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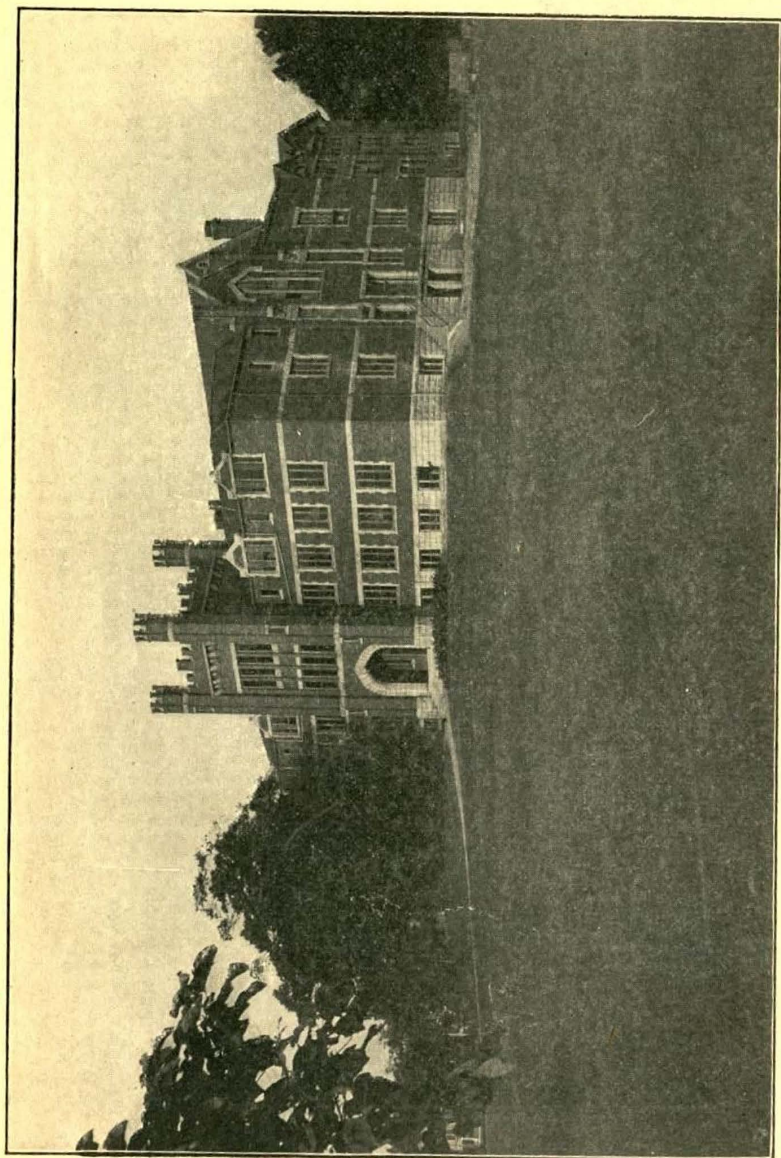
Catalogue
Marshall College

State Normal School

Huntington, W. Va.

ISSUED
JUNE, 1910

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SIXTEENTH STREET ENTRANCE TO THE COLLEGE.

CATALOGUE

MARSHALL COLLEGE

STATE NORMAL SCHOOL

HUNTINGTON, W. VA.

ISSUED JUNE, 1910.

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CALENDAR.

SESSION 1910-'11.

FALL TERM—OPENS.....WEDNESDAY, SEPTEMBER 14.
 CLOSES.....TUESDAY, DECEMBER 20.
WINTER TERM—OPENS.....TUESDAY, JANUARY 3.
 CLOSES.....WEDNESDAY, MARCH 31.
SPRING TERM—OPENS.....TUESDAY, MARCH 21.
 CLOSES.....TUESDAY, JUNE 13.
SUMMER TERM—OPENS.....WEDNESDAY, JUNE 14.
 CLOSES.....FRIDAY, JUNE 14.

HOLIDAYS.

THANKSGIVING.....THURSDAY, FRIDAY, SATURDAY AND
 SUNDAY, NOVEMBER 24, 25, 26 AND 27.
CHRISTMAS.....DECEMBER 21 TO 31 INCLUSIVE, AND
 JANUARY 1 AND 2.
WASHINGTON'S BIRTHDAY.....WEDNESDAY, FEBRUARY 22.
SPRING VACATION..... MARCH 16, 17, 18, 19, AND 20.

PART I.

OFFICIAL BOARDS 1910-'11.

STATE BOARD OF CONTROL, *Charleston.*

- HON. J. S. LAKIN, *President*.....*Charleston*
HON. THOS. E. HODGES, *Treasurer*.....*Charleston*
HON. JOHN A. SHEPPARD.....*Charleston*
-

STATE BOARD OF REGENTS.

- HON. M. P. SHAWKEY, *President, STATE SUPT. OF SCHOOLS,*
Charleston, W. Va.
HON. M. C. LOUGH.....*EDITOR*
Fairmont, W. Va.
HON. J. B. FINLEY.....*BUSINESS MAN*
Parkersburg, W. Va.
HON. G. A. NORTHCOTT.....*BUSINESS MAN*
Huntington, W. Va.
HON. GEO. S. LAIDLEY.....*EDUCATOR*
Charleston, W. Va.

THE FACULTY.

SESSION 1909-'10.

L. J. CORBLY, *President* *Psychology*
West Va. Normal School, State University and Universities of Halle and
Berlin, Germany.

ENGLISH.

C. E. HAWORTH, A. B., A. M., *Vice President* *Literature*
Colgate and Chicago Universities.

W. H. FRANKLIN, A. B., *Rhetoric*.
West Va. Wesleyan and Alleghany College.

ADA R. COLBERT, A. B., *Grammar*.
West Va. University, Harvard and Chicago.

L. P. MILLER, A. B., LL.B., *Reader of MSS.*
State University.

FRENCH.

MRS. NAOMI EVEBETT, Ph. B., *Dean of Women*.
Steubenville Seminary, University of Chicago and University of Sor-
bonne, France.

EDUCATION.

L. E. APPLETON, L. B., Ph. B., Ph. M., S. M., Ph. D., *Professional Sub-
jects and Superintendent of the Practice School*.
Oberlin College and Chicago University.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model School*.
Edinboro State Normal Training School, Inter-State School of Methods.
Work under Col. Parker, Thomas Ballet, and Alexandre Frye.

MRS. MARGUERITE MARPLE, *Grades IV and V, Model School*.
Marshall College.

ONA ULLMAN, *Grades II and III, Model School*.
Woodsfield High School, Marietta College, and Kindergarten Course at
Chautauqua, N. Y.

LILLIAN ISBELL, *Grade I., Model School.*

Huntington High School, and Teachers' College Columbia University.

HARRIETT FERGUSON, *Kindergarten.*

Marshall College and Chicago University.

MATHEMATICS.

LILIAN HACKNEY, A. B.

West Va. University, Ohio Wesleyan, Cornell and Columbia.

EDITH CLARKE, A. B., A. M.

Vassar.

ELIZABETH COLWELL, A. B., A. M.

Denison University, Vassar and Radcliffe.

LATIN.

C. H. SAYLOR, A. B., Ph. D.

Johns Hopkins.

B. B. CHAMBERS, A. B.,

Marshall College and Denison University.

GREEK.

HARRIETT D. JOHNSON, A. B.

Denison University and Chicago University.

HISTORY.

J. A. FITZGERALD, A. B., A. M.

Marshall College, Georgetown College and Chicago University.

BIOLOGY AND GEOLOGY.

W. G. VINAL, A. B., A. M.

Bridgewater Normal, Lawrence Scientific, and Harvard.

PHYSICS AND CHEMISTRY.

R. M. WYLIE, A. B., A. M.

Denison University.

GERMAN.

OLLA STEVENSON, A. B., A. M.

Northwestern University and Berlin, Germany.

ART.

E. E. MYERS,

Pittsburg, Cincinnati, Harvard and New York University Schools of Art.

PREPARATORY.

EMMA R. PARKER, B. E., *Principal.*

Greensboro Female College and University of North Carolina.

ANNA DENOON, A. B., *Assistant.*

Marietta College.

MUSIC.

RHODA CRUMBINE, *Senior Teacher of Piano and Theory.*

West Va. University, Graduate Study under John Porter Lawrence and Wm. H. Sherwood; also under Anton Foerster, Richard Burmeister, Philip and Scharwenka, of Berlin, Germany.

IRMA ARCHER,

A Pianist of exceptional skill and a teacher of large experience was connected with the Piano Department during the Fall Term.

HELEN MARY TUFTS, *Assistant in Piano.*

Marshall College.

FRANCES CANTERBURY, *Assistant in Piano (Spring Term)*

Marshall College.

MRS. LOUISE FAY HAWORTH, *Head of Voice Division.*

Private Study, New York City under Marie Bissell, Armour Galloway and Oscar Sanger.

EXPRESSION.

FLORENCE C. WHITE,

Emerson College of Oratory and Private Study in New York City.

LIBRARY.

MRS. ELIZABETH F. MYERS, *Librarian and Manager of College Book Store.*

ORA B. STAATS, *Assistant Librarian.*

COLLEGE HALL.

ORA B. STAATS, *Preceptress.*

MRS. NELLIE A. KEARN, *Matron and Secretary.*

LILLIAN HACKNEY, *Treasurer.*

STANDING COMMITTEES.

SESSION 1910-'11.

CLASS OFFICERS.

CLASS OF 1911—Miss Colbert and Dr. Haworth.

CLASS OF 1912—Miss Johnson and Mr. Wylie.

CLASS OF 1913—Miss Colwell and Miss Stevenson.

CLASS OF 1914—Miss Clarke and _____

GENERAL.

GRADUATION—Misses Hackney and Colwell.

SENIOR EXERCISES—Senior Class Officers.

JUNIOR EXERCISES—Junior Class Officers.

LIBRARY—Dr. Haworth and Mrs. Myers.

PUBLIC EXERCISES—Miss Johnson and Dr. Haworth.

STUDENT SOCIALS—Miss Staats and Mrs. Kearn.

RECITATION SCHEDULES—Miss Hackney and Mr. Fitzgerald.

BOARDING—Mr. Fitzgerald, Mrs. Everett and all Club Managers.

ATHLETICS—Mr. Fitzgerald, Mr. Wylie and Miss Staats.

STUDENT ORGANIZATIONS—Mr. Wylie and Miss Stevenson.

CARE OF GROUNDS—Mr. Myers and Miss Staats.

CARE OF BUILDINGS—Miss Colwell and Miss Hackney.

ADVISORY TO LADY STUDENTS—Mrs. Everett.

COLLEGE HALL.

DINING ROOM—Mrs. Kearn and Miss Hackney.

HOUSE—Miss Staats, Mrs. Kearn and Miss Hackney.

GOVERNMENT—Miss Staats and the Senior Monitors.

DUTIES OF STANDING COMMITTEES.

The duties of all committees except perhaps two, "Advisory to Young Ladies," and in College Hall, "Government," are so well understood by the members of the faculty that they need not be outlined here. The committee coming under the heading "Advisory to Young Ladies" is the same as that included in the title "Dean of Women." To the average reader these duties are perhaps clear enough but for the benefit of the younger ladies of the school it may be well to state these in brief:

1. It is the duty of the Dean of Women to set aside certain hours and official headquarters when and where she can receive young ladies who wish advice, (or *need* it) or counsel on matters pertaining to their private affairs, and all school matters which they may prefer to discuss with one of their own sex.

2. To keep in touch with all hostesses where young ladies board and room, decide where young ladies may board and room, keep in touch with them in cases of illness or other conditions needing assistance, to lay down and enforce all rules and regulations governing young ladies' conduct and behavior outside of College Hall, whether in school, on the streets, in their boarding places, at public functions, etc., and to give all permits not provided for otherwise.

In brief, The Dean of Women has full charge of all young ladies connected with the school while they are not in their own homes, or while not under the jurisdiction of the Preceptress of College Hall or their teachers in class. She is their counsellor, adviser, protector, helper, and director in all matters not coming under other specified or clearly implied authorities.

The duties of the Preceptress of College Hall are confined to the young ladies of that Hall who have rooms therein. Her authority over these young ladies is practically absolute, only the president of the school having authority to interfere in matters coming under her jurisdiction. She has full authority also over the Hall, on occasion of all functions held therein, and has the right to eject, or have ejected, any young lady or gentleman found trespassing or misbehaving *in* the Hall in any way or *about* its immediate premises, and to deny them re-admittance to the Hall or its premises. Authority in College Hall has heretofore been illy defined, a fact which has led to unpleasantness at times and to conflict of authority at other times. This must not occur again, and need not if the letter and spirit of the duties outlined above are adhered to.

HISTORICAL AND INFORMATIONAL.

MARSHALL COLLEGE WAS ESTABLISHED as a private school, in 1837.

IT WAS NAMED for Chief Justice John Marshall of the United States Supreme Court.

ITS ORIGINAL NAME was "Marshall Academy."

IN 1856 THE NAME was changed to "Marshall College."

IN 1867 IT BECAME a State School and its chief function became that of a Normal School, but, by legislative enactment the name "Marshall College" was retained.

THE ENROLLMENT OF THE SCHOOL grew and fell back from time to time, varying till 1895-'96 from less than 100 to 185. During the session of 1895-'96 the number passed the 200 mark a little, and since that time has gradually grown to 1100.

THE WORK OF THE SCHOOL SINCE 1867 has been a combination of the Normal and Academic, chiefly, indeed almost wholly, Academic till 1902, at which time the nucleus of a training school for teachers, (the Model School) was incorporated in the work of the school. This Model School has grown grade by grade till 1909-'10, when all eight grades have been represented by about 160 children, (20 in a grade.) Since 1902 the Normal feature has been emphasized more and more till now about *three fourths* of the graduates are from this department, though the interest in the Academic Department has gradually grown, and the number of graduates from that department has gradually increased from year to year.

THE SCHOOL IS CO-EDUCATIONAL. the young ladies usually outnumbering the young gentlemen by a small per cent. though, one class in recent years had almost two gentlemen to one lady.

NO DEGREES ARE CONFERRED.

THE REQUIREMENTS OF THE STATE BOARD OF REGENTS are such that no one can be selected on either the Normal or Academic Faculty who has not taken his A. B., or an equivalent degree, in some high class college or university.

GRADUATES FROM THE NORMAL COURSE are awarded No. 1 state certificate good for 5 years and renewable under reasonable conditions. These certificates are accepted in all the public schools of the state except in a few of our larger towns, where applicants

holding these certificates may be required to pass an additional examination.

MARSHALL GRADUATES have no trouble securing positions at salaries ranging from \$50 to \$65 per month for the young ladies and \$60 to \$100 for the young gentlemen.

THE ALUMNI ROLL numbers 772 since the school became a state institution.

THE SCHOOL has its own book and stationery store in the main building.

