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EDITORIALS



ELSEWHERE in these columns is a study dealing with teachers' salaries at the West Virginia Collegiate Institute, made by its president, John W. Davis. President Davis has arranged his facts in such a manner as to make it easy to follow his deduction. As such his article presents the best argument in behalf of an underpaid profession that has come to our attention in a long time.

It is true that the facts and figures presented pertain to a particular school. But what is true in this respect at Institute is true, differing only as to degree, of all schools in the state. Consequently a brief for Institute serves a similar purpose for schools in general.

What argument can be logically advanced in support of the poor salaries at Institute? Is there any reason why teachers who have spent years in special preparation for their duties should receive an average wage of less than \$800

while men who happen to be serving as hod carriers on the new building at Institute receive nearly double that amount? The contrast is more striking when one considers the standard of living expected of the teacher, his continuous expense of self-improvement, and the hours of application necessary in the full performance of his duties. This is not a living wage and can only result in one of two evils—either the teacher is compelled to enhance his salary by employing part of his time to matters foreign to the school room, or in an effort to make ends meet, lower his standard of living to such a degree that it is not conducive to self-respect and a condition of mind favorable to his best efforts. In either case our children suffer.

The average wage paid the colored teacher in the district schools of the state is slightly higher than the average white teacher. This is due to the fact that a larger proportion of the colored teachers hold

first grade certificates. But the examinations and salaries are uniform for both races. When we compare the average salaries paid in the schools of higher learning of both races we find that the whites have a decided advantage, though their average is entirely too low. This contrast is too great. In our colored schools of higher learning we are presumed to have the same standards of scholarship and efficiency for the faculty as in our other schools, then they should have the same pay. If we have not the same standards of efficiency, the condition is not remedied by lower pay—let us raise the standard. If there are some among our teachers whose services do not justify a decent wage—cull them out, they are being retained at the expense of the young who can least afford it. Cheap labor in the school room is even less profitable than in the factory.

Our teachers must be better paid. The state has the money and certainly it has no excuse. If something must suffer from lack of funds let it be other than that which forms the bulwark of the commonwealth, the education of its citizens. There are no artisans more important than our teachers or any whose product is more precious. They must be paid not only a living wage, which is not true at present, but they must be remunerated to the extent that

the best talent will be attracted to the profession, assured of sufficient funds to maintain a decent standard of living consistent with the position, and to prepare against a rainy day. Our present rate of salary is not only losing to the profession its best, but it is preventing that improvement essential to the maximum efficiency of those who remain, and discouraging others from preparing for the work. The quicker we realize these conditions and apply the remedy, the quicker will we make an investment that will pay rich dividends in the standard of our citizenship composed of future generations.

—*The Charleston American*

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We take pleasure in editing the appended article from the pen of Miss Ola Calhoun of Keystone, West Virginia.

Miss Calhoun is an Alumna of this school, and graduated in the Academic Class of 1915. So far as we know, she is the first West Virginia Colored girl to receive a degree from a first class University.

Miss Calhoun is an A. B. grad from Iowa State University, Class of 1919.

The paper appended was read in the junior high section of the State Teachers' Association at Charleston, November 28, 1919.

Its merits were the subject of much praise.

Miss Calhoun is at present teaching at her home in Keystone.—ED.

The President's Page

A SALARY SURVEY of the WEST VIRGINIA COLLEGIATE INSTITUTE PERUSE! PONDER!!



INSTITUTE, West Virginia, Jan. 19.—“I love my work but I cannot live on what I am paid now in this Institution.” The point of this expression is not only robbing the great State of West Virginia of maximum efficiency in the effort of some of its most loyal citizens, but is driving from the services of The West Virginia Collegiate Institute some of our best teachers. The sobering influence and the strong Christian character as found in the graduates of Institute have had much to do with the peace and excellent spirit of co-operation which now exists between the various groups in the State. The much emphasis given this good condition probably has blinded many to the labors and needs of those assisting in bringing about the condition.

Teacher's Responsibility

No profession should require greater preparation than teaching. A great responsibility rests upon the teacher. This necessitates con-

tinual study. The pay received by teachers of the Institute has not been sufficient to provide necessary study. An impartial judge would pronounce some of the teachers inefficient. This inefficiency in the last analysis is not due to the teacher involved, but to the small pay for services in the system in which he or she works. To drop teachers who have thus become inefficient seems to be a huge injustice. However, the teachers' responsibility is none less emphasized.

