vicinity.

I was immensely pleased and surprised to find the extent and character of appreciation of the work of this school not only by Negroes but by the white people of the state. This is expressed in a letter from the state superintendent of schools, the Hon. M. L. Duggan:

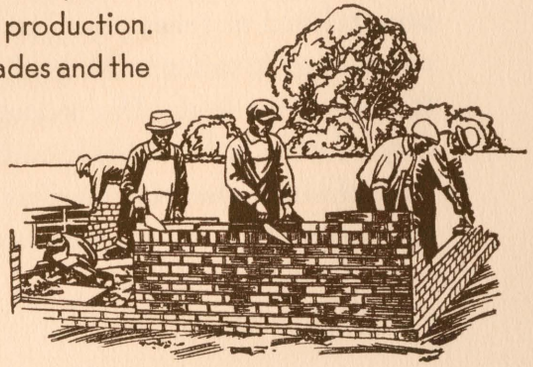
"For many years I have had occasion to inspect the work being done at the Fort Valley High and Industrial School for Negroes and have kept familiar with the development and progress of this institution. Many years ago I was deeply impressed by the most excellent work being done there and I have been gratified at the remarkable progress achieved, oftentimes under discouraging conditions. I do not think I have seen any school in our state that I could commend more highly or indorse more unreservedly than this institution. I have known its president, to whose devoted interest and wise administration of the school should be attributed its success for many years. I believe that this institution is most worthy of consideration and deserves aid and encouragement for the good work that it has done and promises to do in the future."

No one who has not visited the Fort Valley School can fully appreciate its educational and social influence in racial improvement and adjustment. There is no institution or agency of this character in the state comparable with it in the types of service rendered to the Negro race.

HIGH PRAISE FOR ST. PAUL'S

THE final school visited was St. Paul Normal and Industrial School at Lawrenceville, Virginia. This institution has been in operation forty-three years under the able leadership of the Reverend James S. Russell, D.D., who founded the school. The students and graduates of this school have constructed the best buildings in the town. Moreover, the graduates have established themselves in important positions of leadership and influence wherever they have gone.

The work of this institution in the trades and agriculture is particularly noteworthy. They have sixteen hundred acres of land in connection with the school; much of this is cultivated under the most advantageous conditions for this section of the country. Every person with whom I discussed the matter stated that the revolution in farm methods among both white and colored people had resulted from the example of this institution. The school farm shows the soundness of its management by its present condition. In contrast with the conditions characteristic of farms in many parts of the country, it has been improved constantly and not used merely for maximum production. Much of the profit from the farm has been put back into it for improvement, thus insuring maximum production. The same may be said of the trades and the emphasis placed upon them. While St. Paul's maintains an elementary school, comparable to the progressive ele-



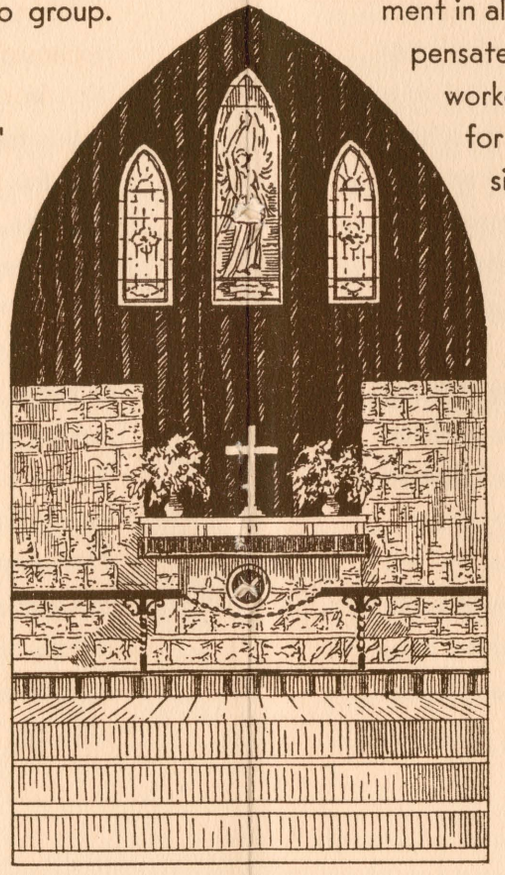
Trained to be craftsmen devoid of shame

mentary schools of the North, a standard high school and a two-year junior college, primarily for the training of teachers, greater emphasis is given here than in other places to the trades. A particularly noteworthy and effective arrangement is that students may secure a trade diploma without taking the complete four-year academic course.

