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**The Institute
Monthly**

March 1914

**Published by the West Virginia
Colored Institute**

Summer School

AT THE WEST VA. COLORED INSTITUTE

*Begins June 15, 1914
and Lasts Six
Weeks*

TWO MAIN COURSES:
Teachers' Review and Professional.

EXPENSES LOW

FOR FURTHER
INFORMATION,
WRITE

HON. M. P. SHAWKEY, Charleston, W. Va.

or

PROF. BYRD PRILLERMAN,
Institute, W. Va.

The Institute Monthly

VOLUME VI

NUMBER V

DEVOTED TO THE INTERESTS OF THE WEST VIRGINIA COLORED INSTITUTE

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N. B. Communications for publication should be given or sent to the Editor, or Managing Editor. All news will reach these columns through the Editors

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MANAGING EDITOR	S. H. GUSS
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EDITORIALS

ELSEWHERE in these columns we have published a resolution that has been adopted by the State Board of Regents, as a wise measure, and one destined to be of valued service for the cause of negro education throught the state.

THE authorities of the school have long recognized the necessity for devising some means to reach and better the condition of a large body of negro teachers in the state, who are graduates of good schools, have taught for years, and yet the hurry and push of living has precluded the possibility of taking any extended time from their vocations to devote to self improvement.

THIS same condition has been recognized by all the states most progressive in adopting modern methods of educational betterment, and they have been the pioneers in inaugurating plans to reach and uplift these kind of teachers, and by so doing, results have shown, that the system, has been benefitted.

MUCH criticism has been engendered by the present system of awarding certificates. It is claimed that a number—too great for educational efficiency—of inexperienced teachers, is turned loose upon the field, to work its own sweet will upon the public. As to the justness of this claim, and the consequent dangers that are alleged to ensue, we are at liberty to doubt and not be considered unreasonable, did we suggest that such claims would be more convincing if subjected to the acid test of proof.

THE law as it stands may not be the

most ideal for either white or black; but so satisfactory has it proved that no other plan has assumed the dignity of serious consideration. The plan herein contained possesses the merit of appealing to quite a number, of teachers of experience, who may avail themselves of the opportunity offered.

THE Summer School is in session at just the time when the teachers' vacation comes. Surely, those who desire to grow in the profession, to learn from those who drink from the perennial springs of knowledge, to lay up for themselves most valuable assets for the profession they follow, will eagerly avail themselves of the benefits of this new departure.

IT is to this deserving class, wherever you are, in West Virginia, THE MONTHLY, desires to appear here in these columns.

THE head of the school, in recommending this resolution intended it not for a flood gate, thru which might rush the undeserving, the inexperienced and the unqualified. It is hoped on the other hand, that it will be an incentive to those who are about to dry rot in the profession.

THE plan offers the most convenient opportunity for all eligibles to come in contact with the best educators, black and white, and thus learn those pedagogic principles, without which, the teacher is but half equipped.

CLARKSBURG has been the first to inaugurate a style of entertainment, that ought to feature the literary and musical functions of every city or town in West

Virginia, where two or more graduates of the West Virginia Colored Institute, live and work. The All-West-Virginia-Colored Institute recital that was held in Prides, A. M. E. Chapel on the night of 6th. inst. was unique and worth while. Comments that we have received anent the function, have been pleasing.

THE Monthly is entirely in accord with

the spirit that prompted its conception and inception. It is but another emphatic way of carrying the School to the people. The Monthly hopes to hear of the foundation of West Virginia Colored Institute Clubs in every city of the state where a number of its graduates may live, and work, and reproduce in living deeds the ideals borne from the West Virginia Colored Institute.

Preliminary Contest

For The State Inter-School Declamatory Contest.

On Saturday night of the 7th inst., the local preliminary Contest was held in Fleming Hall, for the selection of two candidates to represent the West Virginia Colored Institute at an Inter-School Declamatory Contest to be held at Charleston, some time in April, among representatives from Sumner High School of Parkersburg, Douglass High School of Huntington, Garnett High School of Charleston, and the West Virginia Colored Institute.

The heads of these Schools had formulated this meritorious plan for the development and encouragement of oratorical work among the schools some time ago, and the result of this action will be looked forward to with more than passing anticipation.

