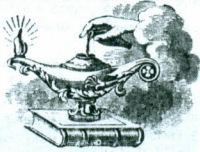


THE

INSTITUTE MONTHLY



VOLUME I

Institute, W. Va., January 30th, 1907

NUMBER II

Education of the Whole Boy

Appropos to the discussion yet going on between the various schools of thinkers, the following, taken from the address of Prof. Calvin M. Woodward, of Washington University, before the American Association for the Advancement of Science—of which today he is president—and, printed in "Science," (New York, Dec. 28.) while not conclusive, comes with more or less convincing force, and seems to be but another manifestation of the trend of educative thought, towards training, not alone nor chiefly the memory and understanding, but the judgment and executive faculties as well. He says in part:

"Many wise and excellent educators had grave fears as to the result of the experiment. It was thought that the introduction of tools, machinery, materials, the theories of construction, and drafting might not only break up the orderly program of the school, but they would lower its intellectual and moral tone. It is now known that all such fears were groundless. Manual training when properly adapted to the boy's status of brain development, and when incorporated into the daily and weekly program with due regard to the other essential features, has proved to be a more valuable element in education than even the most sanguine advocate dared to expect. The moral, intellectual, and economic fruit of this combination, as shown in the characters and careers of the boys who formed the first classes in the pioneer schools, is the best possible evidence of its value. The gloomy predictions made of its effect upon the pupils, and upon our American system of schools, have been forgotten, and early opponents are fast friends and enthusiastic advocates.

At first it was suspected that our metrics were sordid; that we were a little likely to degrade our schools, to teach narrow trades, and to turn out mere mechanics' instead of educated men. On the other hand, a recent report of a Massachusetts commission (for whose membership I cherish respect) regards the manual-training movement as almost exclusively educational and not sufficiently industrial. I suppose the earlier and the later estimates are still held by many sincere and able teachers. One does not easily lay aside the convictions of a lifetime.

That the manual-training movement inevitably involves criticism of the older system of education is acknowledged by Professor Woodward, but, he asserts, it is also a standing reproof to the wasteful, unscientific method of teaching to apprentices the theory and uses of tools. Progress "lays aside the idols of the past and erects new temples and opens new kingdoms." The speaker lays down these two principles as corner-stones of modern education:

"1. That usefulness does not impair educational values.

"2. That a so-called culture-study like Latin may properly stand side by side with manual training in the curriculum."

He goes on to say:

"We are all pleased (tho perhaps surprised) when we learn that a man who reads blue-prints, and can make and use a diamond-point machine-tool, is also a linguist and at home in the calculus; and yet we are more than likely to assume that the boys who are studying the theory and use of tools have had little

(Continued on 4th Page, 1st Column.)

True Sympathy in Teaching

M. V. O'SHEA
University of Wisconsin

There is one term which appears to be used more frequently than any other in present-day educational speech and writing. Parents and teachers are exhorted to be SYMPATHETIC with their charges. Sympathy, we are told, is the essential requisite in teaching, alike in the home and in the school. without it, all one's instruction falls upon arid soil; and the instructor becomes as sounding brass and a tinkling cymbal. The teacher can not guide the child unless she can enter into and appreciate all his joys and sorrows. We hear it said that childhood must be loved and nurtured; it must be soothed in its troubles, and aided in every way to carry forward its own enterprises. The adult should serve the child in his weakness, for his needs lie far beyond the reach of his own strength and ingenuity.

Froebel, more than any one else, perhaps, has been instrumental in developing our modern respect and even reverence for child-life. Dickens should doubtless be next mentioned; and then follows a long list—Montaigne, Locke, Rousseau, Pestalozzi, Spencer and many of equal prominence in our own day. As a result of the efforts of these great teachers, childhood is no longer regarded as a PREPARATORY period in life; as an epoch of mere helplessness and immaturity to be passed over as speedily as possible. The child is not simply getting ready to live; he is living in a real and vital a sense as he ever will. His thoughts and feelings, his desires and ambitions, his doubts and beliefs, all are entitled to equal consideration with those of the adult. They must not be ignored as things of mere transitory value, nor should we attempt to supplant them by the views and ideals and feelings of maturity. It is this consciousness so marked in our own day, of the importance of the period of childhood that has given rise to all our talk about SYMPATHY as the most necessary quality in the teacher and the parent.