\$765 Average Salary

The cost of living has been doubled since 1914. The Bureau of Municipal Research of Philadelphia in December showed from a study of 260 families that the cost of living had increased 80 per cent. The New York Exchange gave out recently that our dollar is worth only 37 1-2c. The National Industrial Conference Board of Boston, Mass. shows that from July, 1914, to November, 1919 the schedule of increases averaged for all things 82.2 per cent. The

State Board of Control of Charleston, West Virginia, concludes that 65 articles (food, clothing and necessities) used in State Institutions that our dollar of 1914 is equivalent now to 34c. The retail buyer feels keenly the pinch of the published calculation of 131 per cent increase cost in living since 1914.

The average yearly salary of the teachers of The West Virginia Collegiate Institute is \$765.04. It is clear in view of the high cost

that the standard of living of our teachers is forced downward.

They cannot measure up to a fair degree of respectability. Yet this very thing is vital in a program of education. It involves personality.

A Ten Year Study

A study covering the period 1909 to 1919 reveals interesting information relative to the salaries of the Institute teachers.

Years	Total Appropriations	Appropriations For Salaries of Teachers	Average Yearly Salary of Teachers	No of Teachers on Faculty	No of Students Enrolled
1909	17,200	15,000	681.81	22	235
1910	17,200	15,000	714.28	21	251
1911	17,500	15,000	750.00	20	266
1912	17,500	15,000	681.81	22	261
1913	16,000	13,356	636.00	21	279
1914	20,000	16,508	825.40	20	347
1915	20,000	16,250	738.63	22	331
1916	21,500	17,714	770.18	23	383
1917	23,000	19,305	772.20	25	404
1918	29,850	20,040.64	770.78	26	311
1919	32,000	20,656.28	765.04	27	326

In ten years the School has grown, yet the average salary of teachers of Institute has increased only from \$681.81 to \$765.04 or about 12 per cent. Within the same period the cost of living has been doubled. The apparent in-

crease of 12 per cent is really not an increase but under the conditions represents a decrease of almost 60 per cent.

\$25,000.00 Needed

The happiness, health, family

life and teaching efficiency of the Institute teachers are greatly affected by poor pay. I think the condition would have been corrected to some extent if the attention of our State Officials had been directed to the seriousness of the matter. \$25,000.00 are needed

now to correct in a partial way the injustice produced. The effort of the President of Institute is only to make the efficient teacher who loves the profession stay in the service of our great State and work happily.

"What Is The Plan For Operating The Junior High School?"

BY MISS OLA CALHOUN, Teacher in Keystone Schools

In attempting to answer the question—"What is the Plan for Operating the Junior High School?"—I would say that, no answer, that eliminates a due consideration of the defects of the present plan, would form a proper working basis.

Six outstanding defects are recognized in the present Educational system:

1. Lack of provision for the student who drops out of school upon the completion of the elementary school course.

2. Unnecessary retardation of pupils thru promotion by grade rather than thru promotion by subject.

3. Too great a loss of students at the close of the elementary school course or at the age of 14. The completion of the elementary school course being regarded by

some parents as the natural stopping place of education.

4. High school education comes too late in the child's life. This is attested to by eminent psychologists who agree that this education should begin at 12 years when the child enters his adolescent period.

5. Too much time is spent in the elementary school. Eight years is too long a time to be spent in merely preparing for an education.

6. Lack of proper adjustment in the High Schools by the student because of the great difference between the elementary and the high schools.

To eliminate these ills and to produce more efficient results, the "Six Six" plan, meaning of course, the division of our schools into six elementary courses or grades and six high school grades, is a very

potent factor. The first three years of this second six year period has an organization of its own known as the Junior High School, as well as the last three years—the Senior High School or the High School proper.