THE LIBRARY contains about *ten thousand* volumes, and has, on its reading tables, *eighty* of the standard English, French, German, and American magazines.

THIS YEAR, for the first, the school offers a graduate course for teachers. This course covers but one year at present, but is constructed with a view to adding a second year as soon as there is demand for it.

SINCE A MODEL SCHOOL, organized as a practice school for teachers and including all eight grades, is connected with the institution, there ceases to be any age limit for admission to the various courses, except the first primary, which is 5 years. The Board of Regents ruled that any youth whose ability, character and educational attainments fit him for entering the freshman or more advanced years of the courses should be admitted regardless of his age.

HUNTINGTON, the city in which Marshall College is located, is accessible to the public through Ohio river steamers, and through three trunk line railways, the C. & O., the B. & O., and the N. & W.; the last named crosses the Ohio river *eight miles* below the city and passengers are transferable to the city over either of the other two roads or by suburban trolley, which extends *sixteen miles* out of the city.

THE ESTIMATED POPULATION of Huntington is 35,000; the population coming within connection with the inter-urban trolley cars is about 40,000 more,

THE CAMPUS contains 16 acres of very choice land near the center of the city.

THE BUILDINGS are all practically new, are built in a solid series of five sections extending east and west 400 feet with an average width of 80 feet; the value of buildings, equipment, and grounds is estimated at half a million dollars.

THE WORK of the school is classified into thirteen departments: English, Education, Mathematics, Physics and Chemistry, Biology and Geology, History, French, German, Latin, Greek, Manual Arts, Music, and Expression. The model school is included under the department of education.

A *UNIT* as used in this catalogue is the work in any approved subject for one term, (three months) or its equivalent, recitations one hour in length and five times per week.

A *POINT* is equal to *one-fifth* of a Unit, that is, the equivalent of one recitation per week for three months, all recitations one hour in length.

But since the fall term, or quarter, is over three months in length, the winter term a little less than three months, the spring term about even three months, it may be more accurate to speak of a Unit as the equivalent of not less than 50 hours class work, and as many more hours as the term in which the work is done, may offer.

THE WORD "SESSION" as used in this book includes three terms, the fall, the winter, and the spring, see page 2. The summer term, which is, in fact, a half term, is not included when speaking of a "session."

THE WORD "TERM" as used in this book means a quarter of a year, (three months), or a third, approximately, of the nine months "session" extending from the September opening to the June Commencement.

THE "SESSIONS" OPEN on the *Wednesday* nearest the 15th day of September and *CLOSE* on the *Tuesday* nearest the 12th day of June.

THE SUMMER "TERM" OPENS on *Wednesday* (the day following the June Commencement) and *CLOSES* at the end of the 30th school day. It is stated this way because sometimes the students of the summer term prefer to keep the classes open *six* days per week instead of *five*, which brings the term to a close before the end of the six calendar weeks advertised on page 2.

ANY STUDENT who falls short not more than *two units* of completing his course of work, normal or academic, at the close of any spring term is permitted to appear on the platform with the graduating class at the June Commencement and take part in all the senior exercises, provided he duly enrolls for the succeeding summer term and pays all fees connected with same before the opening of commencement week immediately preceding said summer term. In such cases his diploma is withheld till he has completed in a satisfactory manner within said summer term the remaining *one* or *two* units against him, after which his diploma will be presented by the president.

ANY STUDENT may complete his course at the close of either fall or winter term, but in such cases he is expected to be present and take part in all senior exercises at the following June commencement unless excused therefrom by the president.

NO STUDENT is permitted to graduate without having spent one

full year (three consecutive terms, fall, winter and spring) in residence work here.

ALL RECITATION PERIODS are *one hour* in length.

NO STUDENT IS PERMITTED to carry more than *four full subjects*, (20 hours class work, per week) without the consent of his class officers, and none is permitted to carry fewer than *two full subjects* except by permission of the president; and unless there is satisfactory excuse for not carrying more than two subjects, a special tuition is charged.

TO RANK AS FRESHMAN a student must not have more than 48 units of work yet to do to complete his course.

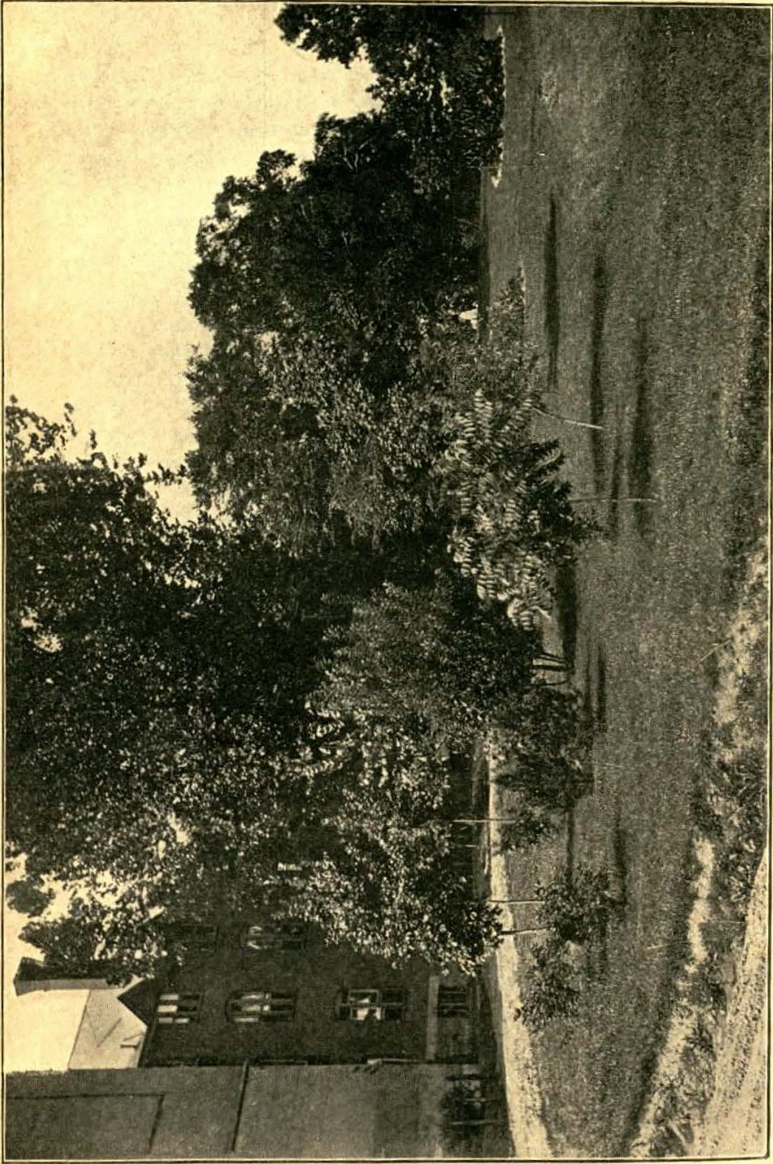
TO RANK AS SOPHOMORE 36 units is the maximum number of units yet to complete.

TO RANK AS JUNIOR 24 units is the maximum number of units yet to complete.

TO RANK AS SENIOR 12 units of uncompleted work is the maximum at the opening of the fall term. Students falling below the standard for Senior Rank may rank as "candidates" for senior standing provided they have not more than 14 units of uncompleted work. As such they can have no vote in electing senior officers for the class, but may take part in all senior social and business functions till the faculty rules that senior rank is impossible for them. If, at the close of the fall term the number of units against a senior candidate be reduced to *eight*, he will be entitled to full senior rank, otherwise he will remain on the candidate list.

If at the close of the winter term he have not more than *four* units against him he will be entitled to senior rank, otherwise not.

THERE ARE 48 UNITS of work in each of the courses (normal and academic), besides vocal music, the senior spelling test, and the work of the seminaries, 12 in each of the *four years*.



ALONG THE DRIVEWAY, SOUTH ENTRANCE TO COLLEGE HALL.

PART II.

ADMISSION.

RECOMMENDATION.

It is always the safe thing to do when entering a school with no member of the faculty of which a student is personally acquainted, to have with him a letter of recommendation of recent date written by some reliable citizen of his own community who is in no way related to him. We recommend that every student who has no personal acquaintance with any member of the faculty of this school who can vouch for his character and behavior, bring with him such a recommendation as is mentioned above. This is liable to be called for at any time, hence it is well to have such with one.

In addition to the recommendation every student is required to sign the following when he enrolls:

"I hereby agree to abide by all the rules and regulations of this school, Marshall College, during my connection with it as student, to be obedient to all properly constituted authority, and in case of any violation of rule or regulation, or disobedience to properly constituted authority, I shall accept, without complaint, such punishment as said authority may attach to said violation or disobedience, or I shall withdraw from the school."

Signed.....

(The following is intended for male students, only):

"I furthermore pledge my word of honor that under no circumstances will I use tobacco in any form while on the school grounds or in the school buildings, either during school hours or on Saturdays, Sundays, or other vacation days."

Signed.....

The president reserves the right to suspend or expel anyone who is found violating this signed assurance that tobacco will not be used under any circumstances, on grounds or in buildings by any one who is a student. He does not interfere with the tobacco habits of young men students off the grounds, however much he may disapprove of these habits, particularly the pipe, the cigarette, and the

chewing habit. These are matters for young men to decide for themselves, except that he advises strongly against it, especially in the case of immature boys. Cleanliness,—shall we not say *Common Decency*,—demands the above ruling with reference to the school buildings.

CREDITS FOR WORK DONE ELSEWHERE.

Credit is given for work done in any school of recognized standing and known thoroughness in the work it requires. The number and extent of these credits depend on the course of study in said school, the teachers under whom the work was done, and whether it covers the requirements here. The text book used, and especially the school, and the education and experience of the teacher under whom the work was done are the items of importance to us when allowing credits. Correspondence beforehand is always the safer plan for the applicant for credits to adopt. Write the president of this school direct.

Those holding *First Grade* certificates issued under the new West Virginia law, or its equivalent, will receive credits on the following subjects, provided they have made 90 per cent. or above on these subjects, provided further that their work as students here indicate that their scholarship is of such proficiency as will justify our giving these credits, and provided, finally, that our "Parallel Reading" requirements be complied with: 1. Written Arithmetic. 2. Mental Arithmetic. 3. Geography. 4. U. S. History. 5. General History. 6. Penmanship. 7. Bookkeeping.

Credits will not be given on Roman history, and English history unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Roman and English history. Our students are required to use separate texts on Roman and English history. Credit on Greek history will be given those who have made a grade of 90 on General history in West Virginia state uniform examinations, and to those who can furnish satisfactory grades for work done on this subject in General history.

Credits will be given on any other subject in the normal or academic courses whenever the applicant for credits can produce a written statement from a school whose work can be approved. Blanks are furnished applicants, who may send them to the schools where the work was done, for filling out and for signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that in case the applicant afterward prove deficient in the subjects on which credits have been given, we may

discontinue that school as an accredited one, or refer the one who discovers the imperfection, to our records to show that the work was not done here.

No student, however, no matter how many credits he may have, is permitted to graduate without having spent *one full year* at this school, except by special permission of the State Board, and this must be his *junior or senior year*.

FEEES.

NORMAL AND ACADEMIC.

The only fee required of West Virginia students for entering the Normal and Academic departments is the "Enrollment Fee," \$3.00 per term, which is payable at the opening of each *term, fall, winter, and spring, AND IS NEVER REFUNDED, NO MATTER HOW SHORT A TIME THE STUDENT MAY REMAIN IN SCHOOL. This fee is always payable in advance and should be brought when the student presents himself for enrollment, as it is the receipt for this fee which must be presented to the teacher before the student can enter his classes.*

The State Board of Control has lately ruled that all students, in whatever department they may enroll, must pay all school fees for the term (fall, winter, or spring) in which they present themselves for enrollment before they enter their classes. This has been the custom in the school heretofore, but we have been perhaps too lenient in certain cases, such as those in which a father sends a son or daughter here for enrollment with a written request that we enroll his child and send him the bill, also in cases where students or parents found it inconvenient to pay at enrollment time. But by a little diligence these things can be overcome, and we shall have to insist on executing the ruling of the State Board.

The \$3.00 Normal and Academic fee in addition to admitting the student to classes in those departments admits him to all athletic contests, base ball, basket ball, foot ball, etc., free of the charges made to outsiders.

~~For~~ Students from other states pay, in addition to the *enrollment fee* of \$3.00 per term, a small *tuition fee* of \$6.00 per term, in the Normal and Academic departments, a total of \$9.00 per term.

As stated on a preceding page of this catalogue the word "*term*" means a "*quarter*," (one fourth of a year,) see calendar on page 2. A "*session*" includes *three terms*, the fall, the winter, and the spring terms. The summer term is in fact a half term, and is not reckoned in the use of our word session.

The fee for the summer term is \$6.00 for all students, whether

West Virginians or from other states. The reason this fee is pro rata larger than for other terms and is the same for both resident and non-resident students of this state, is because there is no state appropriation to pay teachers' salaries for this term, the salary allowance coming from tuitions, which is not the case for the other three terms.

THE MODEL SCHOOL.

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I., II., and III.

Intermediate Division—Grades IV., V., and VI.

Advanced Division—Grades VII., VIII., and Sub-Freshman.

By "Sub-Freshman" is meant that class of young people who have most of their work in the Freshman Year, the rest in grade VIII.

The following are the tuition rates for the various divisions of the Model School:

In cases where three or more children come from the same family the rates are, each child, *per year*, \$12.00.

In cases where there are but two children from the same family the rates are, each child, *per year*, \$14.00.

In cases where but one child comes from each home the rates are, *per year*, \$15.00.

It is very much to be preferred that tuitions in this department be paid in advance for the full year.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers of that school, also for purchasing equipment, library books, etc., for the children in the Model School.

For fees in Music, Expression and Private Art work see under these subjects in Part III.

PART III.

COURSES OF STUDY.

NORMAL COURSE.

<i>Subjects.</i>	<i>Hours.</i>
1. Agriculture	60
2. Algebra	240
3. Arithmetic, Written and Mental	60
4. Botany	60
5. Chemistry, Inorganic, (<i>Alternate with Physics</i>).....	120
6. Chemistry, Organic, (<i>Alternate with Physics</i>).....	60
7. English, Grammar	180
8. English, Rhetoric	180
9. English, American Literature	120
10. English, English Literature	240
11. Ethics	30
12. Geography, Industrial and Commercial	60
13. Geography, Physical	60
14. Geometry, Plane	120
15. Geometry, Solid	60
16. History, Oriental and Greek	60
17. History, Roman	60
18. History, English (<i>Alternate with No. 19</i>).....	120
19. History, Mediaeval and Modern (<i>Alternate with No. 18</i>)....	120
20. History of Education	30
21. Latin	360
22. Manual Arts	180
23. Methods	90
24. Pedagogy	90
25. Physics (<i>Alternate with Chemistry</i>).....	180
26. Psychology, <i>Pure and Applied</i>	90
27. School Management	30
28. Sociology	30
29. Teaching	60
30. Vocal Music	30

NOTES: 1. The work of the Pedagogy and Current History Seminaries is additional to the 48 points of this Course.