And what do people have in mind when they speak of a sympathetic attitude toward the young? Not so much INSIGHT into the tendencies and needs of a developing being as a WILLINGNESS TO SERVE him, to assist him in attaining his childish desires. Sympathy may mean an appreciation of another's point of view, and an understanding of the motives for his actions, without simulating all his pains and pleasures; or it may mean simply the sharing of another's joys and sorrows as outwardly revealed. It is in this latter sense that teachers and parents are to-day striving to be sympathetic. You can go into homes and schools, and see the child as the central figure, himself determining largely the trend of events, and you will find the adults taking their cue from: him, keeping always in a "sympathetic" attitude, rejoicing with him in his successes, praising him for his achievements, and lamenting with him in his failures. Such adults imagine the child is happiest, and get the most out of life when he plays first fiddle all the time, and

when they follow his lead, augmenting his pleasures and diminishing his pains by participating in all of them with him.

To my mind, this view of sympathy, and the practice of it in home and school, is likely to be the cause of harm in modern education. What the child needs above all else from his teacher is LEADERSHIP. The happy and fortunate child, of any age, is the one who is constantly in the presence of leaders, not followers and FLATTERERS. The child does not crave, nor does he need, SENTIMENTAL sympathy, if I may so speak. Observe the persons whom children, old or young, most enjoy; whom they choose as companions. They are always those who can show them HOW TO DO things, who can help them to achieve, not simply make a FUSS over them when they succeed upon their own initiatives. Children do not enjoy most those who PET them and CARESS them and GUSH over them most; they prefer those who can perform feats with them and who can teach them new tricks. Even the infant appraises DOING above FONDLING, and he will select out of all those in his environment the one who can help him best to see the world around him. The young child does not evaluate highly effection which expends itself in mere personal expression, no matter how ardent and demonstrative it may be. Indeed, he is often annoyed by such expressions. Of course, we all wish our associates to appreciate our attainments; but we care relatively little for the appreciation of those who lack skill and leadership themselves. The boy wants the approval of the man who can do things himself—who can pitch a curved ball, or sprint a half mile in record time, or hit the bull's eye, or do with skill and efficiency anything else in which the boy is interested. Children of all ages admire power, capacity, skill, courage, leadership, and they will give their allegiance to one who possesses these traits. On the other hand, they soon tire of one who merely "sympathizes," but who can't do things better than they can themselves.

The principle applies in the school-room as well as outside. The pupil is not much influenced by sentimentality in his teacher. He really does not care for lamentations over his misfortunes; what he wants is to be shown a way to avoid them in the future. He may not be the best teacher of algebra, say, who FEELS with and for his pupils most; they are not seeking for PERSONAL expression of any sort. They are searching for light, and he who can most skillfully turn their eyes toward it is the one who has the highest kind of sympathy. True sympathy in a teacher does not exhaust itself in mere feeling; it seeks to help the pupil to overcome his difficulties most effectually and economically. Again, it does not concern itself too much with the pupil's transient emotional states; rather, it studies his problems, and shows him how to solve them most readily and efficiently.

Recently, observed a teacher endeavoring to lead a child into a mastery of the art of arts. He had his trials, as all people must have; but his own estimate of his troubles was augmented by the

(Continued on 4th Page, 1st Column.)

Transformed by Beholding

"But we all, with open face beholding as in a glass the glory of the Lord, are changed into the same image from glory to glory, even as by the Spirit of the Lord."—2 Cor. 3: 18.

"For God... hath shined in our hearts; to give the light of the knowledge of the glory of God in the face of Jesus Christ."—2 Cor. 4: 6.

(SELECTED)

THE great sea lay and looked on high,
When, floating aloft in the lovely sky,
It saw a fleecy cloud, so light,
So pure, so spotless, and so bright;
And it wondered whence so fleet a form
Arose, the heavens to adorn.

"They say," it whispered, "that came from earth,
And more, that I had given it birth.
But how absurd to think that I
Could ever mount that lofty sky!"
And then the sea heaved such a sigh
As it watched the beauteous thing on high.

"Ah, I could never be like thee;
In the bosom of God thou seem'st to be.
Besides"—and the sea was silent now.
As it thought of its wild and fevered brow;
And how oft in its rage it had dealt a blow
That laid thousands dead in its depths below.