As a result the students may make complete preparation for work in the trades without being obliged to devote undue time to academic work. These students are thus equipped to fill responsible positions in the trades and become self-supporting, self-respecting citizens and leaders among the Negro group.

"REALLY AMAZING ACCOMPLISHMENTS"

THE foregoing outline of the work of the Institute schools has been presented to give an idea of the really amazing accomplishments of these institutions in the midst of none too favorable an environment and to lay the basis for the explanation of the needs for the support of the four institutions. Each school, without exception, is in the position of having its principal and at times other members of the staff called away in order to secure funds for the maintenance of the work. This undoubtedly has proved very valuable in that it has brought the leaders into contact with those whom the Church Institute wishes to interest. Thus also the public can see the character of leadership in the schools and therefore know that any support given will be used effectively. However, the schools have reached the point where they cannot carry on their work effectively without the necessary support. Provision should be made for supporting the schools without taking away the staff, except incidentally, and then only for short periods of time.



"Lift up your hearts!"

In addition to an adequate endowment essential to carry on the work, each of the schools has its special needs: such as a trade building for Fort Valley to complete the plans of the school, the need of library facilities, books, buildings or equipment in all of the schools and the need of more and better compensated teachers to lighten the load of many who are overworked. But the most urgent need arises in the demand for regular income from endowment to avoid the necessity for the annual campaigns for current funds. I was deeply impressed by the extent of the work carried on by members of the staff. The rest periods of the teachers are inadequate. They are involved in a variety of duties and responsibilities from the beginning to the end of the week and from early morning until late at night—too heavy a load for the limited staff.

PROBLEMS TO BE FACED

THERE are certain problems in all of the schools which need solution in the interest of efficiency. I shall attempt in a technical supplementary report

to point out some of the changes that should be made. Some of these relate to several of the schools and some relate only to one. In each case I shall give details.

I found St. Agnes Training School for Nurses an institution doing exceptional work and have no recommendation to make with reference to the School. The same might be said of the Bishop Tuttle School for Church and Welfare Workers. It would, however, be in line with educational procedure and principles to effect some arrangement so that the graduates of the Bishop Tuttle Training School could receive the bachelor's degree when they have met certain academic requirements. This is a common practice in the best universities of the country at the present time and such an arrangement should not be regarded as a lowering of standards. The University of Chicago has its school of Philanthropy from which credit is acceptable toward an academic degree; New York University has an arrangement with the New York School of Social Work in which the credits of this school are accepted in full toward the Bachelor of Science degree in the School of Education.

President Edgar H. Goold of St. Augustine's College informs me that he is considering the matter of giving greater recognition to the work of these schools. This has not been done hitherto since this is the first year of granting degrees.

This situation leads to a suggestion with reference to this school and it also applies to a certain extent to other schools. In the anxiety of administrators to secure academic rating they have perhaps overemphasized the importance of academic subjects to the exclusion of the more practical emphasis. That is,

the college farm in connection with St. Augustine's is used primarily as a means of supplying opportunity for students to earn money to pay their way through the school and with the exception of the so-called model farm, conducted for high school agriculture, this is true. It occurs to me that since the function of this institution is primarily the preparation of teachers for high schools, among the Negroes, and most of these high schools have to do with those who are perhaps returning to the farm, the institution is missing an unusual opportunity in not organizing the whole farm with reference to the possibility of agricultural training for teachers of the high school. Otherwise it would be better merely to lease the farm and run it purely as a business enterprise.

There is no attempt to provide trade training in this institution since it is primarily an academic college and conducted for academic purposes. Because of the possession of the farm, however, and the fact that most high school teachers will have agricultural interests, it is desirable to use the farm as a means of training not merely teachers of agriculture but high school teachers as well.

HOLDS CONFIDENCE OF COMMUNITY

THE Voorhees Normal and Industrial School does a remarkable work. It holds the confidence of the community and exerts a profound influence on racial adjustment and in the education of the Negro.