2. For explanations of the words "HOUR", "UNIT," etc., as used in these outlines, see notes under "Modern Language Course," the course next following this.

3. The same rule concerning the senior spelling test applies to those taking the normal course as well as to those taking the other courses, see under Modern Language Course, Note No. 5.

4. A "Point" is *one-fifth* of a "Unit."

5. Three substitutions, (or alternates), may be made in the Normal Course, other than those named, and may be selected from either of the other courses, *but all substitutions and electives must be made with the permission of the class officers and be approved by the president, both in this and other courses.*

GRADUATE YEAR—NORMAL COURSE.

Subjects. *Hours.*

- 1, METHODS: a. In Collecting Materials.
 b. In Arranging Materials.
 c. In Text Preparation.
 d. In Instruction.

APPLIED TO:

- | | |
|------------------------|-----------------------|
| (1.) <i>Reading</i> | (6.) <i>Language</i> |
| (2.) <i>Writing</i> | (7.) <i>Grammar</i> |
| (3.) <i>Spelling</i> | (8.) <i>Geography</i> |
| (4.) <i>Arithmetic</i> | (9.) <i>History</i> |
| (5.) <i>Drawing</i> | (10.) <i>Hygiene</i> |

IN ALL.....120

2. THE CHILD: Its Home Life. Its Inheritance. Its Environments. Its Defects:
 a. Physical. b. Mental. c. Moral. Its Nature. Its Growth and Development. Formative Influences. Its Peculiar Tastes, Likes and Dislikes 20
3. METHODS: In DISCIPLINE (*Moral Education*): Neatness, Cleanliness, Sitting-Posture, Standing Posture, Gait, Conversational Tone of Voice, Attitude towards others (Parent, Stranger, Teacher, Fellow Pupil); Respect for Authority, for Custom, and for Law; Habits of Attention, Anger, Cheerfulness, Courtesy, Manners, Morals, Boisterousness, Profanity, Obscenity of Speech or Writing; Respect for Others' Opin-

ions:—Religious Convictions and Forms, Political Persuasions; Habits of Gossip, Tale-Telling, Bitterness of Speech; Exaggeration, Falsehood, Theft; Candor, Directness, Truthfulness	20
4. PHYSICAL CULTURE: Home and School Prophylaxis and Therapeutics, Emergency Surgery, Resuscitation, etc., (by a local Physician); Precaution in Foods and Drinks; Basements, Baths, Plumbing, Stagnant Pools, Water and Food of Milch Cows, Slaughter Houses and other offensive and unhealthful Conditions and Surroundings; Elementary Dietetics; Calisthenics, Games, Play, Walking, Horseback Riding, Climbing, Swimming, Vaulting, Breathing, Sleeping, Sleeping Rooms, Meal Hours, Worry, Etc., Etc.	20
5. GENETICS AND EUGENICS	30
6. ART and ARCHITECTURE in SCHOOL and HOME BUILDING and GROUNDS	20
7. TRAINING, DRILL, and PRACTICE in the USE of the LIBRARY: Books—How to Choose Them, How Use Them, How Read Them, How Catalogue Them, How Place Them on the shelves, How Find Them, How Search for Materials; Prices of Books, How Buy Them, Where, Etc.; Book Catalogues and Book Companies; Book-Making, Bindings, Etc.	30
*8. SCHOOL ORGANIZATION and ADMINISTRATION....	20
9. HOME AND SCHOOL ECONOMICS.....	10
10. PROBLEMS PECULIAR TO RURAL SCHOOLS.....	30
11. PROBLEMS PECULIAR to TOWN and CITY SCHOOLS..	30
12. PHILOSOPHY of EDUCATION	30
13. ADVANCED PSYCHOLOGY	30
14. SCHOOL SYSTEMS, STATE and NATIONAL, COMPARED	20
15. THE NORMAL SCHOOL: The American and The European Schools Compared. The Function of the Normal. The Practice School—How Improve the American, especially the West Virginian Practice School. Comparative Values of Teaching and of Observation Work in the Practice School	10
17. SCHOOL CURRICULA	16
18. WEST VIRGINIA INSTITUTIONS: Educational (The State System), Charitable, Corrective, Penal, Benevolent, etc.; How Supported, Expenses of, Location, How Conducted, etc	24
19. MANUAL ARTS	60

20. TEACHING AND OBSERVATION WORK 180

Those who have not had work equivalent to that offered in our *four-year* Normal Course in "History of Education" and "Agriculture and Forestry" will be required to carry those subjects in our Normal Senior Class.

NOTES:—1. The above tentative outline of a graduate year of work has been arranged after having had different outlines made by competent educators, and after having had them criticised by a number of the strong normal school men of the country. It is "tentative" because it is hoped that a second year may be added before many months have passed, the arrangement of which second year will necessitate the re-arranging of the subject matter above, under both years, as well as the addition of new subject matter.

2. This additional year is offered with the approval of the State Board of Regents with the understanding on the part of the State Superintendent that our offering it will in no way embarrass the Board by calling for additional teachers till the wisdom of this move and the funds justify it.

3. It is offered especially for graduates of high grade High Schools whose academic work may be accepted as the equivalent in amount and quality of the academic work in our four-year normal course, for graduates from our own normal course who may wish to take additional work along professional lines, and for such others as may feel inclined to take advantage of it.

Applicants for work in this year must present, upon registering, complete statements of the work they have done elsewhere, duly certified to by the authorities under which it was done. These statements must include the following:

- a. Number of Recitations spent on each subject.
- b. Length of recitation.
- c. Name of teacher under whom done.
- d. In what year done.
- e. In what school.
- f. Exact names of text books used.
- g. Number of pages covered in each book.
- h. If an ancient or modern language, exactly what materials read and how much of each, also how much original composition work per week, and how many weeks.

Blanks for these credits are furnished upon application.

MODERN LANGUAGE COURSE.

<i>Subjects.</i>	<i>Hours.</i>
1. Algebra, Academic	240
2. Algebra, College (<i>Elective</i>).....	60
3. Arithmetic, Written and Mental	60
4. Astronomy (<i>Elective</i>).....	60
5. Botany (Alternate with No. 15)	60
6. Chemistry, Inorganic (Alternate with No. 30, two terms) 120	
7. Chemistry, Organic (Alternate with No. 30, 3d Term.....	60
8. Drawing, Mechanical (<i>Elective</i>).....	120
9. Economics, (<i>Elective</i>)	60
10. English, Grammar	180
11. English, Rhetoric	180
12. English, American Literature	120
13. English, English Literature	240
14. French (Alternate with German)	720
15. Geography, Com. and Indus. (<i>Alternate with No. 5</i>).....	60
16. Geography, Physical (<i>Elective</i>)	60
17. Geology, (<i>Elective</i>)	60
18. Geometry, Plane	120
19. Geometry, Solid, (<i>Elective</i>)	60
20. Geometry, Analytical (<i>Elective</i>)	60
21. German, (<i>Alternate with French</i>)	720
22. Greek (<i>Alternate with Latin</i>)	360
23. History, Hebrew	60
24. History, Oriental and Greek	60
25. History, Roman	60
26. History, English (<i>Alternate with No. 27</i>)	120
27. History, Mediaeval and Modern (<i>Alternate with No. 26</i>) 120	
28. Latin (<i>Alternate with Greek</i>)	360
29. Manual Arts	120
30. Physics (<i>Alternate with Chemistry</i>)	180
31. Physiology, Advanced (<i>Elective</i>)	60
32. Psychology, Pure (<i>Elective</i>)	60
33. Trigonometry, Plane (<i>Elective</i>)	60
34. Trigonometry, Spherical (<i>Elective</i>)	60
35. Zoology (<i>Elective</i>)	60

NOTES:—1. By the word "Hour" as used above is meant class periods of 60 minutes each.

2. 60 HOURS class-room work is the approximate value of a term's (quarter's) work in one subject. The *fall* term includes more than 60 HOURS, the *winter* term a little less than 60, the *spring* term about even 60. By "60 HOURS" is meant, therefore, a term's work in one subject,—the equivalent of a *unit*.

3. To complete the above course 48 units, or 2880 hours, class work are required; of these 48 units not fewer than 18 must be made in the ancient and modern languages, (modern only if the student prefer), and not fewer than 12 must be made in the modern languages—German and French. Properly certified credits in Italian or Spanish will be accepted in lieu of German and French.

4. The number of hours stated under Nos. 1, 3, 5, or 15, 6 and 7 or 30, 10, 11, 12, 13, 14 or 21, 18, 23, 24, 25, 26 or 27, and 29,—in all 2520 hours, or 42 units, are compulsory except under special conditions. The remaining 360 hours, or 6 units, may be selected from any of the electives or from the normal course; but selections must be made from classes regularly organized, which will be done only when a sufficient number to justify it, apply.

5. The work of the Current History Seminary is required of the senior class taking this course, in addition to the regular work of the course, as is also the senior test in spelling.

6. *All electives and substitutions must be made with the permission of the class officers and the approval of the president.*

CLASSIC COURSE.

<i>Subjects.</i>	<i>Hours.</i>
1. Algebra, Academic	240
2. Arithmetic, Written and Mental	60
3. Astronomy, (<i>Elective</i>)	60
4. Botany (Alternate with No. 13)	60
5. Chemistry, Inorganic, (Alternate with No. 27).....	60
6. Chemistry, Organic (Alternate with No. 27, 3d Term)..	60
7. Economics (<i>Elective</i>)	60
8. English, Grammar	180
9. English, Rhetoric	180
10. English, American Literature	120
11. English, English Literature	240
12. French (Alternate with German)	360
13. Geography, Com. and Indus., (Alternate with 4).....	60
14. Geography, Physical (<i>Elective</i>)	60
15. Geology, (<i>Elective</i>)	60
16. Geometry, Plane	120
17. Geometry, Solid (<i>Elective</i>)	60
18. German, (Alternate with French)	360
19. Greek, (Alternate with Latin)	720
20. History, Hebrew	60
21. History, Oriental and Greek	60
22. History, Roman	60
23. History, English (Alternate with No. 24)	120
24. History, Mediaeval and Modern (Alternate with No. 23)	120
25. Latin, (Alternate with Greek)	720
26. Manual Arts	120
27. Physics (Alternate with Chemistry)	180
28. Physiology, Advanced, (<i>Elective</i>)	60
29. Psychology, Pure, (<i>Elective</i>)	60

NOTES:—1. For general Explanations see Notes under preceding course of Study.

2. To complete the above course 48 Units (2880 hours) of work in addition to the work of the Current History Seminary and the "senior spelling test," are required (See Note 5 under preceding course); of these 48 units not fewer than 18 must be in the ancient and modern languages, and not fewer than 12 of these 18 units must be made in Latin or Greek or both.

3. Three units may be selected from either of the other courses and substituted for *three* in this course with the permission of the class officers and the approval of the president.

4. Subjects not marked "elective" are compulsory unless satisfactory credits can be furnished, or unless the case justifies some special ruling not anticipated in these notes.

5. All electives must be made with the permission of the class officers and the approval of the president.

WORK PREPARATORY TO ALL COURSES.

Spelling.	Spelling.	Spelling.
Reading.	Reading.	Reading.
U. S. History I.	U. S. History II.	Physiology.
English Grammar I.	English Grammar II.	English Grammar III.
Political Geography I.	Political Geography II.	Political Geography III.
Mental Arith. I.	Mental Arith. II.	Mental Arith. III.
Written Arith. I.	Written Arith. II.	Written Arith. III.
Penmanship.	Penmanship.	Penmanship.

This work is done in the sub-freshman year of the Model School.

TEACHERS' REVIEW WORK.

Arithmetic, Written.....	Any Good Book.....	3 months
Arithmetic, Mental.....	Brooks	3 months
Bookeeping.....	Budget System.....	3 months
Civil Government	Any Good Book.....	3 months
Geography, Political.....	Any Good Book.....	3 months
Geography, Physical	Tarr	3 months
Grammar*.....	Reed & Kellogg.....	3 months
History, United States...	Any Good Book.....	3 months
History, General.....	Any Good Book.....	3 months
History, Grecian.....	Any Good Book.....	3 months
History, Roman.....	Any Good Book.....	3 months
History, English.....	Any Good Book.....	3 months
Drawing.....	No Text Required.....	3 months
Orthography.....	Text Prepared by the President..	3 months
Penmanship.....		3 months
Physiology.....	Any Good Book.....	3 months
Theory & Art of Teaching..	White	3 months

Teachers and prospective teachers taking "review work" are not limited to four subjects, not even to five, if they can carry more without injury to themselves. We take it for granted that they know better than we do what review work they need and how much they can do.

THE WORK.

OF THE COURSES OUTLINED BY DEPARTMENTS.

The work of the school is organized under *thirteen* distinct headings known as *departments*. These are:

- | | |
|------------|----------------------------|
| 1. ART, | 7. ENGLISH, |
| 2. MUSIC. | 8. HISTORY, |
| 3. LATIN, | 9. EDUCATION, |
| 4. GREEK, | 10. EXPRESSION, |
| 5. FRENCH, | 11. MATHEMATICS, |
| 6. GERMAN, | 12. BIOLOGY AND GEOLOGY, |
| | 13. PHYSICS AND CHEMISTRY. |

In outlining the work under the various departments the plan adopted is, to refer to consecutive terms under any subject by means of Roman numerals. For example: Latin I. means the first term of the first year work in Latin; Latin II. means the second term of the first year work; Latin III. means the third term of the first year work; Latin IV. means the first term of the second year work, and so on up to Latin XII., which means the third term of the fourth year work. The same is true of Greek, German, French, Physics, Geometry, and all other subjects covering more than one term.

It will be observed further that "*one term*" means *three months*, and that the work of *three months*, or *one term*, in any subject,—five recitations per week,—is referred to by this school as a "*unit*," also that all recitations are *one hour* in length.

ENGLISH.

FRESHMAN YEAR.

ENGLISH I. Advanced grammar: Verbs, Verb phrases, Infinitives, Participles, Adverbs, Prepositions and Conjunctions, analysis and parsing. Composition work continued. Reading Irving's Sketch Book. *Carpenter's Grammar* is the text used.

ENGLISH II. *The Sentence and the Paragraph*. This is a course in analysis and composition. The structure of the sentence is studied logically by analytic detail. Daily themes consisting of a single paragraph of fifty to one hundred words form an important part of the work of this course. The Vicar of Wakefield is read out of class, and one recitation period of each week is given to a discussion of the story from the various points of view which it affords. *Kimball's English Sentence*, as far as Infinitives, is the text used.