And yet I perceived the sea could not rest
As it looked at that beauteous thing so blest.

Then it roused itself and said, "I will try."
And it borrowed the wind to drive it high,
And, gathering its strength, it curled in
its pride.

And dashed itself on the rocks beside:
Then rearing a column of quivering spray;
It seemed to be borne to the heights away.

But it fell, alas! on the angry breast,
Back with its foaming, whitened crest.
Baffled and beaten it buried its head,
To hide in the depths of its ocean bed.
And it hissed as it did so, "It cannot be;
I said I knew it was not for me."

At length the great sea lay quiet and still,
For fell despair had subdued its will;
When the glorious sun looked forth on
the scene.

And gleamed on its bosom in silver sheen.
And the great sea looked in the face of
the sun.

And asked if he knew what could be done:
"For the wind drives me hither and
thither," it said.

"But it cannot uplift me from my bed;
Nor can it transform this turbid breast
Into that thing so pure and blest."

"Canst thou transform me?" said the
sea.

"Oh, yes," said the sun, "if you'll
suffer me."

And the sun sent down a noiseless ray,
That loosened and warmed it as it lay,
And lifted it up, how it never knew,
A fleecy cloud in the heavens blue.

Do you ken the parable, reader fair?
Can you take the lesson that's couching
there?

Are you that sea with its fond desire,
Sighing and struggling to rise up higher?
Does perfect grace attract thine eye,
And to attain it dost thou try?
But do baffled efforts mock thy skill,
While sorrow and anguish thy spirit fill,
And thou say'st, "In God's bosom that
grace must rest;

It never can visit my troubled breast?"
Now change thy plan, and behold you
Son.

Just rest and trust and the work is done.
Transformed by beholding Him thou't
be, His great salvation thou shalt see;
The process? well, that thou canst not
know.

Enough for thee it is "even so,"
That He lifts thee up and makes thee fit
In the heavenly places with Him to sit.

—Contributed by B. W. Jenkins, Pittsburg, Pa.

THE INSTITUTE MONTHLY

—1907—

Devoted to the welfare of The W. Va. Colored Institute, J. McHenry Jones, A. M. President.

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J. McHENRY JONES, A. M. PRESIDENT

MANAGING EDITOR, - - - S. HAMLIN GUSSE

ASSOCIATE EDITORS:

BYRD PRILLERMAN JAS. M. CANTY

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February

THE month of February is always of great interest both to the live teacher and the children. The birthday of Abraham Lincoln occurs on the twentieth of the month, St. Valentine's day of the Fourteenth, the day set apart for remembering Frederick Douglas and Paul Lawrence Dunbar. Last, but not least, is the birth-day of George Washington, which is a national holiday. These days make January a busy month, because the greater part of the festivities for February must be begun this month. In our schools, Lincoln day and Douglass day should be especially emphasized. Many of the school papers contain programs on Lincoln day, but the teacher will have to depend upon her own resources for a program on Feb. 17th.

It will make it easier to associate Paul Lawrence Dunbar with Mr. Douglass and open the way to the selection of recitations and readings from his poems.

The West Virginia Teachers' Association, some years since, decided to prepare and have printed a suitable program for Douglass day, but, up to the present writing, it has not made its appearance. It is very much needed, and would fill a long-felt want.

THE MONTHLY will gladly assist any of the teachers, wishing its services, in preparing a suitable program for Douglas and Dunbar day. A note to the editor of THE MONTHLY would receive immediate attention.

We are still receiving subscriptions. We hope our friends who receive the paper will bear the above-mentioned fact in mind.

IT is the purpose of THE MONTHLY to reach every teacher in the state. If we fail to find you, drop us a line.

IT has been suggested that the next meeting of the West Virginia Teachers' Association be held at Jamestown in the Negro building, as the reduced rates to the fair will be about as cheap as going from one part of our state to the other.

We do not know what part the Negro schools will take in the exhibit at Jamestown, but we are very sure they ought to take a very large part. Wherever opportunity is given to make a helpful display, the race ought to seize it eagerly.