The local representatives, in the preliminary, were, Clifford Gore

'15, William Ferguson '14, Holley Wells '16, Lula Allen '14, Margret Ferguson '14, and Mabel Reynolds '14. Although the declamations rendered were old familiar friends, yet there was such an air of individualism thrown around each, by the respective declaimers, that the audience; greeted each with unstinted appreciation.

Miss Reynolds with "The thief on the cross," was declared the first by a large margin. Second place was awarded to William Ferguson by a narrow margin.

Words of praise are due each of the other participants, but Clifford J. Gore, with "The Black horse and his Rider," aroused more enthusiastic demonstration than any of the other contestants except Miss Reynolds.

Appended is the program in full:

"The Supposed Speech of John Adams"
William Ferguson
"Teussaint L'Ouverture"
Lula Allen

- "The Black Horse and his rider"
Clifford Gore
"The Thief on the Cross"
Mabel Reynolds"
"Cicero against Catiline"
Holley Wells
"The Negro as a writer"
Margaret Ferguson

The Institute band enlivened the program by rendering suitable selections between the declamations.

The Children of the Model School Give Exhibition

The children of the Model School under the management of the Practice teachers, Misses Ethel Brown, Marie Miles, Mary L. McGee, Lena M. King, Mrs. J. W. Jamerson, and Mr. Henry M. Paynter, gave a pleasing exhibition to a large audience, the night of February 28. The extreme youthfulness of the model pupils, the skill with which they performed the various numbers on the program, and the beautiful appearance they presented under the bright lights of the stage, as they marched thru the intricate evolutions of their drills, were the subjects of hearty applause. The recitation of "The Childhood of Hiawatha" and "Lincoln's Gettysburg Speech," by little Helen Jones and Maurice Jones, were efforts that would have reflected credit on tudents

of more matured years. The model school, teachers and pupils, is to be commended for its evident signs of high class work.

Following is the program in full:

Chorus	Song of Nations
	Practice School
Recitation	Little Miss Tidy
	Grace Canty
Recitation	My Teddy Bear
	Ruth Belcher
Recitation	A Three Inch Grin
	Janie Woody
Chorus	The Ginger Cat
	Practice School
Recitation	In Good Old Times
	Bessie Lovette
Recitation	Happiness
	Eulah Jones
Recitation	Baking Cake By Rule
	Ruth Lipscomb
Song and Game	Butterflies Hide and Seek
	Practice School
Recitation	Which Loved Her Best
	Ruth Canty
Recitation	The Little Maid For Me
	Myrtle Prillerman
	JAPANESE MAIDS
Alice Curtis, Madeline Johnson, Eulah Jones	
Hansel and Gretel	March
	Practice School
Recitation	The Unfinished Prayer
	Marie Robinson
Recitation	What The Choir Sang
	Rosa Taylor
	The Flag Song
	Practice School
	The Childhood of Hiawatha
	Helen Jones
	Lincoln's Gettysburg Speech
	Maurice Jones
Drill	Grandmothers

HOME ECONOMICS In the Rural Schools

By MRS. F. D. RAILEY, Class of 1896.

TO THE RURAL TEACHER: By request, we will give you some idea as to what is being done in our school in the way of domestic science and art. ¶ We organized a sewing class in our school four years ago, with all the girls as members. Quite a number of boys took up the work and have done well. ¶ We began with the first principles in sewing, such as basting, hemming, felling, gathering, making button-holes, and stitching. The girls would save the best pieces of the plain sewing and arrange them in a book. After finishing plain sewing, we began the making of some useful articles, such as aprons, bonnets, table covers, pillow shams, waists, dressing sacques, and other useful things that could be used in the home.

We are glad to say that we have had the co-operation of the parents in this work, which has made the work quite easy. The children lose very little time from their regular studies, for they become so interested in the sewing that they take the recess and noon period for much of the work.

This term we have added cooking to our course. Some of our friends gave us a stove, table, cabinet, chairs, and other utensils, that are needed in a kitchen.

We began this work by teaching the girls the care of the kitchen from a sanitary point of view. We then gave instruction on plain cooking, as we have it in the ordinary homes. After they have learned this, they are ready to cook from a recipe. We go to work now and instruct them just how to prepare each meal and the things that are best suited for each meal.

We find the children as much interested in this as they are in the sewing. The partrons and friends are both and helpful to us, as they give us both support and material to be used in the kitchen.