ENGLISH III. *The Sentence and the Paragraph*. The analytic

study of the sentence completed. Scott's *Ivanhoe* is read out of class, with class treatment as in I, except that topics will be assigned for special reports. *Kimball's English Sentence*, completed.

SOPHOMORE YEAR.

ENGLISH IV. Exercises in the correct use of Nouns and Pronouns; practice in writing narratives and descriptions (The usual requirement in Composition in Rhetoric I and II, is a theme of 300 to 400 words once a week. Occasionally a longer theme is substituted for one or more shorter ones); a study of specimens of narration and exposition in good literature; a study of George Eliot's "Silas Marner" as a narrative with a plot. (Some of the literature studied in Rhetoric I, II and III, is read out of class, and some of it is read in class; all of it is covered by oral and written exercises that thoroughly test the student's knowledge of the work.) *Text—Hill's Beginnings of Rhetoric and Composition.*

ENGLISH V. Exercises in the correct use of Verbs, Adjectives, Adverbs, Prepositions and Conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "Rhyme of the Ancient Mariner" and Shakespeare's "Julius Cæsar." *Text—Hill's Beginnings of Rhetoric and Composition.*

ENGLISH VI. A further study of diction and the forms of composition; daily practice in writing themes; a study of Macaulay's "Life of Johnson," and Burke's "Speech on Conciliation with America." Particular attention will be given to theme work in this course.

JUNIOR YEAR.

ENGLISH VII. AMERICAN LITERATURE I. This course is mainly historical, at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the Seventeenth and particularly the Eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch of heart with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition work of this course consists of minor themes, and one major theme of not less than two thousand words to be handed in at the close of each term.

The Major Theme is designed specifically to develop independent thinking and research. Throughout the course in American and Eng-

lish Literature this theme is required, and it is made one of the distinctive features of the student's work. The subject is assigned at the opening of each term, and with this a sufficiently complete bibliography is noted. From this moment independence in both research and treatment is encouraged. The adoption of this theme has been abundantly justified by experience. It invariably stimulates the earnest student towards healthful and vigorous self assertion. A type written copy of this theme is required.

The object of the minor themes is two-fold. One of these themes will consist of 1500 words or more, the subject bearing directly upon the work more specifically in hand. In the study of Chaucer, for instance, there is not sufficient time to elaborate in class the social and political conditions prevailing during his life. A carefully prepared paper on that subject materially assists the student in a more enlightened understanding of Chaucer's works. Besides this theme, briefer ones, consisting of about 200 words, will be required, every alternate Friday. The object of these is to test and further strengthen the student's ability to apply the principles of Unity, Mass and Coherence. Practical lectures will aim to make it clear that these principles of composition are fundamental, that they are not arbitrary and mechanical regulations, but that they are inherent laws necessarily connected with clarity in expression, written or oral.

ENGLISH VIII. AMERICAN LITERATURE II. This course will include a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical detail. Minor and major themes required.

ENGLISH IX. ENGLISH LITERATURE I. This course embraces a historical review of early English Literature, for which ample library reference is afforded, and also a study of the minor works of Chaucer, with the reading of "The Prologue" and the "Knight's Tale" of the Canterbury Tales.

SENIOR YEAR.

ENGLISH X. SENIOR ENGLISH I. Historical review of literature from Chaucer to Shakespeare. The significance of the writings of Surrey and Wyatt particularly noted. The development of the English Drama, Spencer's Fairy Queen; Cantos I. and II. read in class. Shakespeare. Minor and major themes required.

ENGLISH XI. ENGLISH LITERATURE III. Milton, Dryden, Pope, and the literature of the Eighteenth century. Critical study by lecture on contrast in spirit between Elizabethan and Eighteenth century literature. Major and minor themes required.

ENGLISH XII. ENGLISH LITERATURE IV. Poetry of the Nineteenth century. Bronson's English Poems used in this course. This course

is particularly designed to inspire critical and appreciative study of the great English poems from the Lyrical Ballads to Rosetti. Minor and major themes directly applicable to the work in hand required.

HISTORY.

This department includes History, Civics, Economics and Sociology.

The History work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome, Europe and England. Two Elementary courses in United States History are offered, which students not sufficiently prepared for beginning the study of Ancient History are required to take. State History, primarily for teachers, is offered only during the spring term. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages, is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop the judgement of the pupil with reference to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously assigned for investigation and class discussion.

The work in Economics, Sociology and Civics is pursued in a similar way.

The following is a list of the courses given in this department:

1. THE UNITED STATES TO 1789. Text—Montgomery's *Leading Facts in American History*.
2. THE UNITED STATES SINCE 1789. Text—Montgomery's *Leading Facts in American History*.
3. THE UNITED STATES—A Teacher's Review Course.
4. THE HEBREWS.. From Abraham to the Absorption of Judea by Rome.
5. THE ORIENT AND GREECE. Text—Botsford's *History of the Orient and Greece*.
6. ROME. Text—Morey's *Outlines of Roman History*.
7. THE MEDIAEVAL PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.

8. THE MODERN PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.

9. ENGLAND TO 1603. Text—Cheyney's *Short History of England*.

10. ENGLAND SINCE 1603. Text—Cheyney's *Short History of England*.

11. WEST VIRGINIA. Texts—*Lewis History and Government of West Virginia and Fast and Maxwell's History and Government of West Virginia*.

12. CIVICS. A Study of American Government; Contrasts with European forms. Text—Willoughby's *Rights and Duties of American Citizenship*.

13. ECONOMICS. The Principles of Political Economy. Text—*Laughlin's Elements of Political Economy*.

14. SOCIOLOGY. Society; its Development, Relationships and Problems. Text—*Small and Vincent's Introduction to the Study of Society*.

MATHEMATICS.

FRESHMAN YEAR.

ARITHMETIC. One term of three months is given to arithmetic this year in whatever form the special needs of the class from year to year require. It is chiefly work on the principles of arithmetic, mental and written.

ALGEBRA I. The four fundamental operations, special cases of multiplication, factoring. *Milne's Standard Algebra* to page 119.

SOPHOMORE YEAR.

ALGEBRA II. Factoring reviewed, divisions and multiples, fractions—simple equations. *Milne's Standard Algebra* from page 119 to 176.

ALGEBRA III. Solution of equations of the first degree containing two or more unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents—radicals. *Milne's Standard Algebra* from page 176 to 279.

ALGEBRA IV. Quadratic equations, graphic solutions, general review, ratio and proportion, progressions, elementary treatment of inequalities, variables, binomial theorem, use of logarithms, permutations and combinations. *Milne's Standard Algebra* from page 279 to the end.

JUNIOR YEAR.

GEOMETRY I. Plane Geometry. Demonstrations of theorems and

constructions and demonstrations of problems, lines, triangles, quadrilaterals, polygons and circles. *Milne's Geometry*, Books I and II.

GEOMETRY II. Plane Geometry. Ratio and Proportion, demonstrations of theorems, constructions and demonstrations of problems, including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. *Milne's Geometry*, Books III., IV., V. and VI.

GEOMETRY III. Solid Geometry. Demonstrations of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. *Milne's Geometry*, Books VII., VIII., IX.

SENIOR YEAR.

The work of this year is elective according to the course the student may choose.

TRIGONOMETRY I. Plane Trigonometry. Definitions of trigonometric functions and ratios, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, anti-trigonometric functions, the use of trigonometric tables and the solution of right and oblique triangles. *Well's Plane Trigonometry*.

TRIGONOMETRY II. Spherical Trigonometry. Derivation of formulas for right and oblique spherical triangles, Napier's rules, six cases of oblique triangles, area of spherical triangles, geographical and astronomical problems. *Well's Spherical Trigonometry*.

ALGEBRA VI. (COLLEGE ALGEBRA.). The course in College Algebra includes the following required subjects: Inequalities, indeterminate equations, mathematical induction, logarithms, undetermined coefficients, partial fractions, the general discussions of the binomial theorem, the exponential and logarithmic series, theory of equations.

The subjects—convergency of series, summation of lines and determinates, will be optional. *Well's University Algebra*.

ANALYTICAL GEOMETRY. Plane Analytical Geometry, co-ordinates, loci of equations, the straight line, parallels and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars. *Nichols' Analytical Geometry*.

BIOLOGY AND GEOLOGY.

The courses in this department are so arranged that each course depends upon the one preceding it. Students are required to take the subject in the order named, but may follow one or both of the two divisions.

The courses are given as follows:

<i>BIOLOGY COURSE:</i>	<i>GEOLOGY COURSE:</i>
Drawing	Drawing
Botany	Commercial Geography
Zoology	Physiography
Physiology (Advanced.)	Mineralogy
Forestry	Geology
Agriculture	Astronomy

GEOLOGY COURSE.

DRAWING. Students are required to take this course in preparation for work in science. This course follows the outline of courses in the Art Department. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color; map-drawing; structural drawing; modeling; and block diagrams.

COMMERCIAL GEOGRAPHY. This course comprises a study of the people in their industrial and institutional life, and a comparative study of the commercial nations. A period each week is devoted to the study of current events related to the course.

The pupil is first made acquainted with library methods of study. The following topics are considered: Dewey System of Classification, Card Catalogues, Indices and Bibliographies.

The course is outlined as follows:

1. Natural conditions controlling commerce, the principles of trade; unequal endowment of regions in advantages of position, in relief, minerals, soil, climate, character of vegetation, industrial development.
2. Means of transportation: Conditions and forces of land transportation; of water transportation; function of water ways in fixing rates; character and significance of harbors; the logic of ocean routes.
3. Means of communication: The postal, the parcels post, ocean cables, the telegraph, the telephone, wireless transmission.
4. Commodities of the countries taken up in topographic sections with special reference to the United States.
5. The development of manufacturing, with special reference to our own country and State.
6. Government revenues from commerce: Direct taxes, indirect taxes, tariffs, internal revenues. Government aids to consular officers, lighthouses, harbors, navies, subsidies, bounties, publications, fairs, expositions, commercial museums.

A museum showing the actual material of commodity in its various stages of preparation of manufacture is to be found on the third floor.

TEXT BOOK Adams' Commercial Geography.

PHYSIOGRAPHY. Laboratory 4 hours per week, Recitations 3 hours per week. The aim of this course is to cultivate the scientific habit of thinking. We accept most of our knowledge as pure information. The plan is to question the student in such a way that he will have to think out the answer with the lesson as a basis of thought rather than repeat what has been memorized from a book. Each student is required to do this thinking while standing, that he may attain self assurance and be an easy thinker. The topics are taken up in the following order: 1. The Earth as a Globe. 2. The Atmosphere. 3. The Land. 4. The Ocean.

Experiments are performed in presence of the class. Each member then writes up the exercise, keeping three points in view—method, observation and influence.

It is proposed to introduce exercises in the geographical laboratory. It is intended that the pages of questions and directions be bound with class exercises in the note book. The laboratory is supplied with a globe, maps, relief models, and about a hundred topographic folios of the United States Geological survey. Practice is given in reading pictures so that the pupil may acquire ability to interpret geographical forms.

Excursions are made to illustrate the general principles.

Text Book—"Tarr's New Physical Geography."

MINERALOGY AND GEOLOGY. Laboratory, 4 hours per week. Recitation, 3 hours per week. This course is open to those only who have taken physiography. The aim of the first part of the course is to enable the student to know and identify minerals, rocks and soils—their properties, uses, varieties and classification. The student is expected to do field work and make individual collections. Each student is furnished with a cabinet of 30 minerals, a blow-pipe and other necessary appliances.

The latter part of the term is devoted to geology proper. The class work includes a study of the principles of geology and collateral reading.

The laboratory exercises in this part of the course are designed to illustrate by means of rocks and fossils, photographs, maps and sections, the origin and mode of occurrence of the local formations of the state, their interpretation and representation. The study of the coal formation in the state as to economical importance, varieties, properties and history of coal age is emphasized.

The field excursions comprise a series of observations upon the weathering of rocks; the Ohio river phenomena; stratified rocks, including conglomerates; sandstones, shales and limestones; folds; joints; cleavage; terraces; ex-bow cutoffs, coal formation; iron form-

ation; concretions; dendrites, and a collection of fossils. The region offers abundant resources for geological study. Text—"Norton."

ASTRONOMY, To this subject one term, three months, is given. The object is to give the student an intelligent grasp of the fundamentals of astronomy. *Moulton* is used as a text.

BIOLOGY COURSE.

BOTANY. Laboratory 4 hours per week. Recitation 3 hours per week. This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections under the direct supervision of the head of the department. Each pupil keeps a record of notes and fully labeled drawings made at the time of original observations. The drawings should aim at simplicity, clearness and accuracy. No shading is allowed as it is believed that shading of drawings indicates equal shading in the mind of the observer. Each student is expected to gain some facility in determining the names of plants by the use of manuals. Constant practice is given in dissection by use of the simple microscope, and to a less extent, by the use of the compound microscope. The methods of teaching the subject matter and the laboratory work in the public schools is illustrated to some extent.

The plants cultivated in the three window gardens of the laboratory afford ample material for demonstration. A herbarium is being added to this equipment. The topics for laboratory study are as follows: The seed, the seedling, the root, the stem, buds, the leaf, the flower, and the fruit.

These exercises are supplemented, weather permitting, by field excursions.

Texts: "Bergen and Davis's Principles of Botany." Gray's New Manual of Botany, 7th Edition," "Vinal's Laboratory Guide."

ZOOLOGY. Laboratory, 4 hours per week. Recitation, 3 hours per week. This course is designed to give the student a knowledge of the general principles of Zoology and to offer a foundation for physiology. It includes a discussion of animals as regards their habits, parts, (structure and function), development and adaptations to environment. Occasional lectures are given on the most recent papers related to Zoology.

The laboratory exercises consist of a study of material which illustrates the principles taught in the class room. The common representatives of each group of animals are studied and drawn. It is proposed to dissect the following animals: Locust, Clam, Worm, Fish, Frog and Pigeon.

Each student is assigned dissecting instruments and a locker in a large, well lighted laboratory on the first floor. Students in the laboratory also enjoy the advantage of seeing live specimens close at hand, as well as extensive museum collections. Special emphasis is placed on insects and why they are useful or injurious. There are over a hundred specimens of insects mounted for class work. The library adds to this rich equipment a complete set of standard reference books. Text: "Linville and Kelly."

PHYSIOLOGY. Advanced: Laboratory, 1 hour per week; Recitation 4 hours per week. This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work out the results of their own observations. The examination and dissection of the cat is taken up in the laboratory, along with the systematic study for recitation. A part of the laboratory work consists of the study with the microscope of the minute structure of the more important tissues and organs of the body. Each student is assigned a complete set of dissecting instruments, a dissecting pan, and a private drawer. Note books are required which contain notes and drawings made in the course of the laboratory work. Text: "Hough and Sedgwick's "The Human Mechanism."