IT is not too early to begin thinking about our eight weeks' teachers' course. This course is especially designed to

meet the demands of the Uniform Examinations. The subjects required for a state certificate are all thoroughly reviewed. Special training in book-keeping and in the theory and art of teaching are given.

This course is offered without tuition, and every teacher preparing for an examination should not fail to avail herself of it. Special circulars will be sent out from the school later, and our plan for the spring review more fully discussed.

THE Legislature is now in session, and of course everybody at the school is on the alert to see what share of the appropriations for Education will come to Institute. In the past, the state has provided liberally for the needs of our school, but there is still much to be done in the field of material things to put us where we can do the most good to the greatest number.

Dawson Hall, the new Domestic Science building, is unfinished and a generous appropriation is needed to fit it up for use. "THE MONTHLY" will talk more about our requirements in the next issue.

A Message From Waco

WACO, TEXAS,
JANUARY 15, 1907

EDITOR MONTHLY:

Waco, an important commercial and manufacturing city, is on the Brazos river. Its manufacturing interests include large cotton and woolen mills. It is also a great educational center, and is often called the Athens of Texas. It has two colored Colleges, viz., Paul Quinn and Central Texas College, in which latter, I am employed as Industrial teacher. Ten teachers constitute the faculty. Our enrollment of students is over three hundred, and each one seems to be grasping after the opportunities presented there.

In regards to my work I try to possess the qualities essential to a good workman that is, love for my work, and it is with that quality I've been successful. I have enrolled about thirty special students, not saying anything about those that come alternately. My work during the past three months has proved satisfactory, and the prospects of the coming terms are brighter. However, I'll never be perfectly satisfied until the girls of C. T. C. Sewing Department excel or come up to the standard of any other school in the south. This inspires me to continue my work until my aim has been reached. I realize it requires energy, patience and courage to push upwards and onwards.

If at this time I shall attempt any word of advice, would be to my fellow students: Be ladies and gentlemen at all times; continue to cultivate the virtues of patience and perseverance; and make good use of your opportunities now for they come only once, for the race needs better and nobler men and women to carry on the struggle of existence in this country. It is by us young people that the standard of our Negro race is to be determined, and we must be up and doing while it is day.

In behalf of my "Alma Mater," I recall pleasantly my connection with her. I love even to write her name; it brings back so many pleasant memories, and these memories are sources of strength and help to me in bearing the burdens of life.

It is to my parents, school and faculty that is due the honor of my success. May their names sound abroad. I wish you, one and all, the utmost possible good the year to come.

"How 'ere it be it seems to me
'Tis only noble to be good"
Kind hearts are more than coronets,
And simple faith than Norman blood."

Sincerely,

GERTRUDE MILLS, Class of '05.

WHEATLEY-DUNBAR
LITERARY SOCIETY

The program of the Second Year class which was rendered on Dec. 6, '06 was, on the whole, a very pleasing one indeed and is worthy of our unstinted praise. Taken as a literary effort by the whole class or its individual members it showed thoughtful preparation and good execution. Each number on the program was well delivered and the program itself was very tastefully arranged. The musical and literary numbers were so interspersed on the program as to present at every number a new feature, of the versatility of the class. Thus arranged, it combined instruction with amusement, and as all of us like to be amused and instructed, it is only fair to say that the class deserves the palm of victory in this direction.

The select reading by Mr. Clarence Wilson was very instructive and also highly entertaining. His one fault being a difficulty in pronouncing his words plainly enough to be understood by every one in the Hall. This defect we know Mr. Wilson will remedy and we look forward with much pleasure to his next appearance.

The declamation entitled *Touissant L'Overture*, rendered by Mr. De Witt Moss, was very good, but he seemed to lack the enthusiasm necessary to make the declamation a success.

The recitation in dialect by Miss Altein Harper was very pleasing to the society, and showed that she is gifted with the ability to recite dialect in a very pleasing style. It is a gift which she should cultivate, as not all of us are gifted with this ability, and cultivation of it should make her a shining light in the world of elocution.

Mr. Alexander Gregory rendered a well chosen and carefully prepared solo entitled "Outside the Heavenly Gates." The piece chosen was the same one our Instructor of Printing, Mr. Burgess, sang so charmingly on Commencement Sunday '05.

The rendition of Mark Anthony's oration over Caesar by Mr. J. G. Patterson, was very well done indeed, and he is worthy of much praise and commendation. The program was, on the whole, a very satisfactory one.