We do not have cooking every day as we have sewing, but have certain days of the week for that purpose; on these days we think the time is well spent so long as we are doing something useful.

—*Rural Teacher.*

The Alumni

Some Graduates who are succeeding.

E. C. Kimbrough, who graduated in the class in 1896, is succeeding as an Attorney-at-law in Charleston.

Mrs. Lottie Friend-Brown who graduated in the first class in 1896 is a model housekeeper at Institute. She lives in her own beautiful cottage, built by her husband, Mr. L. N. Brown, also a former student of the school.

L. R. Jordan, who graduated in the class of 1897, is the efficient principal of the Water Street High School, Clarksburg, West Va.

Richard L. Brown of the class of 1898 has for several years successfully operated the dynamo at The West Virginia Colored Institute.

A. C. Spurlock, who graduated in the class of 1898, has for several years been teacher of electrical engineering in the St. Paul, school Lawrenceville, Va.

Rollins W. James, who grad-

uated in the class of 1900, is the efficient Director of agriculture in the Kentucky State Normal School Frankfort, Ky.

Wirt W. Williams, who graduated in the class of 1901, is succeeding as teacher and farmer at Red Sulphur Springs, West Va.

Mrs. Zenobia Jones-Payne, class of 1901, is succeeding as a home-builder in Allensworth, California.

Miss Emma L. Meadows' of the class of 1902 is one of the most popular rural school teachers in Kanawha Valley.

James A. Booker, class of 1903, is succeeding as a Demonstration Agent in Agriculture under the United States Government at Fort Valley, Ga.

Miss Ethel B. Spriggs of the class of 1904 is a music student at Fisk Univesity, Nashville, Tenn.

Roscoe C. Deans, class of 1905 has made quite a reputation as a bookkeeper and business man in Norfolk, Va.

Andrew Robinson, class of 1907

is succeeding as a teacher and brickmason at Lewisburg, West Virginia.

Dewitt Moss, class of 1909, is practicing his trade as printer on a leading daily in Pittsburg, Pa. Miss Neportia Allen, class of 1910, is a popular teacher in the rural schools of McDowell County.

Richard L. Brown, who finished his trade of painting here in 1910, is extending his art studies in Boston.

First Students' Recital

Assisted by Miss Clara Brown.

On the evening of January 30, Mrs. C. E. Mitchel assisted by Miss Clara Brown, a member of the Senior Normal Class of 1914, gave the first Student Recital of the School year. It was well attended and keenly appreciated. The students little and big, showed dash and finish in the performance of their various numbers.

Miss Clara Brown, who featured as the vocalist of the evening, was very fortunate in the selection and rendition of the double number allotted to her. They were admirably adapted in range and tunefulness to her voice, and the effort elicited and encore demonstration which the length of the program precluded.

Mrs. Mitchel, our music teacher, was generously congratulated.

Following is the program:

Barcarolle in F Maj.....	Engelmann
Ednora Prillerman	
Legende.....	Tischendorf
Russel Moss	
Cradle Song.....	Thome
Blanch Fletcher	
Poet and Peasant (Piano Duet).....	Suppe
Madge Banks	
Laurence Prillerman	
Skylark's Morning Song Op 169.....	Kolling
Katherine Gamble	
Tocatina Op 40.....	Steinfeldt
Madge Banks	
(a) O Dry Those Tears...Teresa Del Riego	
(b) Japanese Love Song ..Clayton Thomas	
Clara Brown	
Study No 4 (The left hand alone).....	
A. D. Turner	
Dorcas Price	
Spinning Wheel.....	Stojowski
Scenes from an Imaginary Ballet No. 3.....	
S. Coleridge Taylor	
Eunice Jones	
The Awakeing of Spring op. 53..Harberbier	
Scenes from an Imitaginary Ballet No. 1.....	
S. Coleridge Taylor	
Luetta Lipscomb	
Joys of Spring (Six hands).....	Adam Giebel
Katherine Gamble	
Ophelia Daniels	
Blanche Fletcher	
Russian Intermezzo—(Piano Duet).....	
Theodore Franke	
Lillian Guss	
Ednora Prillerman	
A Merry House Party—(Piano Duet).....	
Hans Harthan	
Marcia Canty	
Myrtle Woody	
Hush a Bye Baby—(Piano duet).....	