I would suggest, however, that some arrangement be made for handling administrative matters in the absence of the principal in connection with money raising expeditions. This could be cared for easily by appointing a committee, responsible to the principal, which would exercise authority in his absence. This committee should be appointed by the principal and be authorized by the Board. I had an opportunity to become acquainted with some of the teachers at Voorhees and would suggest that a committee be appointed with Mrs. Blanton or Mr. Usher as chairman. Mrs. Blanton is a person of strong personality, education and refinement and so far as her ability is concerned would be an ideal person for chairman of such a committee.

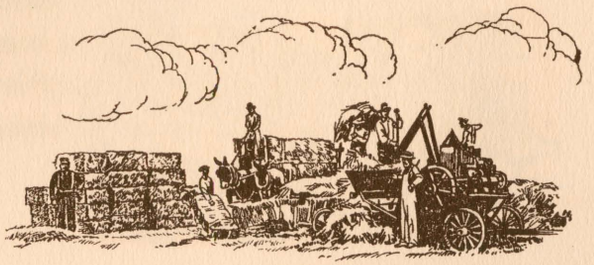
It appears to me that the set-up at Voorhees is conceived with reference to academic accomplishment and the trades are not more than the equivalent of what would be offered in an ordinary manual-training high school in the North. In other words, students are required to take 16 points of secondary subjects, sufficient to meet the entrance requirements of academic colleges, and then whatever else they can do in the way of trades they are encouraged to do. I should reverse the operation, making it possible for any student to complete the 16 units of academic work if he chooses but should be sure that he had adequate trade training before receiving the diploma of the institution. In other words, I should make the diploma indicate trade efficiency rather than academic efficiency. One other word must be said with reference to the library at Voorhees. They have approximately 4,000 books in the library, 3,000 of which are more or less worthless. Friends of the institution have donated these books under the misapprehension they were doing the school a service. It is a pity they did not contribute the express cost and burn the books. In this connection it might be interesting to note that the Phi Delta Kappa Fraternity of New York University is bringing together a collection of books for Voorhees and Fort Valley and they expect to have the selection passed upon by a librarian before sending them.

A happy blending of work and play

At the time of my visit Voorhees lacked adequate facilities in the trade departments. Their present $200,000 building and equipment program, when completed, will put the institution practically on a par with the other institutions surveyed.

THE NEAREST TO THE IDEAL

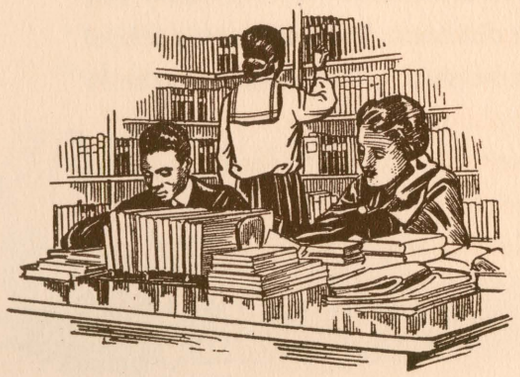
THE Fort Valley High and Industrial School to my mind represents, in many respects, the nearest to the ideal institution of any of those visited. They have an elementary, secondary and junior college or normal school division. The elementary school consists of six grades and the co-operation from the community is indicated in the fact that the building was provided by the citizens of the county. Since its



Preparing as well for richer harvests

completion it has been supported in part by the county and in part by the Institute. Nine months of thorough school work are given. Eighty per cent of the support of this elementary division comes from the county and the school is used as a laboratory school for the Fort Valley Normal with a teacher in charge of training for observation and practice teaching.

The junior high is supported entirely by the Institute, the senior high school also, with three years and finally with two years normal school work. While greater emphasis is placed here upon trade preparation than is placed at St. Augustine's and it is equal to that at Voorhees, still it is primarily conceived as academic training with the trade training as incidental. About six to seven and one-half hours per week are required in trade or agricultural work and yet very few of these persons go to college. I should strongly recommend that a certificate of graduation be allowed upon the basis primarily of trade achievement rather than on academic achievement. Many of the graduates of the high school do enter the normal school, but to my mind the trade equipment is quite as valuable in preparation for entrance to the normal school as the more exclusively academic subjects and is more valuable in equipping the student for the type of work he needs to perform.



Many become rulers in the kingdom of books

As pointed out before, the arrangement of the farm here is as nearly ideal as possible. Also the health service, while inadequately housed, is splen-

did—particularly in relation to the community connection. I feel that as soon as financial conditions permit there should be provided for this institution a trade building for girls and also a hospital, not only for the school and pupils but for the community as well, in which nurses could be trained and get their practical training from the community. The example at St. Augustine's might be followed here.