The program given on the 13th of Dec. by the Freshmen, or Freshies, as the Sophomores delight in calling them, was very good. The musical numbers were especially fine. Miss Ruth Banks sang a very nice solo entitled "Keep on the Sunny Side," which as usual pleased the society very much, especially the younger portion of it. Miss Velma Snyder sang a sentimental ballad which was, well received by the society and which could hardly have been better rendered by our own Jenny Lind, (Miss Roberta Smootz). One declamation and one recitation deserves special mention. The declamation by Miss Nancy Bolden was something out of the ordinary, and the Freshies should be proud to shelter such oratorical ability within their class. The recitation with accompaniment by Miss Georgia Vares was very nice, and she is to be congratulated for such a pleasing contribution to the program of the evening.

Something that was well needed to relieve the monotony of the evening was the pantomime entitled "Way down upon the Swannee River." It was very good, and highly appreciated by the audience.

The A Preparatory class rendered a program on Jan. 4th '07, which was not up to the high standard set by the class in their previous appearance. The time consumed in preparation for the Xmas exams may in part account for the failure of the class to hold its own. The friends of the class always hope for and

DEPARTMENT
OF MUSIC

The results from the examination in vocal music in the advanced classes were encouraging to the teacher, and clearly demonstrated that those who insist that they have "no voice," can learn something of music.

Students excused from classes in Vocal Music during the fall term to "make up" other studies have returned to swell the chorus.

The Institute Choir very deeply feels the loss of Miss Mary Page, its leading soprano, who was obliged to withdraw from the school because of illness. We sincerely hope Miss Page may regain her health and be able to resume at least a part of her work in the spring term.

The piano department has as many pupils as can be accommodated. Few of the new winter term students couldn't be entered because of the large enrollment during the fall.

The Etude Music Club resumed its weekly meetings Friday afternoon. The following officers were elected: President, Miss Eva Brown, of Morgantown; Vice Pres., Miss Effie Mason, of Iowa; Sec'y, Miss Nannie Cobbs, of Keystone; Instructor, Mrs. Elizabeth M. Jones. The program features of this club are piano selections by the members, talks on the history of music and lives of composers by instructor, quotations, musical items and biographical essays by the members.

The five pianos on the school grounds were tuned during the holidays and are now in excellent condition.

Among Our Exchanges

We are glad to see that in spite of headwinds, "The Sentinel" is able to live and have its being. Its Editor named after the immortal Signer of the Declaration, must possess some of the indomitable pluck and sterling qualities of his namesake. "The Sentinel" stands for a good work, and "THE MONTHLY," though but an infant, wishes it and the School it represents Godspeed. It gives us much joy to learn that the good people of Fayette co. have seen their way clear to the reopening of the High School at W. Va. Seminary and College.

"The Aurora," of Knoxville College, is a welcome visitor to our desk. It is a breezy little sheet, filled with matter of literary worth, an information of College life, that furnishes interesting reading.

"The Storer Record" has made its introductory bow to us, and it is with pleasure that we grasp the hand of such a valiant co-laborer in the scholastic field of journalism. Its columns are filled with bits of news and names of persons that seems to make us more than mere acquaintances.

"The Informer," the official organ of "Curry's Industrial School of Urbana, Ohio, and the mouthpiece of the great Baptist Denomination of that state, presents the same formidable front, and its columns are just as aggressive for truth and against ignorance, as they were when our old friend founded the "Informer" and his flourishing school, years ago. The Institute is represented on the teaching staff of "Curry Institute" in the person of Miss Alberta Walker, graduate in Dress Making and Millinery, of the class of '06.

expect a rich and rare treat when the A's are scheduled, and do not take the failure to be comforted with good grace. Here's hoping for better results, and more glories for the next time.

AROUND THE INSTITUTE

President Jones left, the 12th inst, for Philadelphia and other eastern points.

Mr. C. H. Walters, an alumnus of the Institute, was a business caller here last week.

Messrs. Harness, Brown of Elkins, and Floyd Waddy, of St. Albans, have withdrawn from school, temporarily.

The high water is causing great inconvenience in getting to the station. It is necessary now to make a detour of over a mile.