But let us now consider how the Junior High School operates to eliminate the first defect in our educational system namely, Failure of the pupil to adjust himself after having completed the elementary school course which we have perceived to be a preparation for Education instead of education itself. The Junior High School offers a number of different courses to the student on graduation from the elementary school—Commercial courses, Vocational courses, Domestic Science, Agricultural courses, literary and general cultural courses. Assignment to any one of these courses is made only after the parents of the student have been consulted, the report card of the pupil in the elementary course studied and the judgement of his present teacher secured. This exploration usually takes place in the 7th and 8th Grades. Having thus discovered the capacities and needs of the pupil, he is recommended to some course whereby he is trained along the lines most suited to his needs. For the pupil who desires to go to college a general cultural course is chosen. For the boy who likes to make things a vocational course is

selected. And if by some reason or other the pupil cannot enter the Senior High School, he is not sent out into the world empty handed.

In the second place, the Junior High School promotes through subject rather than by grades. This is a decided improvement over the old "8-4" plan whereby the pupil who failed in more than two subjects was compelled to repeat the grade, notwithstanding the fact that he had passed in his other subjects. Under the "Six Six" plan this unhappy way of retarding the pupil is eliminated. For here, the pupil is promoted in every subject in which he passes and is obliged to repeat those in which he is deficient.

In connection with the third defect of the system which has to do with the great loss of students at the end of the elementary school course, the Junior High School solves the problem by having the pupil change schools where he is 12 instead of 14 years which causes him to have two more years as a compulsory attending pupil. In addition, the desire to remain and graduate with the class is also a great incentive for the pupil to remain in school.

The Junior High School seeks to remedy the practice of beginning High School work too late in life, by having the pupil enter the Junior High School when he is 12 years old at the logical time for a change in his school work. New ambi-

tions and activities make it necessary that the child change now instead of later on. In view of this fact, the Junior High Schools take into consideration that the period of adolescence upon which the child has entered requires a differentiation and selection of courses which will appeal to the child of this age.

In presenting the various subjects in the elementary and High Schools the method has been so different as to cause the pupil no little trouble in adapting himself to his new situation. But the Junior High School forming a middle ground, as it were, between these two schools brings about as easy readjustment. Here High School subjects are introduced with modified High School methods of teaching, as for instance, departmental teaching where each teacher instructs in the subject in which she is best prepared and about which she is able to impart helpful advice. Moreover socialized Recitation is offered in the Junior High to stimulate the thinking powers of the pupils and to enable them to help one another. Finally, the pupil who is now permitted to elect certain courses becomes used to the elective system and when he enters the Senior High School is not nearly so likely to become stranded in regard to choosing those things which best suits his needs.

To be more specific in this dis-

cussion, I have a plan that was submitted to one of the larger Junior High Schools, but which with modification may be used in smaller Schools.

1. Secure the record of pupils from the sixth grade, in regard to special aptitude and weaknesses upon their entering the Junior High School. Classify the new admissions on the basis of these reports so as to have a certain degree of homogeneity, in the composition of each class.

2. Institute tests of a general nature in the 7th Grade to determine general intelligence, manual skill, power of judgment in practical situations. Tabulate all such findings for future reference.

3. Beginning with the 7th Grade and extending through the 8th Grade, courses should be established in electric wiring, sheet metal work, wood-trimming, leather work etc. for boys, and in dress-making, millinery, embroidering, machine work etc. for girls. Each course should extend over a period of nine weeks, thus affording a series of six courses. All pupils should be required to take each course in term, no attempt should be made to do more than acquaint the pupil with the fundamental simple processes underlying the various occupations.

4. Every pupil should be carefully observed while at work and a detailed record kept of his or her proficiency in the course. The

work here should be planned with an idea of securing available data in regard to general adaptability, rather than to give skill in the occupation as such.

5. During the first half of the 8th Grade conferences should be held between parent, pupil and teacher. Results of tests and records of the course should be carefully examined. The pupil should be directed into the course for which he appears to be suited and in which conditions combine to make it probable that he will become efficient.

When the pupils have been sufficiently tested in regard to their general adaptability certain aptitudes and the like, the danger of misfits is not nearly so imminent. Of course we tradition lovers are loath to part with the "8-4" plan despite its lack of efficiency, but the time has come when conditions force us to cast aside this old out of date system and to take up the larger and more efficient plan of the Junior High School.

STATE TEACHERS' ASSOCIATION

The twenty eighth convocation of the West Virginia State Teachers' Association in Garnett High School, Charleston, November 27 and 28, was, in point of numbers, the most remarkable in the history of the association.