FORESTRY. (*To be taken with Agriculture*), This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of forests; the forest regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests, including pruning and grafting; tree planting; and forest laws of the United States and West Virginia.

In the field work of this course, excursions will be made to tracts of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Woodlots; local species of trees; reproduction cuttings; thinnings and other sorts of improvement cuttings.

AGRICULTURE. Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Tillage; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of

crops; Economic Plants; Plant Food; Plant Breeding; School Gardens; Variation; Heredity and principles of animal breeding.

The study of government bulletins is an important feature of the course. Many reference books have been added to the library.

It is proposed to make a museum collection to illustrate common plant diseases. A large collection of the injurious insects of the State is at the disposal of the students.

Field lessons on soil, crops, grazing, etc., are an important element of the course. Text: "Warren's Elements of Agriculture."

ANCIENT LANGUAGES.

In the work of these departments there is a constant effort to lead the student to realize the vital connection existing between English and the classical language, as well as to appreciate the literary and historic value of the masterpieces he reads. Good maps and pictures supplement the class room instruction. The library is well supplied with works for reference and parallel reading.

The work of these departments is made practical. Those who are fitting themselves to teach in our public schools may gain from a careful study of the classics, ease, accuracy, and variety of expression in the use of English, as well as broad mental culture.

LATIN.

LATIN I. Bennet, First Year Latin. Lessons I-XXVI.

LATIN II. Bennett, Lessons XXVII to LVII.

LATIN III. Bennett, Lessons LVIII to LXXII. Caesar, Book II. in Bennett.

LATIN IV. Caesar, Book I. Prose Composition, Bennett, Preparatory Latin Writer.

LATIN V. Caesar, Books III-IV. Prose Composition as above.

LATIN VI. Cicero against Catiline. Orations I-III. Prose Composition as above.

LATIN VII. Cicero against Catiline, Oration IV. The Manilian Law and the Archias. Prose Composition.

LATIN VIII. Vergil, Aeneid, Books I-III. Prose Composition.

LATIN IX. Vergil, Aeneid, Books IV-VI. Prose Composition.

LATIN X. Horace.

LATIN XI. Livy.

LATIN XII. The work varies from year to year.

Courses I, II., and III., comprising the work of the first year, cover pronunciation, inflection, vocabulary, syntax and easy translation from Latin into English and English into Latin.

Courses IV. and V. have as their particular object facility in translation. They embrace, as leading to this end, a thorough review of inflection and syntax, and a study of the history and geography involved in Caesar's Commentaries.

In Courses VI. and VII., in addition to the emphasis placed all the way through on form and syntax, attention is given to the elements of Cicero's eloquence, and the condition of the Roman Commonwealth.

Courses VIII. and IX. lay particular stress upon scansion, figures, and mythology.

The effort, through these nine courses, is to secure such mastery of form and syntax that the words of the authors taken up in courses X., XI., and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

GREEK.

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of one hour each.

GREEK I. First Greek Book, first 41 lessons. Text—*White*.

GREEK II. First Greek Book, lessons 42-72 inclusive. Text—*White*.

GREEK III. First Greek Book completed; Xenophon's Anabasis, Book I., first 5 chapters. Prose Composition, 10 lessons,—*Gleason*. Text—*White*; Anabasis, *Harper and Wallace*; grammar, *Hadley-Allen*.

GREEK IV. Anabasis, Book I. completed. Book II. Prose composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley-Allen*; *Gleason*.

GREEK V. Anabasis, Book III.; Homer's Iliad, Book I.; Prose composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley-Allen*; *Gleason*; Iliad, *Seymour*.

GREEK VI. Iliad, Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts—*Seymour*, *Hadley-Allen*, *Gleason*.

GREEK VII. Lysias and the Minor Poets. Prose composition, 10 lessons.

GREEK VIII. Selections from Herodotus. Thucydides, and Xenophon's Memorabilia. Prose composition, 10 lessons.

GREEK IX. Plato, Apology and Crito. Prose composition, 10 lessons.

Courses I. and II. involve thorough drill in pronunciation, accent, inflection and vocabulary.

In Course III. connected translation is begun, accompanied by a thorough review of form and syntax. The principal parts of 90 irregular verbs are memorized.

In Courses IV. and V. an effort is made to get a good working

knowledge of Attic form and idiom; in Course VI. particular attention is given to the Homeric syntax and dialect and idiom, and to figures, scansion, and mythology.

Beginning with Course II., sight reading in the New Testament is done once a week. Text—*Westcott & Hort*.

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary, historical and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking.

MODERN LANGUAGES.

GERMAN.

OUTLINE. GERMAN I. Elements of German. Text—*Becher-Rhoades*. First 25 lessons. Exercises daily in pronunciation based on Victor's and Klinghardt's Methods.

GERMAN II. *Becher-Rhoades* Elements of German completed. Sight reading.

GERMAN III. Memorizing poetry. Reading "Immensee," "Germelshausen," "Der Lindenbaum" alternating with "Im Vaterland."

GERMAN IV. Reading and discussion in German; "Willkommen in Deutschland." Study of Idioms. German Grammar—*Thomas*.

GERMAN V. Reading, "Hoher Als Die Kirche," "Der Neffe als Onkel." German Composition. Study of Idioms.

GERMAN VI. "Die Yungfrau von Orleans," "Geschichten vom Rhein."

GERMAN VII., VIII. and IX. Lessing's "Minna von Barnhelm," Schiller's "Wilhelm Tell;" Goethe's "Herman and Dorothea," Hatfield's "Lyrics and Ballads," original composition work.

GERMAN X., XI., XII. Schiller's "Wallenstein's Tod;" Lessing's "Nathan's der Weise;" Goethe's "Egmont;" Heine's Poems; Parallel Rereading; Scherer's *Geschichte der Deutschen Literatur*; Goethe, by Carl Heineman. Schiller, Wychgram, *Deutsche Literaturgeschichte*, Robert Koenig.

FRENCH.

FIRST YEAR. Grammar, *Fraser and Squair*. Two hundred pages.

Reading. First Term: "Le Chien du Capitaine," *Enault*.

SECOND TERM. "Mon Oncle et Mon Cure," *La Brete*, with composition work based upon it.

THIRD TERM. "La Belle Nivernaise." *Daudet*, with composition work.

SECOND YEAR. Grammar. *Fraser and Squair*, completed.

Reading. First term: "Tartarin sur Les Alpes." *Daudet*.

SECOND TERM. "Le Roi des Montagues." *About*.

SECOND TERM. "La Tulipe Noir." *Dumas*.

THIRD TERM. "Quatre-Vingt-Treize." *Hugo*. Composition and diction through the year.

THIRD YEAR. Grammar reviewed. Reading, Verse and drama.

Special attention given to the works of Hugo, Moliere and Racine. Composition through the year.

FOURTH YEAR. Grammar work in connection with composition continued. Various of the classics, the selections varying from year to year, are read in the fourth year; frequent drills in sight reading and composition based upon the classic being studied are made a distinctive feature of the work. French literature as a literature receives liberal attention in this year, and French authors and their writings receive individual attention in addition to the study of French literature as a whole.

PHYSICS AND CHEMISTRY.

One year is given to each of these subjects. The courses consist of three one hour recitations and two two-hour laboratory periods each week, though this division of the work will be changed in order to provide additional time either for class work or the laboratory, as occasion demands.

A new laboratory has been equipped, materially increasing the opportunity of the student for experimental work. The Chemical Laboratory provides individual desks for thirty-five to forty students at one time. The Physical Laboratory is arranged to accommodate sections of fifteen to twenty students at one time.

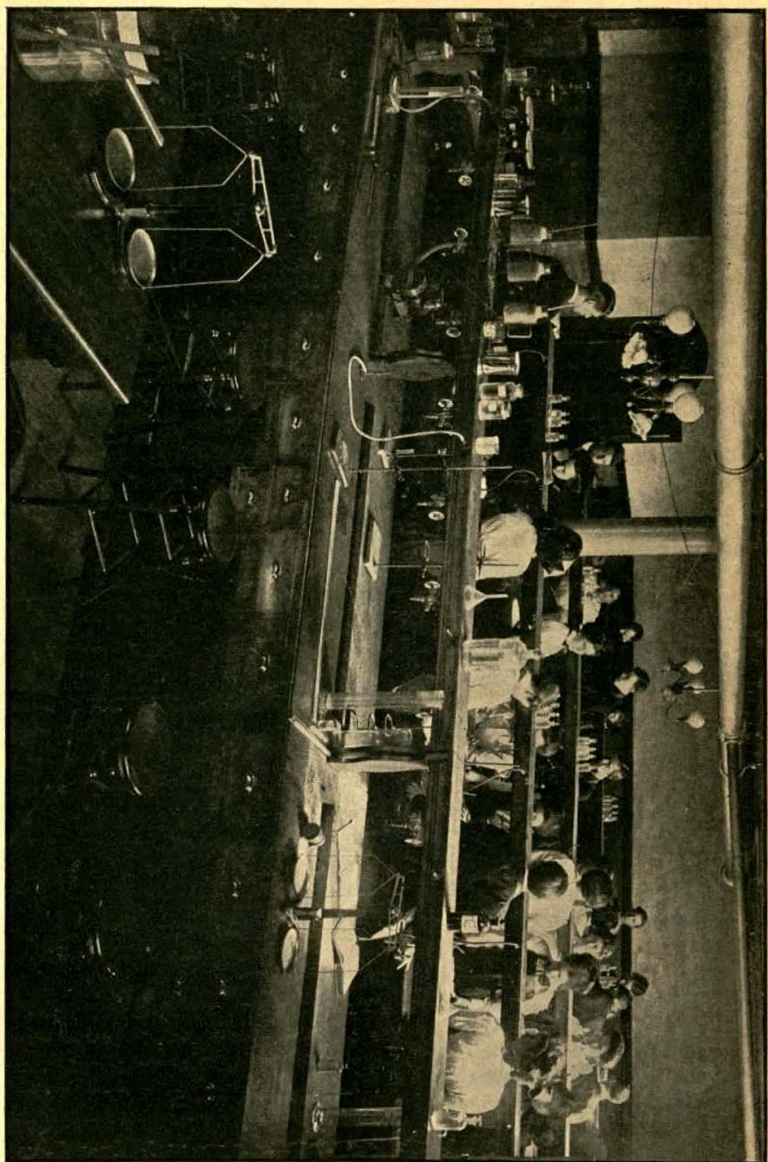
New apparatus and equipment is being constantly provided, both for laboratory and lecture work. A projection lantern has recently been purchased, with abundant slides for illustrative purposes.

CHEMISTRY. A laboratory fee of two dollars a term is required. Additional fees will be required for breakage due to carelessness. The experiments required are largely qualitative in nature, but are amply sufficient to meet college entrance requirements.

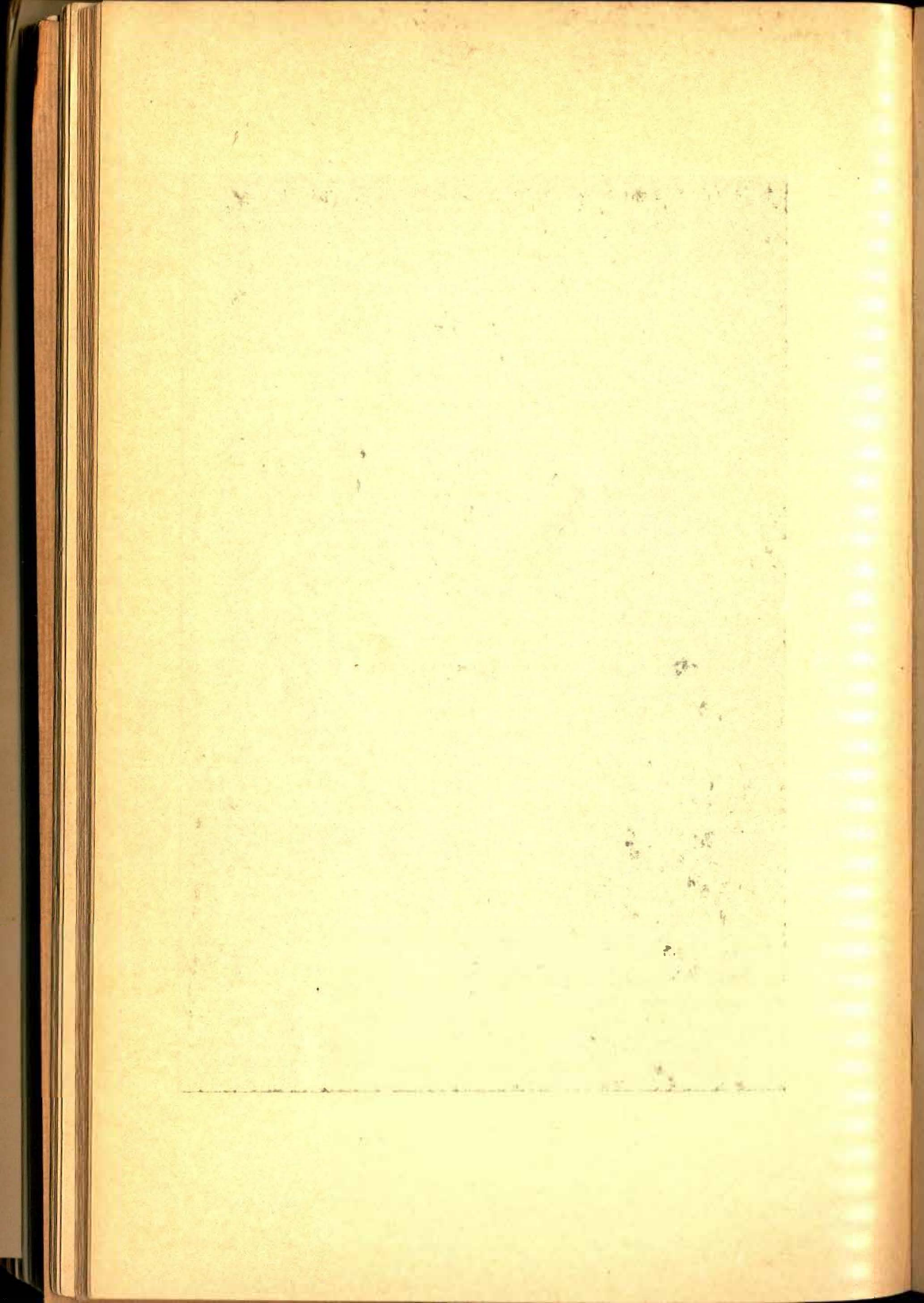
Supplementary reading and individual topics will be assigned each student during the course.

The facts, laws and theories of chemistry are emphasized, and the applications along industrial lines given as much attention as possible.

PHYSICS. A laboratory fee of one dollar a term is required. Algebra IV and Plane Geometry are necessary prerequisites to this course. At least thirty-five experiments of a quantitative nature are required of each student, fulfilling college entrance requirements. The work in the laboratory supplements the class work as far as possible.