President J. McHenry Jones was called to Rendville, O., December 31st, by the illness of his brother, John L. Jones, who is now reported better.

Captain of the day—"Remus; what are you doing there?"

Remus—"Filling his mouth with Five Brothers"—"Oh, ust oiling up."

Wm. Eggleston of '09, one of our staunch students, is on the sick list. His condition for a while seemed serious, but we hope for a speedy recovery.

Mr. Nathaniel Penn, formerly of Charleston, but now a student at Denison University, was here in the holidays to visit his aunt, Mrs. Emma Dorsey.

Mr. Byrd Prillerman our able teacher of English was unable to attend his classes, the 15th and 16th inst. His classes were looked after by Mr. Lowry and the Post Normal Students.

The banquet given to Booker T. Washington by the Charleston Civic League was attended by President J. McHenry Jones, Profs. J. M. Canty, S. H. Guss, W. H. Lowry, James R. Patton, and Albert G. Brown.

The wet weather causes the basement to be partially covered with water, and the walls to reek with dampness. This and inadequate facilities for warming the laundry, renders it rather undesirable for domestic purposes.

Mr. Jas. R. Patton, teacher of Smithing, spent a week of varied and pleasurable experiences in Cincinnati during the holidays. He reported a round of pleasure, and regretted that vacation did not last longer.

Hon. E. Howard Harper, of Keystone, and the Hon. Joseph Gray, of Elizabeth, regents of this institution, were visitors during the first of the month. Mr. Harper was looking as hale and robust as ever. Mr. Gray's visit was one of business in connection with the school.

Dr. Charles Wright, of Baltimore, who was the guest of Miss Bessie Morris, of the Domestic Science Department, returned to his practice after spending, what he reports, a very enjoyable week. The Doctor asserted that this was but the precursor of another trip to be made this year in the near future.

Mrs. J. M. Canty has been called to Harpers Ferry, W. Va. on the account of the serious illness of her mother, Mrs. Lovette. Col. J. M. Canty accompanied her as far as Point Pleasant. The friends of Mrs. Canty devoutly hope that the illness of her mother has not the dreaded import that the message first conveyed.

Mr. Collins, instructor in the painting department, with the aid of Master R. L. Brown, and P. H. Payne, is finishing a complete set of stage settings and a drop curtain for the new K. of P. Hall of Charleston. Mr. Collins is no novice in this kind of work, as he served for some time as scene painter at Heuck's Theater in Cincinnati.

The work of the battallion, this month, has been chiefly confined to manual of arms and firing practice. Considering that some of the Cadets previously knew

not the stock from the barrel of a gun, the rapidity with which they grasp and perform the different commands, speaks well for the Commandant and his corps of Cadet Coons, and Non-Coons.

S. S. Adams has brought from his home at Sissonville, a fine, fat, pet squirrel to be the comfort and companion of his solitary life. Hereby hangs a tale, the aftermath of which the MONTHLY may be called upon to record in the near future. Adams now bears a worried look, for his room has been frequently visited by hungry looking students with covetous eyes since the advent of the squirrel.

The Seniors and Post Normals are being given original uniform teacher's examinations in branches that are parallel with the respective courses. The results obtained, especially, when a careful espionage is observed to make the conditions conform to those that prevail at the uniform examinations, are rather hopeful and serve to accustom the prospective teachers to the actual conditions that they are destined to meet.

Miss Effie Mason, special in Sewing and Millinery, and a product of the University of Iowa Art School, will give lessons in free-hand drawing and pastel painting to the Normal classes. Miss Mason's work shows not only carefulness of technique, studied knowledge of the blending of colors, but originality of design and freedom of execution that bespeaks more than a passing acquaintance with the art of Raphael and Murillo.

Mr. Jas. Huys of Clarksburg was so impressed with the idea that he desired an education, that the force of his conviction made him a temporary resident of the Institute. After looking the field over, he concluded that the social indacement, and recognition, the humdrum requirements of a busy school life were respectively insufficient and totally at variance with his ideals of the life of a gentleman, and, being honest with himself, he folded his tent like the arab, and silently stole away.