Its personnel represented largely the teachers from the Southern part of the state; yet here and there were noticed teachers from Fairmont, Piedmont, Clarksburg, Morgantown, and a few other sections bordering on the north and north eastern panhandles.

Out of the five hundred and fifty Colored teachers of the State, two hundred fifty three, or forty six per cent were enrolled in this session.

To those analytical observers of the personnel of the teachers present, it was a pleasing change to note that the schools are being taught more and more by teachers trained in the Schools of the State.

In this connection it was noticeable that 98—thirty nine per cent of the total enrollment—were graduates of the West Virginia Collegiate Institute.

Aside from this, the Collegiate Institute enrolled twenty nine, or 100 per cent of its faculty.

As on similar occasions of the past, the teachers enrolled represented the live progressive teachers of the state, who are willing to spend their money to come in contact with the new ideas that these meetings form the medium for dispensing, and to receive new inspiration from the special lectures that the management of the associations furnish.

The program was admirably balanced both as to arrangement of its divisions, and subjects

assigned.

In order to expedite matters and to secure the greatest benefit to the greatest number, the sectional meeting plan was observed.

The persons chosen to preside over these sectional meetings,—Prof. J. W. Scott, Douglass High, high school section; Mrs. R. P. Johnson, Kimball Schools, primary section; and Prof. D. L. Ferguson of Collegiate Institute, rural school section—were especially fitted by training to function well in the parts assigned them.

Professor W. W. Sanders, State Supervisor of Colored Schools treated the Subject of The New School Code with admirable clearness, and in responding to "The Main Features of the new course of study for Senior High Schools, he made it very emphatic, that, no feature intended to tie the youth to practical life, or the conditions of the present, should be paramount to the demand for one hundred per cent Americanism.

The address of Professor R. P. Sims of B. C. I. was one of the feature addresses of the meeting. The subject, "Training for American Citizenship" was handled in a logical and scholarly manner.

Prof. Byrd Prillerman spoke on The Sunday School as a Factor in Education.

Dr. William W. O. Thompson president of the Ohio State University, was not able to fill his engagement as the feature speaker

for Friday night and Rev. M. W. Johnson was drafted substitute. Dean Kelley Miller, the chief speaker for Thanksgiving night, enthused his audience.

The music furnished by the Garnett Glee Club and Institute Sextette was tuneful and well received.

President J. F. J. Clark, dignified the position of association executive, and was chosen to succeed himself. The association will meet in Bluefield in 1920.

The Northern State Teachers' association, was also well attended. President J. W. Davis of the Collegiate Institute was the feature speaker, and by his admirable address, endeared himself to the people of northern West Virginia.

The enrollment of this association is not all that should be desired, yet the personnel is virile, progressive, and democratic. The location of the territory from which it draws its membership, outside of the black belt of the state, is a retarding factor to a rapid increase of membership.

Prof. W. O. Armstrong was elected president, and Fairmont was chosen as the next place of meeting.

PROMINENT YOUNG WOMAN DIES

Was Well known Here

Under the above caption, the

passing of one of the useful graduates of this school was recorded in a recent issue of the Charleston American. As the news items is full and meritorious, we are appending it to our brief record.

Miss Nannie B. Saunders was a commercial graduate of the class of 1912. Her services were much in demand, in stenographic circles, from mere office work to court reporting. We regret very much that she will rejoice no more her relatives and friends with her genial presence, but we are proud that she fought the fight, run the race, and won her crown.

The Monthly, with the family, will hold sacred, for her, a niche in memory's hall—ED.

"Miss Nannie B. Saunders, of Eagle, West Virginia, died in Louisville, Ky., Jan. 2, 1920. She graduated from the commercial department of the West Virginia Collegiate Institute some years ago and had served as stenographer for Hon. T. G. Nutter, of this city and Dr. Underwood, of Frankfort, Ky. She left Frankfort Dec. 4, 1919, to accept a more lucrative position in Louisville, Ky. Soon after she went to the last named city she became sick and was sent to the hospital where she died. She leaves a father and mother, Mr. and Mrs. Luckie Saunders, and two sisters, all of Eagle, W. Va.