CHEMISTRY LABORATORY.



The text used, *Milliken and Gale*.

PHYSICS I. Fall term: Measurements, mechanics of solids, liquids, gases, molecular theory.

PHYSICS II. Winter term: Heat, magnetism, and electricity to induced currents.

PHYSICS III. Induced currents, sound, light.

EDUCATION.

The work of this department includes:

- | | |
|----------------------------------|-----------------------|
| 1. Ethics. | 7. Manual Arts. |
| 2. Pedagogy. | 8. School Management. |
| 3. Methods. | 9. Teaching. |
| 4. Psychology, Pure and Applied. | 10. School Visiting. |
| 5. History of Education. | 11. The Seminaries. |
| 6. Sight Reading in Music. | 12. The Model School. |

ETHICS.

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the Ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

PEDAGOGY.

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

METHODS.

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen

at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

PSYCHOLOGY.

In the fall and winter terms, lectures are given in pure Psychology dealing especially with the subjects of *habit, attention, heredity, will, instinct and emotion.*

These courses are followed by one in Educational Psychology, applying the principles considered immediately to the education of the child.

HISTORY OF EDUCATION.

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

TEACHING.

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. Normal seniors are obliged to give to this work a period a day for at least one term. Many gladly spend much more than the required time for the sake of practice. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

MANUEL ARTS.

The work required of students in this subject in the Normal

Course is outlined under the Department of Manuel Arts a few pages further along.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

SCHOOL VISITING

All members of the normal senior class are required to visit at least ten schools outside our own town during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

SIGHT READING IN MUSIC.

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.

THE SEMINARIES.

The Senior Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday afternoon. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all seniors must pass a rigid examination upon the work of the year.

SCHOOL MANAGEMENT.

This work includes the elements of School Administration and School Supervision, also theory and practice in discipline, parents, their duties and the teacher's duties to them and with them, co-operation, the community, the class of patrons, the occupations of parents, tardiness, truancy, absence, interest, social features, entertainments and other topics affecting the school in any way.

THE MODEL SCHOOL.

KINDERGARTEN. This division of the Model School became a feature during the season of 1909-'10 for the first time, constituting the *elementary year* of this school. Details of the organization are not complete at this writing, but arrangements have been made to place this part of the Model School work on a permanent and up to date basis, both in equipment and supervision and teaching force.

FIRST YEAR WORK. 1.—Reading by words and Sentence Building. Objective Number Work. 2.—Sense Training. 3.—Elementary Spell-

ing and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Physiology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and Description, Indian Work, Hiawatha, Eskimo Work. 11.—Geography Talks and Descriptions.

THIRD YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths and Description. 11.—Geography Talks and Descriptions.

FOURTH YEAR WORK. 1.—Reading, 2.—Elementary Arithmetic 3.—Orthography. 4.—English Language through Nature, Literature and Art. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Beginner's History, U. S. History. 11.—Elementary Geography. Tarr and McMurry, Book II.

FIFTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Intermediate History. 11.—Geography, Tarr and McMurry, Book II.

SIXTH YEAR WORK. 1.—Reading. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. Mother Language Book I. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—History; Story of the Thirteen Colonies. 11.—Geography. Tarr and McMurry Book III.

SEVENTH YEAR WORK. 1.—Reading; Hero Tales. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English; Mother Tongue Book II. 5.—Writing. 6.—Latin, French or German. 7.—Science. 8.—Drawing. 9.—Music. 10.—History; Montgomery's Leading Facts in U. S. History. 11.—Geography; Tarr and McMurry Books IV. and V.

EIGHTH YEAR WORK. 1.—Reading; Classics. 2.—Orthography. 3.—English Grammar. 4.—Geography; Tarr and McMurry's Complete Geography. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7. U. S.

History. 8.—Latin, French or German. 9.—Penmanship. 10.—Physiology.

In view of the fact that the details of the work in the various years of the Model School are especially interesting to only those who are making a special study of such details, it has been decided to issue a separate bulletin for these details, which will be furnished upon request.

The organization of the Model School has been so much changed, however, that a note with reference to this may not be amiss in this connection:

1. As heretofore the head of the Department of Education remains the official head of the Model School.

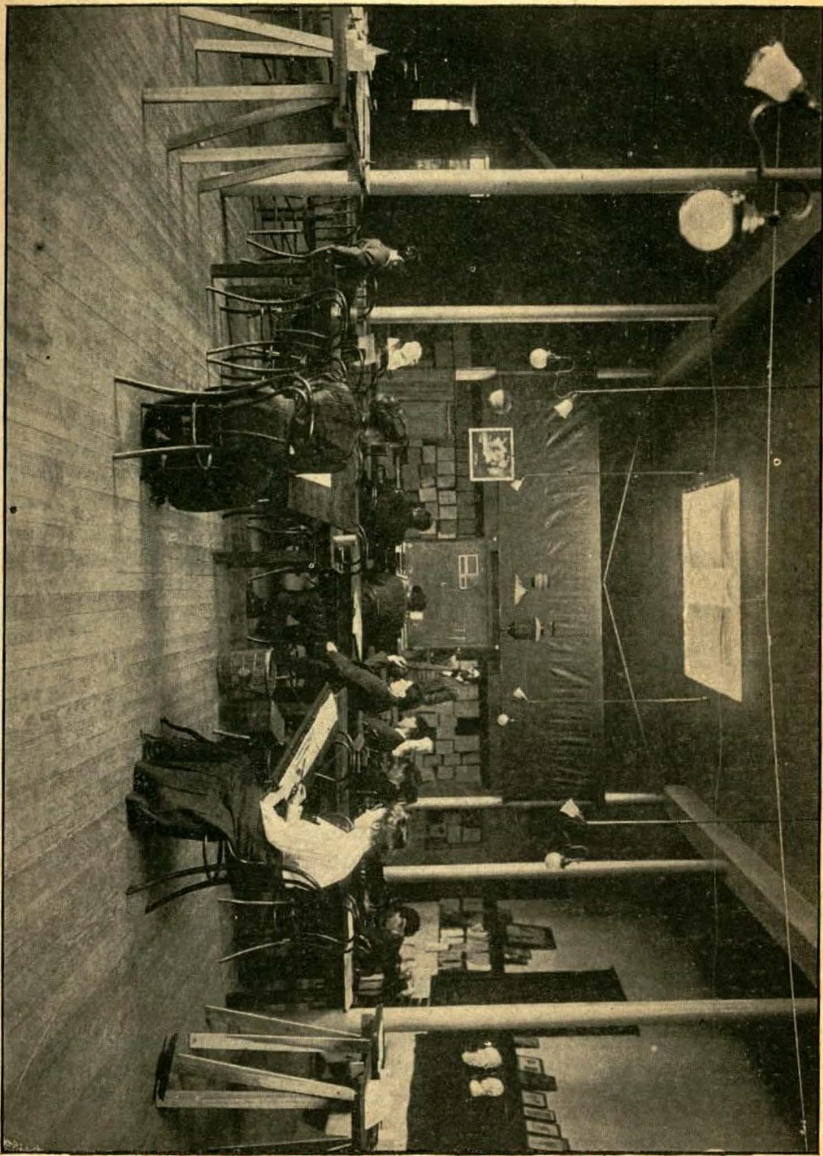
2. The heads of all departments in the Normal and Academic courses constitute a committee whose duty it is to meet at intervals to discuss with the supervisors, methods of teaching so that the work may be closely correlated from the kindergarten to the senior year of the Normal and Academic courses.

Each grade of the Model School is limited to 25 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 160.

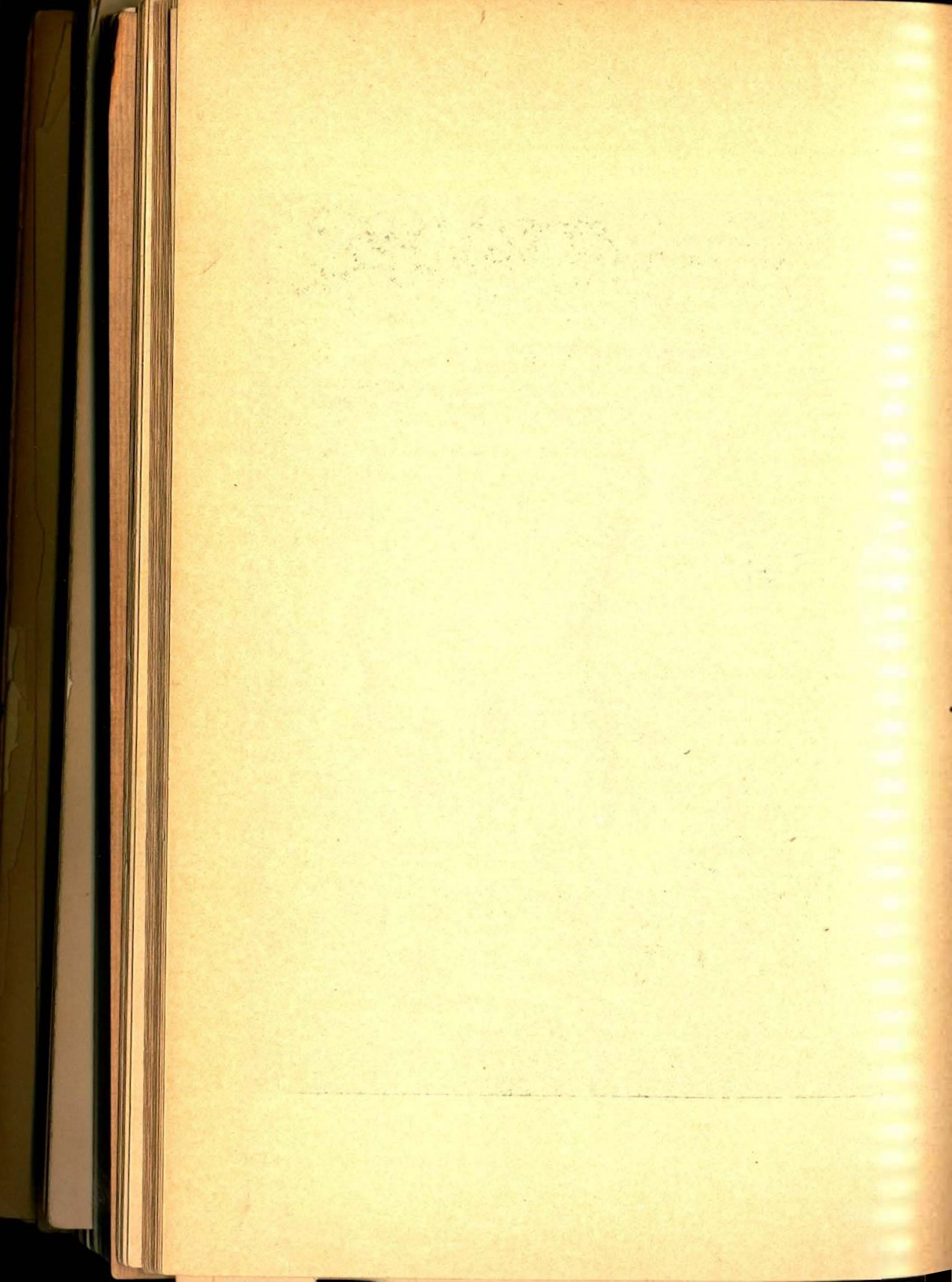
It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal seniors are required to do both observation work in the Model School, and to teach at least *three months* therein before receiving their diplomas. The Model School is the Laboratory of the Teachers Training Course in a Normal School, and the better the children are taught and the better the advantages and equipment of the Model School in every way the better the training of the Normal seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

MANUAL ARTS.

PURPOSE. The work in this department purposes to train the eye to see, the judgement to appreciate, and the hand to respond with skill and accuracy, and is developed with reference to the school and school work, the home and its needs, the community and its requirements for useful citizens. The educational, practical and cultural values of the arts are kept constantly in mind and well balanced for the best work.



ART STUDIO.



SCHOOL. All work accomplished under this department will vitalize and articulate with as many of the school subjects as possible, for the student will be prepared to make diagrams, projections, and sections that he will use in Physiology, Botany, Zoology, Physics, Geography, History and Geometry. The Manual Arts will aid in investigation and quicken the observation, develop the sense of proportion, quantities and kinds, will also give the student understanding and skill, and appreciation of beauty and truth in works of art and in nature.

Students secure facility in drawing as a language of illustrations which is of great assistance in making clear many subjects.

HOME. Inasmuch as environment plays such an important part in the formation of habits, of care, economy, order and of good taste, the home is entitled to considerable attention in the way of plans, decorations, sanitation and surroundings.

COMMUNITY. The accepted purpose of a common school education is to prepare for good citizenship, that is, to prepare to take one's place in the Spiritual, Mental and Industrial activities of the community. Preparation for good citizenship is the aim of education, therefore a man should be able to understand and appreciate the things that are good and true and beautiful, and also be able to carry these ideas and ideals into the issues of everyday life through the ability to plan, design and construct.

SCOPE. The scope of the work in the Manual Arts is sufficiently broad to give facility in drawing, representation, construction in the various materials, color and designing. The psychology of the science and art of manual expression will parallel the course.

PLAN. The work is so graded that each year takes up the principles in order, leading naturally up to the senior year. So carefully is this work graded that it is impossible for a student to succeed that has missed any of the steps, for the steps in drawing are as definite as the steps in mathematics.

REQUIREMENTS. Credit for each year's work is required for admission to a higher class, unless on examination one is found qualified.

For home study write the head of the department for suggestions.

COURSE OF STUDY.

FRESHMAN YEAR.

Principles of free-hand drawing, plant drawing, object drawing, foreshortening, convergence, diagrams, and map drawing.

MATERIALS: Drawing paper, pencils, and water colors.

JUNIOR YEAR

Plant analysis, color, light and shade. Object Drawing, perspective, constructive drawing, design and applied design.

MATERIAL: Drawing paper, drawing pencils, water colors, "Cover" paper, drawing board, ruler, compass and T-square.

SENIOR NORMAL.

Methods of presentation:

Plant drawing, color harmony, color theory, design paper and card board construction. Construction and applied design. House planning and decorating. Landscape gardening. History of art.

MATERIALS: Drawing paper, construction paper, card board, pencils, water colors, drawing board, drawing instruments, scissors, paste, wood, leather, sheet metal, fabrics, dye, stencil boards.

Materials should not average over fifty cents a term for the entire course.

SENIOR MECHANICAL.

Symbols.

Use of Instruments.

Geometric Drawing.

Projections.

Lettering.

Working Drawings.

Free Hand Sketching.

Working Drawings.

Patterns.

Free Hand Sketching Machinery.

Blue Printing.

Architectural Drawing.

Machine Drawing.

Special classes are organized for students wishing to take up Art as a profession, or for pleasure.

A two years preparatory course is given for the benefit of students wishing to take up designing, portraiture, landscape painting, and illustrating.