.....	Gaynor
Marie Robinson	
Lillian Guss	
Village Festival.....	Carl Moter
Margaret Jones	
The Blacksmith—(Piano Duet).....	Low
Blanche Fletcher	
Thelma Brown	
Petite Tonkinoise—(Piano Duet).....	Christian
.....	
Ednora Prillerman	
Marcia Canty	
Once Upon a Time.....	Kullak
Thelma Brown	
a—Happy Dreams.....	Gaynor
b—Two Little Birds had a Talk one Day.....	Gaynor
c—Brownie's Dance.....	Gaynor
Marie Robinson	
The Doll's Waltz—(Piano Duet).....	Hans Harthan
.....	
Margaret Jones	
Elouise Lovette	
Dainty Daisy.....	Kirkland Ralph
Lillian Guss	
Iris —(Piano Duet).....	Renard
Willia Lipscomb	
Harriet Lipscomb	

Commandments For Teachers

Prof Thompson of Colorado
Gives Them.

1. Poor teachers should not receive positions as long as there are better teachers.
2. The more expert teachers should be given the more difficult positions.
3. The individual genius of the teacher should fit the particular requirements for the position.

4. Teachers should be put where they can do the most good.

5. Change of position is subject to three requirements: (a) the good of the school the teacher is leaving; (b) the good of the school to which she is going; (c) the good of the teacher herself.

6. The personal and political pull must be eliminated.

7. Teachers of equivalent ability should be kept in close competition.

8. The method should be such as brings an upward impetus in salaries.

9. A teacher should never have her own testimonials.

10. Superintendents should not get rid of "undesirables" by writing them good testimonials.

Judge Names Thirteen Mistakes In Life

California Superior Court Jurist Draws
Conclusions.

San Francisco, January 10.—Here are what presiding Judge Paul J. McCormick has announced as "Thirteen Mistakes of Life."

"To attempt to set up your own standard of right and wrong."

"To try to measure the enjoyment of others by your own."

"To expect uniformity of opinions in this world."

"To fail to make allowance for inexperience."

"To endeavor to mold all dispositions alike."

"Not to yield in unimportant trifles."

"To look for perfection in our own action."

"To worry ourselves and others about what cannot be remedied."

"Not to help everybody, wherever, however and whenever we can."

"To consider anything impossible that we cannot ourselves perform."

"To believe only what our finite minds grasp."

"Not to make allowances for the weakness of others."

"To estimate by some outside quality, when it is that within which makes the man."

Great Anniversary in Honor of Crispus Attucks

At Pride A. M. E. Church, Clarksburg,
By Rev. R. F. Hurley, D. D., and
an All-West Va. Colored Institute Cast.

An affair, that has created more than ordinary comment in Clarksburg and the northern end of the State, was the program rendered by the graduates of the West Virginia Colored Institute on the evening of March the 6, at Pride A.

M. E. Chapel.

Unusual interest was manifested in the probable effect of such an entertainment because it was the first time that a function of such note, and composed of representative graduates of this school had been staged in one of the first cities of the state.

On the evening of the 6 the church was filled with the best Negro citizens of the city and a number, of visitors from Grafton, Weston, and Fairmont were present. Each number received generous appreciation.

The musical numbers were applauded to the echo. The papers of Prof. and Mrs. L. R. Jordan, were revelations, of information to many of the audience, who had not previously known of the possibilities for practical, literary and musical uplift offered at the State's foremost Negro School.

We regret that the lack of space makes it impossible for us to give an analytical review of the program.

The address of Rev. Hurley was instructive and enthusiastic.

From the opening notes of the lilting music of the "Institute School Song," to the last dulcet tones of Mr. Jones' cornet solo, it was a treat, increasing in richness, appealing to the ear and intellect,

leaving an enforced impression that the School which the graduates represented, was truly a School in West Virginia, founded by West Virginia, and for West Virginia.