Miss Saunders was thirty-one years of age, having been born at

Eagle, W. Va., Aug. 16, 1888. Her remains were brought to Montgomery for interment by Mrs. T. L. Anderson, the Supervisor of rural colored schools for the state of Kentucky. The funeral services were conducted in the First Baptist church of Montgomery last Sunday afternoon by Rev. C. F. Jenkins, the pastor. Remarks were made by Prof. Byrd Prillerman, and Mrs. T. L. Anderson. The last named speaker paid a beautiful tribute to the life the deceased had lived with her in Frankfort, Ky.

Resolutions of sympathy were offered by the Local Alumni of the West Virginia Collegiate Institute at Montgomery, of which the Hon. H. H. Railey was chairman, and Miss Ida Morgan, Secretary. The church was crowded with sympathizing friends."

—*Charleston American*

MISS EVA PARKER COMMENTS ON THE DES MOINES TRIP

The Eighth Annual Student Voluntary Convention was held in Des Moines, Iowa, from December 31, 1919 to January 5, 1920. There were 7,700 delegates present. These 7,700 students represented over 1,000 educational institutions, of North America; and forty-seven nations. In truth it seemed that almost every nation from Green-

land's Icy Mountains to India's coral strand found representation at this convention. It was the most Cosmopolitan assembly ever brought together.

There were over three hundred Negro delegates who represented eighty of the leading schools of North America.

Among these were, Morehouse College, Hampton, Howard, Wylie University, National Training School and our own dear West Virginia Collegiate Institute.

The W. V. C. I. sent three delegates, Mr. Wm. Spriggs, of the faculty; Mr. Christopher Scott and Miss Eva Parker from among the students.

The theme that ran through the convention was world fellowship—the evangelization of the world in nineteen-twenty.

Some of the speakers were Mr. John R. Mott, chairman of the convention; Mr. Shirwood Eddie; Mr. M. Laurence, who led the songs; Mr. D'Wallie from Bombay India; Mr. James Yem, president of the Y. M. C. A.'s of China; Mr. John Endicotte of Canada; Mr. Max Yeargan and Mr. Geo. E. Haynes.

Mr. Mott in his opening address on December 31, said that since the war the world attitude had completely changed. He said that the world today is a teachable world. The challenge and watchword of this new order is service.

Mr. J. Cambell White declared that no christian fully discovered

himself until he had become a cosmopolite.

Mr. James I. Vance spoke on the Need of the times. He said in part that the need of the day is sacrifice; sacrifice of time, money, and energy, or, if necessary, sacrifice of one's life; but in sacrificing, one must be sure that one is sacrificing for the thing that means much or in fact more than all else to man—sacrifice for a principle, for country, for our fellow man and for God.

Mrs W. A. Montgomery spoke in behalf of the mothers of the world. She held that the hope of the future rested in a woman who holds an infant in her arms. She implored all to call to mind the position of the women of China, Africa and India, then contrast them with ourselves. She declared it would be impossible for American women to have the freedom we have if Christ had not walked here before us; if we were not following in a path made by Him.

Mr. DON W. JONES

Assisted By The W. V. C. I.
Sextette

PRESENTED IN CONCERT AT
CLARKSBURG W. VA.

The Kelly Miller High School Lyceum presented D. W. Jones, violin soloist in concert at the High

School Auditorium, the night of December 30, 1919.

Mr. Jones was ably assisted by our Sexette, and Miss Ednora Prillerman, accompanist.

A crowded house greeted the Collegiate aggregation, who rendered a high class program as regards violin, piano and vocal numbers.

The Collegiate spirit ran ram-

part in the audience and all demonstrations of applause were lead by the many Collegiate grads present in the audience as teachers, and promoters of the School's rapidly spreading popularity.

Mr. Jones is one of the ranking Negro violinists.

A reception was tendered the Collegiate performers, after the close of the program.

The Program

- 1 Norwegian Bridal Procession (Piano) Grieg
Miss Prillerman
- 2 Good Evening Every Body Folk Song
(b) Roll On Folk Song
W. V. C. I. Sextette
- 3 Deep River (Violin) S. Coleridge Taylor
(b) African Dance No. 4 S. Coleridge Taylor
Mr. Jones
- 4 Farewell, My Own Dear Napoli (Vocal Solo) . . . From the Italian
Mr. Willis Lewis
- 5 Peter, Go Ring Dem Bells Burleigh
(b) The Story of a Tack Myers
W. V. C. I. Sexette
- 6 Cavatina (Violin) Raff
(b) Menuet Beethoven
(c) Orientale Cui
Mr. Jones
- 7 I Stood On De Ribber of Jordan Burleigh
(b) Fishing Myers
W. V. C. I. Sexette