A two years course is given for students wishing to prepare for special art teachers or supervisors.

A certificate is awarded on satisfactory completion of this course.

DEPARTMENT OF EXPRESSION.

Expression is the art of the spoken word.

The impulse to express starts in the mind. The agents of the impulse are the body and the voice.

Correct expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

The study of expression is the study of personal culture. It develops concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in the Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson two hours each.

The course for graduation comprises three years or nine terms of work. (A term's work is three months.) On the completion of the course, diplomas will be awarded.

COURSE OF STUDY.

FIRST YEAR.

Evolution of Expression (Four Vols.)

Voice Culture.

Physical Culture.

Dramatic Art.

One private lesson.

SECOND YEAR.

Interpretation.

Voice Culture.

Analytical study of Hamlet.

Dramatic Art (Early English or Modern play).

One private lesson.

THIRD YEAR

Poetic Interpretation.

Scene Work in Hamlet.

"As You Like It" or "Macbeth."

Dramatic Art (Analysis and Impersonation)

One private lesson (Arrangement of a play, or book, for presentation.)

In addition, there will be one period every two weeks devoted to recital work for both classes. Students will present work for criticism of the instructor. These periods are free to visitors.

The text books used: Evolution of Expression—C. W. Emerson.
Rolfe's Edition of Shakespearean Plays.

TUITION, PER TERM.

First Year, per term	\$16.00
Second Year, per term	18.00
Third Year, per term	20.00

COACHING.

Two private lessons per week, per term.....	\$10.00
One private lesson per week, per term.....	5.00
Single lesson	1.00

For the academic work required of students of this department hereafter, see "Rules and Regulations" under Department of Music.

DEPARTMENT OF MUSIC.

THE FACULTY.

L. J. Corbly, A. B., A. M., *President.*

Rhoda Crumrine, *Director; Senior Teacher of Piano and Theory.*

Mrs. Irma Archer, A Pianist of exceptional skill and a teacher of large experience was connected with the Piano Department during the Fall Term.

Helen Mary Tufts, *Assistant in Piano.*

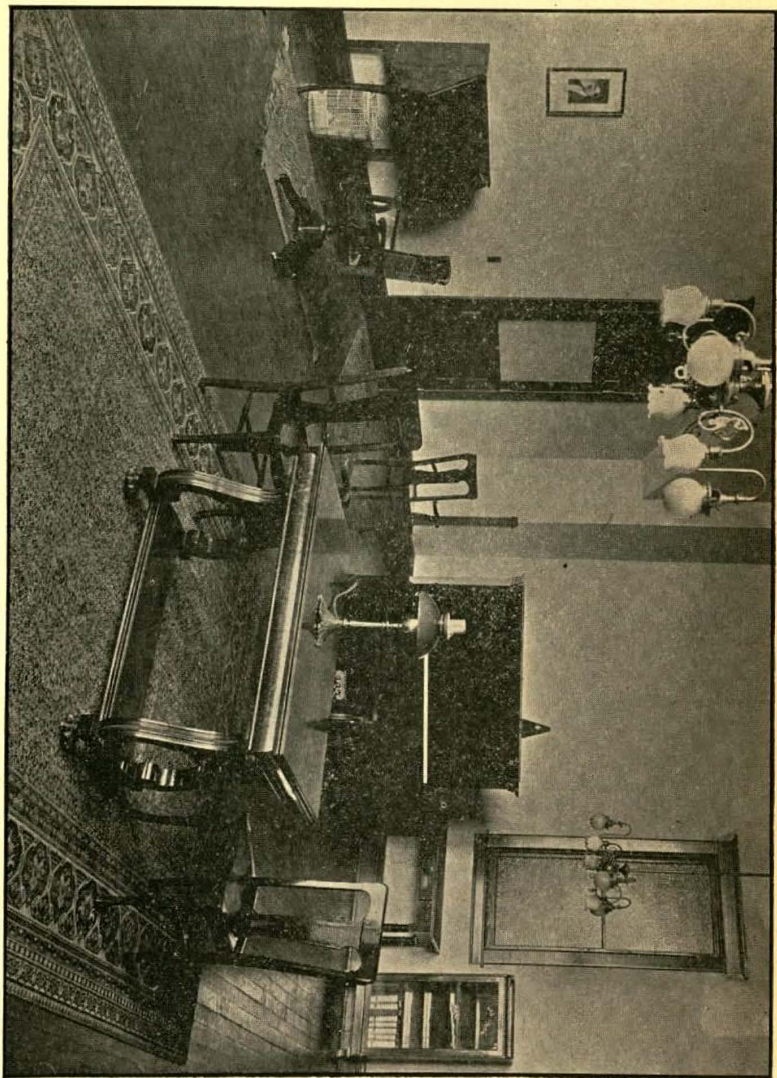
Frances Canterbury, *Assistant in Piano (Spring Term).*

Mrs. Louise Fay Haworth, *Head of Voice Division.*

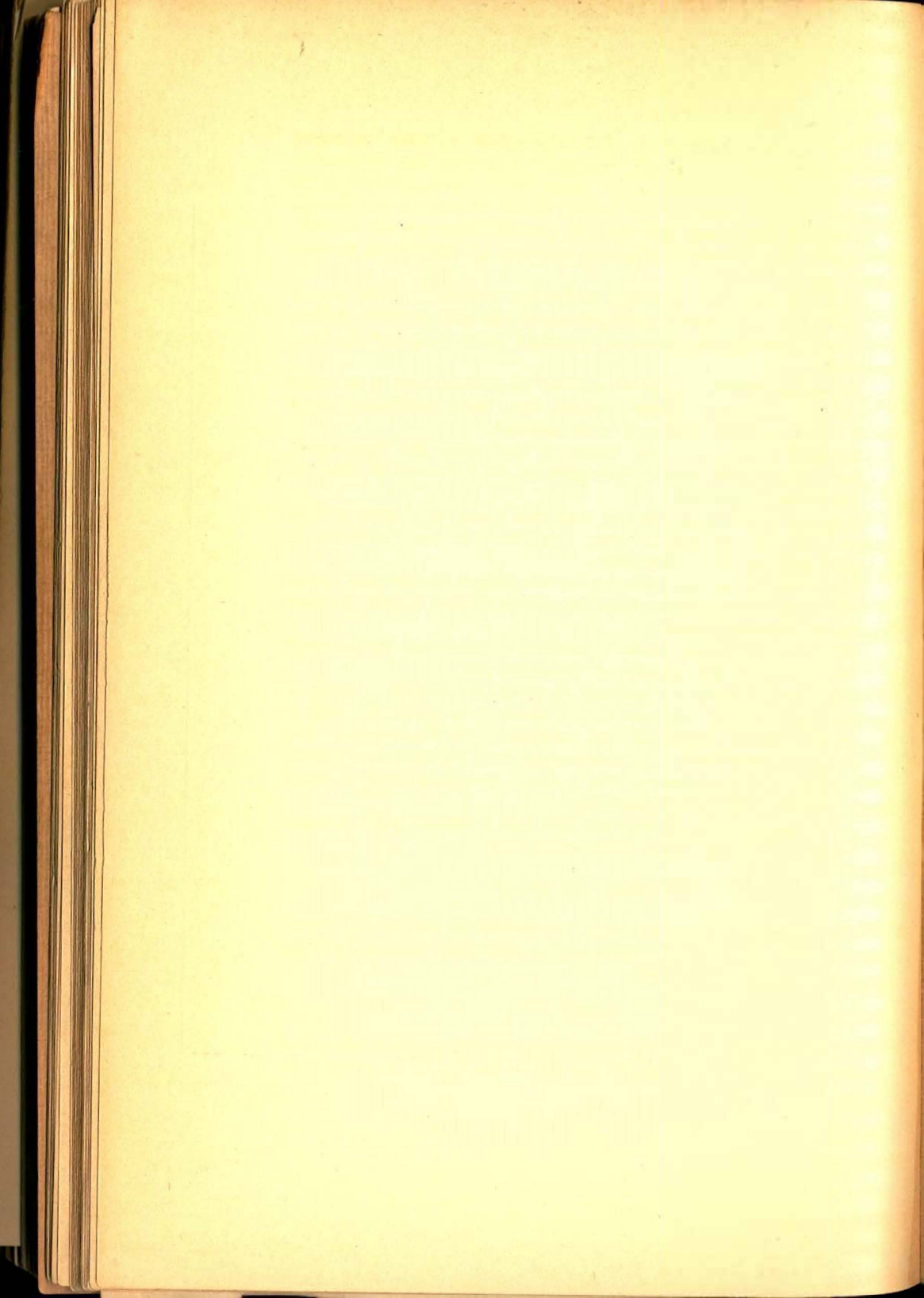
This department has kept pace with the general growth of the school. It has not only assumed decidedly creditable proportions in point of enrollment, but has become a very potent influence on the life and character of the school, an important and decidedly valuable feature of the success of the entire institution.

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the City of Huntington and the State than could have been possible otherwise.

ADVANTAGES. There are many advantages offered to a student in a department of music connected with an academic school. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.



Music Studio.



BUILDING AND EQUIPMENT. The Department occupies the upper floor of the new building and consists of 5 studios and 10 practice rooms besides two rented practice rooms. The department has at its disposal 10 upright, and one Chickering Grand, Pianos. A new Recital Hall, seating 200 people provided for lectures and students' recitals. The auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.

FACULTY RECITALS. A series of Faculty recitals is given during the year. All the members of the Faculty take part in these recitals and music students are expected to attend them as a part of their instruction.

STUDENTS' RECITALS. Public recitals by students are held every Wednesday afternoon. These recitals have been established as a means of developing confidence in the student.

GENERAL ANNOUNCEMENTS. Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the term.

Students entering within the first two weeks of a term will be charged for the full quarter; after that time, for the remainder of the term and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

The competition for awards is confined to those who have entered the Department at the opening of the school year.

All music students are expected to attend the regular students' recitals, and to take part in them whenever so assigned; and to attend all concerts given under the auspices of the Department. Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.

COURSES OF STUDY.

The Department of Music offers instruction in each of the following subjects: Piano, voice, violin, organ, mandolin, ensemble playing harmony and history of music.

PIANO.

Two courses of study are offered, one of four years, leading to a teacher's certificate and one of five years, leading to an artist's diploma.

Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly.

First Year.

1. Technical Studies.
2. Emery's Foundation Studies.
3. Gurlitt First Lesson.
4. Gurlitt Opus 187.
5. Selected Compositions.

Second Year.

1. Technical Studies.
2. Kunz Canons.
3. Schumann Album for the Young.
4. Clementi Sonatinas.
5. Selected Compositions.

Third Year.

1. Technical Studies.
2. Kullak's Octave Studies.
3. Bach's Little Preludes and Fugues.
4. Bach's Two Part Inventions.
5. Mendelssohn's Songs Without Words.
6. Sonatas by Mozart and Haydn.
7. Selected Compositions.

Junior Year.

1. Technical Studies.
2. Moscheles Opus 70.
3. Kullak's Octave Books II. and III.
4. Clementi's Gradus & Parnassum.
5. Bach's French Suites and Three Part Inventions.
6. Chopin's Nocturnes.
7. Sonatas by Beethoven.
8. Selected Compositions.

Senior Year.

1. Advanced Technical Studies.
2. Bach's Well-Tempered Clavichord.
3. The Greater Sonatas of Beethoven.
4. Studies by Chopin, Henselt and Liszt.

5. Concertos by Masters of the Classic, Romantic and Modern Schools.

6. Composition by Schubert, Schumann, Chopin, Grieg, Brahms, Moszkowski and others.

REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS.

Elementary work in harmony and in the history of music is required as a part of the work of the third year.

Candidates for "Teachers' Certificates" in piano, must complete the first four years' work in the piano course, together with three terms work in harmony and three terms work in the history of music.

Candidates for diplomas must complete the work of the five years and must take advanced work in Harmony, Theory and the History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

FEES.

PIANO AND ORGAN.

All fees are payable by the term in advance. Tuition rates vary according to the instructor chosen by the pupil.

With heads of departments the fees are as follows:

Fall Term	\$18.00
Winter Term	16.00
Spring Term	16.00
Summer Term	9.50

With assistant teachers the fees are:

Fall Term	\$16.00
Winter Term	14.00
Spring Term	14.00
Summer Term	8.50

FEES.

PIANO AND ORGAN PRACTICE.

Charges for the use of pianos and organs for practice between lessons, depend, of course, upon the number of hours pupils practice per day:

Per Term—1 hour per day in advance.....	\$2.00
2 hours " " " "	3.00
3 " " " "	4.00
4 " " " "	5.00
5 " " " "	6.00
6 " " " "	7.00

VOICE.

First Year.

Placing of Tones.	Elements of Church Music.
Studies from Best Composers.	Sight-Reading and Part Singing
English and German Ballads.	

Second Year.

Studies from the Best Composers. Church Music.
Songs by Modern Composers.

Third Year.

Studies from the Best Composers. The work in Voice includes also Oratorio and Opera. the following:

Songs by Classical Composers.	1. Normal Class in Sight Reading.
Normal Training.	2. Choral Club.
Practice of Accompaniment.	3. Choir Singing.
Harmony and Theory.	
History of Music.	

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of time, rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

FEEES.

FOR VOICE.

Fall Term	\$18.00
Winter Term	16.00
Spring Term	16.00
Summer Term	9.50.

HARMONY.

The course in harmony covers two years. It may all be taken in the fourth and fifth years, or it may be divided among the last three years of the course in Piano or in voice.

The work of the first year (three terms) covers the first fifty lessons in Emery's "*Elements of Harmony*," together with much supplementary work at the piano. Candidates for Teachers' Certificate must complete this first year of the course in Harmony.

The second year (Harmony IV., V., VI.) completes Emery's text. Difficult examples from Jadassohn's "*Thoroughbass*" will be studied. Transposition and dictation exercises at the piano. Candidates for Diploma must complete the full course in Harmony.

FEES.

FOR HARMONY.

Fall Term	\$ 6.00
Winter Term	5.00
Spring Term	5.00
Summer Term	3.00

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music*." 2. Matthews' "*A Popular History of Music*."

In addition to the prescribed texts, reference to the many valuable books on the History of Music, found in the college library, is required.

FEES.

FOR THE HISTORY OF MUSIC.

Fall Term	\$ 4.00
Winter Term	3.00
Spring Term	3.00
Summer Term	2.00

If there be fewer than eight in class the periods will be half an hour in length.

If there be eight or more in class the periods will be one hour in length.

RULES AND REGULATIONS.

Students taking music exclusively are not required to pay any fees except the fees of the music department.

Pupils who are successful in any competition are not permitted to compete for the same prize again.

Teacher's certificates and diplomas are conferred only on those pupils who have completed the regular course of study and passed the examinations successfully.