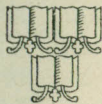
THE PROGRAM

Selection, "Institute School Song".....	J. McHenry Jones
Invocation	
Vocal Solo (a) "Call Me Back".....	Denza
(b) "I Know a Lovely Garden".....	DeHardenlot
Miss Willa Lee	
Address....."Crispus Attucks"	Rev. R. F. Hurley, D. D.
Cornet Solo, "Grand Fantasia Tramp, Tramp, Tramp".....	Barnhouse
Mr Don, W. Jones	
Essay, "The Advantages Derived from At- tending W. Va. Colored Institute"	Mrs. L. R. Jordan
Violin Solo, "Air Varié No. 5".....	Dancla
Mr Don, W. Jones	
Address, "Why Are You Here?"	Prof. L. R. Jordan
Vocal Solo (a) "Summer Storm".....	Liza Lehman
(b) "Rosa Resurget".....	Liza Lehman

Miss Amelia Lowry	
Violin Solo, "Canzona".....	Carl Bohm
Mr Don, W. Jones	
Instrumental Solo, "Scenes from an Imagi- nary Ballet No. 4".....	S. Coleridge Taylor
Miss Ophelia Washington	
Cornet Solo' "Prismatic Polka".....	Rollinson
Mr Don, W. Jones	

GRADUATES PARTICIPATING

PROF. L. R. JORDAN, Principal of Water St. High School.
MISS WILLA LEE, Primary Teacher, Water St. H. S.
MISS OPHELIA WASHINGTON, Music Teacher, Water St. H. S.
MISS AMELIA LOWRY, Teacher at Monongah, W. Va.
MRS. L. R. JORDAN, Teacher of Suburban School Clarksburg, W. Va.
Mr DON. W. JONES, Bandmaster, Teacher of Printing, W. Va. Colored Institute.
REV. R. F. HURLEY, D. D., Pastor Pride A. M. E. Church.



"Booting the Pig-skin"

By C. V. HARRIS, Institute's Famous Football Star, Class of 1911.

I BELIEVE most of you who have a fair knowledge of the game of today, will agree with me when I say, football is becoming more scientific each year of its existence; and for that reason the writer has selected the above subject, "Booting the pigskin". It is hoped that those of you who are desirous to become gridiron "Stars" will put into practice the coming season, some of these points: but before stating some of the important points relative to the subject, I believe it would be expedient to impress upon the reader the importance of each position that makes up the squad as a whole. We know what eleven (11) men constitute a team, and each position is to be filled, with the best men in order to expect a good strong team; and then, if this be true, you who are desirous of becoming gridiron "Stars" must find the position that you are best fitted for, and develop yourself for that position, because there are few fellows who can play any position on the team well. So many fellows get the idea that the men who play in the back field, and carry the ball most of the time shine higher in the estimation of the spectators than the men playing in the line; if any of you have, it is a mistake, because the men who make it possible for the men in the back field to make the required gains are to be given as much credit as the ones who made the gain. I have known players, and have even had team-mates, who had the above stated idea of shining and would change from the line to the back field and make a complete failure in the back-field, when they had all prospects of developing into a star guard, tackle, center, or end. The point I am trying to make clear is this: it is much better to be a Big "4" in

the line than to be a cipher (0) behind the line; so we can see that each position is important, and when they are well filled the team may be thought of as a chain of eleven (11) strong links. Now for few practical points on "Booting the pig skin".

"KICKING OFF"

This part of the game is not emphasized enough among the smaller teams, and it is probably due to the fact, that it appears to be of little importance; but when we look at it from this point of view, that a good high "Kick off" makes it more difficult for the opponent to judge the ball and make a successful catch, and will also allow the team mates to get down the field and down him in his tracks. Then it is of some importance. This good kicking can be brought about, first, by training the eyes as to the place you wish to plant your foot against the ball. Eye training is as essential in kicking as it is in batting the base ball. Ty Cobb, the world's greatest batter, says that his success is due largely to eye training; the same point holds good in kicking. I have seen players in kicking off to the opponents get back from the ball ten (10) yds. run up to make his kick and miss the ball entirely. Again I have seen the player dig enough earth with the toe of his shoe that a kid would have all he could remove in a wheelbarrow and send the ball to the side line, these are just some of the cases of badly trained eyes in "kicking off." There is no established rule as to how to set the ball for a kick off, because different kickers have different ways to set the ball, but it is for you to find the way, from which you can get the best results, and practice that way. See to it that you get your foot under the ball so as to raise it sufficiently in the air. It is also important that you have perfect control of the swing of your leg.

(To be continued)

ROSTER of OFFICERS of CLASS, and OTHER SCHOOL ORGANIZATIONS

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