- 8 Souvenir Drdla
(b) Liebesfreud Kreisler
Mr. Jones
- 9 A Great Camp Meeting Folk Song
W. V. C. I. Sexette
- 10 The Last Song (Vocal Solo) Tosti
Mr. Andrew Torrence
- 11 Rocking in De Win Neidlinger
W. V. C. I. Sexette
- 12 Ninth Concerto-Allegro De Beriot
Mr. Jones

LITERARY ACTIVITIES

The hustle and bustle of the Christmas season and the impending semester examinations in January, together, served to reduce the activities of the literary societies to their lowest terms. The Philomatheon Society met once during December and the Society of the Secondary Classes did likewise. Plans were perfected for a rather busy program which will be entered upon, following the opening of the second semester. The Philomatheon Society has outlined an interesting and instructive program for February 6. At that time, four of its embryo orators will deliver original brief addresses on various phases of Negro effort and achievement and other topics of current interest. The speaking

will be interspersed with music, which will be rendered by other members of the society. Those interested await with eagerness this occasion.

EXCHANGES

The following current exchanges are on our table: The Aurora, Knoxville College; The Storer Record, Storer College; The Student, Tuskegee Institute; The Southern Workman, Hampton Institute; The Journal and Educator, Charleston; The McDowell Times, Keystone; The W. Va. Tablet, Romney; The Fayette Freelance, McDonald, The Kelly Miller Journal, Clarksburg; The A. & T. Register, Greensboro, N. C.; The Half Century, Chicago; The Pullman Porter's Review,

Chicago; The Howard Journal, Howard University, and the Athenaeum, Moorehouse College.

We were glad to see the return of the Parthenon to us. It is always welcome.

The Kelly Miller Journal, and the Athenaeum are two new faces. The Kelly Miller Journal has signs of promise to become a high class high school paper. It is very commendable effort, and the other state Highs should pattern after the Clarksburg High. The Athenaeum is breezy, interesting, and well edited.

ATHLETIC ACTIVITIES

Basket Ball

TUESDAY, January 6th, marked the opening of the inter-class basket ball series. The teams left the mark with the usual dash and vim. This year each team is well supplied with stars and so it is practically impossible to predict the winners.

For the first time in the history of the school, the athletic association has arranged a series of quint games with other schools and representative organizations — the games to be played during February and March. Thus, the inter-class games have the dual purpose; (1) to develop and indicate the best material for a representative team

and (2) to furnish enjoyment and relaxation to the student body during the long winter months.

The College and Fourth Year teams played the initial game. It was a game for blood—the outcome was not decided until the final whistle blew. The score was 19-16 in favor of the Fourth Year. Goode and Adams played star games for the winners while Bartlett and Davis kept the College team in the running.

Thursday, January 8th, the third year team easily disposed of the second year team. The final score was 26-8. Lack of team play and inability to shoot goals were prominent factors in causing the losers to be swamped. Saturday, January 10th, a double-header was played. The second year staged a “comeback” by beating the first years 33-10. In the second game, the fourth years bowed to the Third years by the tune, 25-21. It was a well played game.

The men who have stood out prominently thus far are Goode (4th year), Drewery (3rd year), Dallas Brown (College), and Payne (3rd year).

Statistics:

Class Standing

CLASS	WON	LOST	PCT.
Third Yr.	2	0	1000
College	1	1	500

Fourth Yr.	1	1	500	Fourth "	40
Second Yr.	1	1	500	First "	27
First Yr.	0	2	000		

Individual Point Getters

Results of Games from Jan. 6-13 inclusive		College	Brown		
Fourth Yr.	19	College	16	Third Yr.	26
Third "	26	Second Yr.	9	Second "	24
Second "	33	First "	10	Fourth "	18
Third "	25	Fourth "	21	First "	16
College "	36	First "	17	St.Clair	16

Goals From Fouls

Points Scored by Classes	Fourth Yr.	Goode	4 out	11
College	52	Third "	Drewry	3 out 10
Third Yr.	51	Second "	Drain	3 out 18
Second "	41	First "	St.Clair	6 out 19
		College	Morgan	0 out 12