An innovation in the reception line was the "Open House" which was held from 12 to 3 p.m. on New Year's day. The ladies served light refreshments and the visitors seemed to enjoy themselves very much. Many thanks are due Mrs. Dorsey for the pleasant time she helped to make for the students who remained at school during the Christmas holidays. Without her help the time would have passed very slowly indeed, and, instead of being sorry to see the students come in again, we would have been wishing that they would have come back the day after they left.

During the illness of Chambers, the student body is kept in a feverish state of uncertainty. Saunders, Young, and Patterson are all veritable novices with the bugle, but are to be congratulated for their temerity in volunteering to blow the many and varied calls that regulate the outgoing, the incoming, and etc. of the student body. They approach their task with the proper degree of respect, and, doubtless the most honest intentions, but after the first few notes have sounded the calls, "millie willie," wander off into impromptu potpourris of all the various ones, so that "when you think you are, you may not be. The boys are improving, though.

The reception tendered the students who remained in the halls, during the Christmas vacation, by President and Mrs. Jones the last night of the old year, besides being an enjoyable affair was a treat out of the ordinary. At 9 p.m. most of the students repaired to the President's residence where they were graciously welcomed by the President and Mrs. Jones to parlors festooned and decorated with holly wreathes, the sug-

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YOUR SHOE MEN

PALMER & THOMAS

224 Capital Street Charleston, W. Va.

gestive mistletoe, and yuletide bells. The hours were quickly and pleasantly passed with music, laughter, and song; and just before 12 P. M., a delicate collation was served. The departure of the old, and advent of the new year was duly and appropriately regarded, and after cordial greetings on the part of the President and his wife to each student, they departed expressing thanks for the honor given them.

The enrollment of new students for the winter term, while not as large as was anticipated, was yet flattering. The School is to be congratulated that a winnowing process is making the classes stronger and better. With rare exceptions, there has been a full presentation of all old students. The number of failures at the Xmas examination, was far less than those of the corresponding examinations of the preceding year. The complimentary difference was due to the fact that the work has been considered with a due seriousness and care that could but net better results.

Among the new students enrolled are the following: Clarence Smith, Elkins; Luther, and Annie Patterson, Prudence; Eva Johnson, Charleston; Nannie Saunders, Eagle; Minnie Carr, Marietta; Jno. A. Banks, Surrey Co. Va.; Mary Beane, Clarksburg; Nellie Thompson, Mt. Hope; Sadie Allen, Montgomery; W. Percy Ferguson, Farm; Tally Parrish, St. Albans; Hart Turner, Fayetteville; Wm. Freeman New York City.

The Xmas reception tendered to their lady friends by the members of the Servitulus Club, on the evening of December 20, 1906, was a very enjoyable one, indeed. The collation which was served in the Student Dining-hall was very tastefully arranged and served. The tables were arranged in the form of an H, and were decorated with ferns and cut-flowers. The only drawback to the reception was the absence of electric lights; but as none of the members of the club were public-spirited enough to offer their ser-

vices as volunteer firemen for the evening, the festivities had to be carried on by lamp-light. The evening was very pleasantly passed with games and little heart-to-heart talks between our Institute lovers. The guests of the evening were our Honorable President and wife and the matron of North Hall, Mrs. Dorsey. Every one expressed themselves as having had a very enjoyable time, and the only grumbler (we all know that a social assembly is not complete without a grumbler) was the writer; and the only excuse that he could find to grumble, was that he had to leave so early.

ECHOES FROM "OUT THE ROAD"

Miss Blanche Arnold, of Charleston, spent a week with her sister, Mrs. S. H. Guss.

Mr. and Mrs. W. H. Lowry have moved into their new home on Main street.

Mrs. Catherine Howard, the wife of the genial Roscoe, left in December to visit parents and friends in Tip Top, Va.

Messrs. Spriggs and Burgess are conducting much needed devotional meetings in the church on Sunday mornings at 11 o'clock. Students seem glad to avail themselves of the privilege to attend. It is to be regretted that the village has not a resident pastor.

The Christmas tree given in the Samaritan Baptist Church, December 24, by Home Maker's Club, King's Daughters, and Village Sunday School was a complete success. On the same evening, Miss Hassie V. Brown, the teacher of the village school, had her closing exercises at the same church. The exercises were interesting and gave delight to all present. The concluding addresses were made by Mr. R. L. Brown, Mr. Elijah Hrut, and Prof. C. E. Jones, Trustees.

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