I am immensely impressed with the purchasing plan in operation at the St. Paul Normal and Industrial School. I doubt whether greater efficiency is present in any business organization in the country than in this institution. It occurred to me that if all purchasing for the institutions supported by The American Church Institute for Negroes could be done through one agency a large saving could be effected. This will involve some diplomacy in handling local dealers, but that is a comparatively simple matter and should be undertaken in the interest of efficiency and economy.

THE MEN WHO DIRECT THE WORK

THIS report should not be closed without a word about the administrators of these institutions. Taken as a whole, I doubt whether any other four institutions in the country have men at their head with greater ability, vision, capacity and willingness for service and more suitable for their jobs than these under survey. The spirit of the institutions is embodied in the administrative heads. The various boards of the institutions are

to be congratulated. President Goold of St. Augustine's is perhaps in the most difficult situation on account of the fact that he is a white man at the head of a Negro institution in the South. He has the confidence of the community, the respect of the faculty and students. He is a man of fine ability and enthusiasm and is inspired with the spirit of service. He has the interest of this institution at heart and is untiring in his effort to build it up.

Mr. J. E. Blanton is a bundle of energy and great capacity as a leader. He has not only the vision of leadership but the spirit of service essential in a great leader. A better selection could not be made.

Mr. Henry A. Hunt impressed me as one of the greatest living educators, quiet, modest and able. I wish I had to my credit his achievements.

The Rev. Alvin Russell has the qualities essential to carry on the work of his father and I am sure nothing more need be said. He has the best elementary school that I saw on my trip, and one that will compare favorably with the best laboratory schools in the country. I did not see the elementary schools at Voorhees and Fort Valley in session.

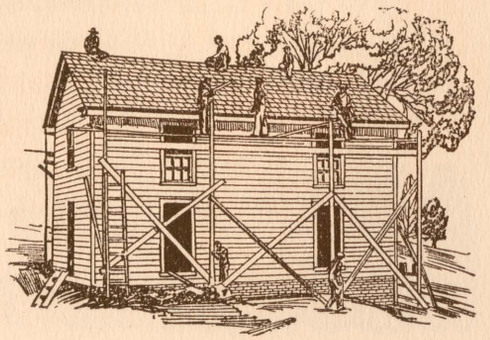
Hand and eye learn to be exact

Finally, Mr. A. H. Turner, business manager at St. Paul's, impressed me as a keen, intelligent, diplomatic and efficient business man in the right place. It seems to me that the Institute might make greater use of his extraordinary business ability in connection with the various schools under its supervision.

THE STORY OF THE INSTITUTE

THIS report would scarcely be complete without a brief account of the corporation known as The American Church Institute for Negroes, which was organized in 1906. My study of the administration of these four schools and of their exceptional efficiency led me inevitably to consideration of the Institute itself and its relation to its schools. Unlike any other influential Church, having a government indigenous in the United States, the Episcopal Church is one throughout the entire country. There is no northern or southern Episcopal Church. The Institute is the authorized agency of the whole Church, responsible to General Convention, which is the governing body and which corresponds closely in structure and function to the Congress of the United States. Since its constituency resides in every state, the Institute voices convictions which, to a large extent, are representative of the public opinion of the whole country. This is a very important factor in dealing with race relations.

A second point of importance in evaluating the present and future potentialities of this Institute, is that southern dioceses, naturally more or less provincial in their views of the race issue, have officially accepted partnership and joint responsibility with the Institute, which is not provincial, for the support and administration of the schools under its direction. Another related and interesting fact is



Better homes rise where graduates settle

that the southern members of its Board and executive staff have been, throughout the Institute's history, conspicuous in supporting its wise and statesmanlike policies. James H. Dillard, LL.D.; George Foster Peabody, LL.D.; the Rt. Rev. A. S. Lloyd, D.D., the Rt. Rev. E. M. Stires, D.D., the Rev. R. W. Patton, D.D., and Mr. L. J. Hunter, the Treasurer, are well-known examples of this.

Not only have the southern dioceses of the Episcopal Church officially accepted the policy of the Institute as their own, and given proof of their faith by materially aiding in support, as well as in management, through diocesan representation on the school boards, but this principle and practice has been extended to prominent citizens of the state and of the communities in the immediate vicinity of the schools. Thus, representative citizens of the community in which the schools are located, some of them not members of the Episcopal Church, are members of the school boards, and the community through these representatives, not a few of whom are Negroes, subscribe liberally towards support and participate in the management. This fourfold co-ordination—national, state, diocesan, and community, including racial representation, affords a unique relationship.

This is catholic, in the best sense of that word, wise in conception and in execution. It is, I believe, not duplicated as to all of these important points by any other system of education. If adequately supported, its possibilities are very great. A partnership in support, supervision and administration, in which national, provincial, local and racial opinion find free expres-

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sion, under the leadership of a centralized, intelligent, unprejudiced group of trustees, provides an atmosphere under which, most economically and effectively, the interests of all can be served.

These facts, discovered in connection with my study of the four schools referred to, are, doubtless, the explanation, second only in importance to the able administration of the trust committed to the Institute, of the remarkable growth of the influence of the Institute and of the increasing confidence in which it is held by educational agencies and corporations not affiliated with religious bodies. The fact that the income of the Institute, for the maintenance and equipment of its schools, has increased within about fifteen years from around $30,000 annually to an average within the last six or seven years of nearly $350,000 annually, in addition to $200,000 received directly by its nine schools, is evidence of the ability with which its affairs have been conducted and of the confidence it has justly earned.

NEED FOR ENDOWMENTS

AS ONE who has never been identified with the Episcopal Church, and has heretofore shared in some degree the popular notion that Church schools might tend to sacrifice the canons of education to the interests of denominational bias, this investigation has been both a surprise and an inspiration. Though primarily interested from the standpoint of their value to education, I freely offer my services for any help I may be able to

render this system of schools, whether for advice as to their curriculums and management, or in commending them to others.

In conclusion, I cannot stress too strongly the necessity for adequate endowment to be secured as soon as possible, and to be held by the Institute as trustee. Friends who may be interested in a particular school, may, by gifts and bequests, designate their gifts for the school in which they have a special interest, but good business requires that the Institute, not the school, should administer the trusts.

The endowments now held are around $400,000. This sum is wholly inadequate. For this type of school, a dollar should be available for endowment for every dollar expended for plant and equipment. The value of the capital investment in this system of schools, conservatively stated, is $3,000,000. But, as the continuation of the program for modern school buildings and equipment will involve in the near future a capital investment of $2,000,000 more, systematic and persistent effort should be inaugurated at once for an endowment of $5,000,000. This will not prove too difficult an undertaking if those who possess comparatively limited resources, as well as those who can give large sums, begin now to send gifts for endowment and revise their wills with the Institute as the beneficiary of their benevolence.

I earnestly commend these recommendations, not to Episcopalians only, but to all, in order that the Institute may perfect an educational system which will commend itself to any visitor who knows real education when he sees it, and who has the welfare of America at heart.

LIST OF SCHOOLS

ST. AUGUSTINE'S COLLEGE
Raleigh, North Carolina
Rev. Edgar H. Goold, M.A., President

ST. PAUL NORMAL AND INDUSTRIAL SCHOOL
Lawrenceville, Virginia
Rev. J. Alvin Russell, M.A., Principal
Rev. James S. Russell, D.D., Principal Emeritus

BISHOP PAYNE DIVINITY SCHOOL
Petersburg, Virginia.
Rev. F. G. Ribble, D.D., Principal and Dean

FORT VALLEY HIGH AND INDUSTRIAL SCHOOL
Fort Valley, Georgia.
Henry A. Hunt, A.B., Principal

VOORHEES NORMAL AND INDUSTRIAL SCHOOL
Denmark, South Carolina.
J. E. Blanton, A.M., Principal

HOFFMAN-ST. MARY'S SCHOOL
Mason, Tennessee.
Rev. George A. Stams, D.D., Principal

OKOLONA INDUSTRIAL SCHOOL
Okolona, Mississippi.
Mrs. Effie T. Battle, Principal

ST. MARK'S SCHOOL
Birmingham, Alabama.
Rev. Charles W. Brooks, Principal

GAUDET NORMAL AND INDUSTRIAL SCHOOL
New Orleans, Louisiana.
Mr. B. P. Smith, Principal

FORM OF BEQUEST

I give and bequeath to the American Church Institute for Negroes, a corporation existing under the laws of the State of Virginia, its successors and assigns, the sum of $_____