Special rates will be made in the following cases:

1. When more than one person from the same family takes work in either piano or voice.
2. When a student takes both piano and voice.
3. Students wishing to pay all their fees for the full year in advance will be allowed ten per cent. discount.

IMPORTANT. No creditable music school permits students to graduate now-a-days till they have done a certain amount of substantial academic work in addition to their music requirements, and we must not fall short at Marshall on this score. Accordingly, the following academic requirements for music certificates and music diplomas are herewith laid down for future years:

CANDIDATES FOR CERTIFICATES, JUNE, 1911.

1. Grammar IV., V., and VI.
2. Rhetoric I., II., and III.
3. Junior English I., II., and III.

CANDIDATES FOR DIPLOMAS, JUNE, 1911.

1. Grammar IV., V., and VI.
2. Rhetoric I., II., and III.
3. Junior English I., II., and III.
4. One Year of Ancient or Modern Language.
5. Ethics.

CANDIDATES FOR CERTIFICATES, JUNE, 1912.

1. Freshman and Sophomore English.
2. One Year Ancient or Modern Language.
3. Ethics.

CANDIDATES FOR DIPLOMAS, JUNE, 1912.

1. All Freshman, Sophomore, and Junior English.

2. Two Years of Ancient or Modern Language.

3. Ethics.

After the session of 1911-12 all candidates for music certificates and diplomas will be required to do the academic work required of 1912 candidates for diplomas.

NOTES. Candidates for certificates and diplomas in the "Department of Expression" for the years 1911 and 1912, and thereafter, will be required to do the same academic work as is required of music students for those years.

~~3~~Candidates for certificates and diplomas in the Art Department, for the years 1911 and 1912, and thereafter will be required to do the same academic work required of the music and expression students for those years.

NOTE. Any Music, Expression or Art student may substitute three academic units not named in the above requirements for any three units in the prescribed list, provided the president approve of the substitutions desired.

EXAMINATIONS.

At the close of the fall term an entire week is set apart for examinations, which are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse accepted, as a rule, is that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student is necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expects to continue work here or anywhere else, it is to his advantage to pass his examinations; and if he refuse to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations, these students who entered late find a week wherein there are no recitations—almost lost time to them here on expense. Accordingly we usually have our winter term examinations in the form of frequent class tests. By this means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since the vacation between the winter and spring term is short, only

three school days, students entering before the close of the winter term may continue their work uninterruptedly to the end of the spring term.

Sometimes by examinations and sometimes by class tests the grading for the spring term is done. In either case all examinations and all tests must be taken unless there be an excuse for not doing so, which is satisfactory to the president.

To get one's credit for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the president write a personal statement as to the general character of the work done. It is, therefore, important that the student remain till the close of the term, for sometime, either here or elsewhere, he will need his credits. Not a year passes but a *number* of young men and women who dropped out of the school before the term closed find themselves in need of a statement from the president, of the work they did here, and write us for the same. It is a disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause of his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given except in very deserving cases.

In case a student drop out of school out of laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here his attendance must be regular and continue to the very close of the term except in *extreme* cases, and the faculty must judge as to what cases are *extreme*.

It may be well to remind new students who enter here that class attendance is compulsory; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student *must be in school* and must be here regularly and promptly unless his excuse will bear investigation; that we want no

students who do not come here to work; and that we aim to get rid of those who will not work.

Attending school should be a business, not a pastime.

GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal, Modern Language or Classic Music, Art or Expression Course, with an average per cent. of 80, and do not fall below 70 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to care for the health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health.

Immediately after the opening of the *fall term*, each year, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than *1½ units* against him at that time he is notified that he cannot have full senior rank, for *no one with more than 1½ units to make for the year is admitted to the senior class at the opening of the fall term.*

The "Senior Roll" is made up at the close of the fall term. At that time every "candidate" who has been admitted on trial at the opening of the fall term is entered on the senior roll or may be continued on the candidate list.

The "Senior Roll" is called in full faculty meeting *four weeks* before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given *one week* to "set himself right" in his credits; at the end of this *week*, the "final senior roll" is called and the result is reported to the president of the class and to the program committee for commencement.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our courses requires maturity of mind to grasp intelligently.

NOTE. See notes relating to students ranking in class under "Historical and Informational" in the front part, Part I., of this book. The reader will find this subject more fully and clearly stated there.

PART IV.

EXPENSES.

1. BOARD.

Board, as spoken of here, includes *room, light, fuel and food.*

In the case of *club board* the room is furnished and cared for by the family from whom the student rents rooms; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattresses; all other things are furnished them.

By a "month" below is usually meant "four weeks" and not a "calendar month," although board is sometimes rated by the calendar month, and room rent is almost always so rated.

PER MONTH.

In Clubs	\$11.50 to \$13.00
In College Hall	14.85 to 15.70
In Private Families.....	15.00 to 18.00

These prices may be modified slightly by the new plan to be adopted by the Board of Control.

The *fall* and *spring* terms are usually about 12 weeks in length, the *winter* term 11 weeks. In other words the *fall* and *spring* terms are about even *three months* in length, the *winter* term about *two and three-fourths* months in length. We state this because very many students inquire the cost per term for board. A little multiplication of the above figures per month by the number of months in a term will give the desired result.

A session, or school year, is about 36 weeks, or 9 months, in length, hence the cost of board per year can easily be reckoned from the above.

2. BOOKS.

This item varies much, according to the place in the course a

student ranks, books being more expensive the farther one advances in the course.

On an average, however, books cost about \$2.00 per term in the Preparatory, Freshman and Sophomore years, or about \$3.50 to \$4.00 per year, several of the texts being used for a full year.

In the Junior and Senior years the cost will run about \$3.50 to \$4.00 per term, or about \$6.00 to \$10.00 per year.

3. ENROLLMENT FEE.

This fee is \$3.00 per term, \$9.00 per year, to *all students*, is paid when the student enrolls, and *is not refunded*.

4. TUITION FEES.

These come under two heads:

(1) Students who fail in their studies without good reason. In such cases a small tuition is charged for the succeeding term.

(2) Students from other States pay a tuition fee of \$6.00 per term of three months.

5. LAUNDRY.

This varies, according to the amount and kind of laundry, from \$1.00 to \$3.00 per month.

A WORD ABOUT CLUB BOARD.

By this is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Practically all our young men take this kind of board.

BOARD IN COLLEGE HALL—FOR LADIES ONLY.

THE HALL AND ITS SURROUNDINGS. On the completion of the new west section of the college buildings they formed one continuous block of five sections facing 400 feet on 3rd Avenue and College Avenue, 140 feet on 16th Street and 54 feet on 17th Street.

THE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

Please examine the larger plans on pages near by for all details as to size of hall, size of location of girl's rooms, toilet rooms, kitchen, pantries, dining room, laundry, verandas, entrances and exits, fire escapes, stairways, hallways, convenience to school rooms, and all other matters of interest, noting that the *two eastern sections* (Section I. and Section II.) constitute what is known as "College Hall," or the ladies' dormitory.

WHO MAY BOARD IN THE HALL. Some of the lady teachers board in the hall.

Lady teachers have rooms on first, second and third floors. All teachers and students have the same arrangements about board, and all eat at the same time and at the same tables, one or more teachers at each table.

Only regular students and teachers are allowed to board in the hall. Brothers, sisters, parents, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

It is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hallway for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though

they may, when the dining room is not crowded, take their meals at the hall.

So much do parents and young ladies appreciate the advantages and conveniences offered by this hall, that for five years past all hope of accommodating every one who calls for room in it has been abandoned, and each year from twenty-five to fifty have to be turned away.

CONVENIENCES. The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute.

All bath rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph system, thus placing the occupants of the hall in communication with all parts of the world. Long distance phone connections are also a convenience of the hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof, 14x52 feet, to which access is made by four double windows, two large single windows, and a double door from which roof escape is easy by ladder or by rope.
2. Through the president's rooms, and the rear veranda, 8x22 feet, from which escape is easy by ladder or rope.
3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.
4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet. There are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering:

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the hall.

2. The large, beautiful grounds for promenading, athletics and lounging.

3. The long hallway, 400 feet, for promenading in bad weather.

4. The immediate connection of the hall with the school building, girls thus being able to pass from the hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

5. The large front veranda, 14x52 feet, a luxury indeed, summer and winter.

6. The college parlors, which are open to all hall students.

ADVANTAGES. 1. The protection assured young ladies against undesirable company, male or female.

2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.

3. The oversight of a preceptress, whose duty it is to care for the girls.

4. Care and attention when sick.

5. Assistance when shopping.

6. Chaperones who can be trusted to diligently serve the young ladies.

7. Board at reasonable rates.

8. Opportunities for associating with the instructors of the school.

9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.

10. Counsel and advice from the president, whose rooms are in the hall.

ROOMS. The rooms are furnished with *single beds, mattresses, wardrobe, dresser with mirror, chairs, table, light and heat.* Students are required to furnish their own *bedding*, (except the mattress) their own *napkins and towels*, and keep their *room clean* and in *order*.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after the girls take possession of a room is paid for by the occupant of the room.

While there is very little difference in the advantage derived from the location of the various rooms, some preferring one floor, some another, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences. It is our opinion, and an opinion formed after having our own rooms on the second floor of the hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large

hose, 60 feet in length, with enormous water pressure for preventives from danger in this respect, there is little more danger on the third than on the second floor.

Two of the lady teachers have rooms on the third floor, three and the preceptress on the second, and the matron on first floor.

ROOM RENT—THIRD FLOOR. Rooms 2, 3 and 15 are rated at \$14.00 per term, two in a room (\$7.00 each). These rooms are 12x16 feet.

Room 1 is rated at \$18.00 per term, two in a room.

SECOND FLOOR. Rooms 21, 27, 28, 29, 31, 32 and 34 are all rated at \$14.00 each per term, two in a room (\$7.00 each person.) No. 21 is the lightest room in this list, but the partition separating it from the hallway does not extend to the ceiling, it being a section of the hallway cut off by a wood partition eight feet high. All these rooms are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It is rated at \$18.00 per term two in the suit or \$21.00 per term, three in the suite.

Suite 19 and 20 is rated at \$18.00 per term two in the suite (\$9.00 each) or \$21.00 per term, three in the suite (\$7.00 each).

THIRD FLOOR. Rooms 41, 46, 47, 48, 49, 52, 56, 58, 59, 53 and 55 are all rated at \$13.00 per term, two in a room (\$6.50 each). These rooms are each 12x16 feet.

Suite 37 is rated at \$18.00 per term, two in the suite (\$9.00 each person), or \$19.50 per term, three in the suite (\$6.50 each). Rooms 42, 43 and 44 (three Nos. or doors to two rooms), may be used as a suite at \$18.00 for two, \$21.00 for three or \$26.00 for four, per term. Room 45 is rated at \$14.00 for two (\$7.00 each).

Suite Nos. 50 and 51 is rated at \$18.00 per term for two or \$19.50 for three. This suite has a large and airy bed room, a nice light work room with a beautiful view, and is immediately at the head of the east stair-case.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the stair-case. It is rated at \$14.00 per term, two in the room (\$7.00 each).

Every room in the hall is thoroughly overhauled each summer—ceiling, floor, walls, windows and furniture thoroughly scrubbed, cleaned and fumigated.

Accordingly, on the opening of school each fall the hall is practically new from garrett to basement, inclusive.

ROOM RENT IS NEVER REFUNDED. There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before a term closes, not only has

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some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is *much* less than is necessary to keep the hall in order, the State is obliged to enforce a rule of this kind to protect itself against the loss of needed funds.

All rooms are now furnished with single beds.

So numerous are calls for rooms during the last five years that to be sure of one a girl should engage her room sometime in advance of the opening of the term, and pay for same in advance. First paid for, first served is our rule.

No room is intended to accommodate fewer than two girls, and suites are expected to accommodate three.

CONTINGENT FEE. A "Contingent Fee" of \$2.00 per term is paid by all who enter the hall. It has been found that the contingent expenses of the hall have run behind more and more each year, hence in order to keep the hall in better repair and in better condition as a home, which means the employment of more service, the "Contingent Fee" is charged. This fee will not be refunded, but goes into the "Repair and Service Fund."

All damages done to building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the preceptress.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bathroom. These cause overflow which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways.

1. Economy in the use of lights. Common honesty toward the State would require that no lights be kept burning when not necessary, just as in domestic economy.

2. Care of furniture. All unnecessary breakage or destruction of property either in the school or in the hall should be studiously avoided.

3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

4. Caring for the walls, by refraining from driving nails therein or tacks, or in any way abusing them.

5. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect for such things as enumerated above, or of any other feature of caring for the hall, will be paid for by the one or ones responsible therefor, for there is no excuse for either careless or wilful neglect.

Room-rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron. Room-rent and contingent fees are payable in advance per term, that is, at the opening of each term.

TABLE BOARD. All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs.

TABLE BOARD IS \$12.00 PER MONTH OF FOUR WEEKS, and is payable in advance to Mrs. Kearn, matron.

All correspondence concerning board, room, and other expenses in College Hall should be directed to—

*MRS NELLIE KEARN, Matron,
Marshall College,
Huntington, W. Va.*

No deduction can be made in table board for a few days absence at the beginning or end of the term. Christmas and spring vacations are deducted as they come between terms; the Thanksgiving recess is *not* deducted as it comes during the fall term and expenses for service, &c., after once opening up for the term, are just the same and cannot be lessened until the end of the term.

Only severe illness will be regarded sufficient cause for deductions from table board and then absence of a week or more will be counted. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in book-keeping.

Meals will be served in girls' rooms when the preceptress deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies.

The purpose is, to make the hall, as nearly as possible, one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that it is a school family of young ladies, becomes more evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not *who* thy are, but *what* they are, decides how girls shall be received and treated.

GOVERNMENT.

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act a lady at all times; that they exhibit that considerate regard for others which characterize refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The preceptress has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits, and for securing the best educational results.

A persistent disregard of these regulations will forfeit the student's right to the privileges of the hall.

Parents will please note the following:

I. If they send their daughters or others, for whom they are responsible here, they must send them *wholly* subject to our government, for while under our care we must decide what is best, and not they.

II. Young ladies do not receive callers at the Hall, except as the preceptress may deem correct. The frequent receptions and other attractive social features are under the supervision of the preceptress.

III. Study hours are from 2:00 to 4:00 p. m., and from 7:00, (7:30 in late spring) to 9:45 during which time no visiting is permitted. This is essential to good study.

IV. Leaving the grounds is by permission of the preceptress. We must know where the young ladies are if we are to be responsible for them.

V. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted. The daytime is long enough for city calls.

VII. If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

Other regulations will be announced to students at the opening of each term, and at other times if needed.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

ADDITIONAL ROOMS. It having been found quite out of the question to accommodate all young ladies, who apply for rooms in College Hall, arrangements have been made with good families in the immediate vicinity of the college (none of them living more than half a block from the college grounds, practically all of them facing the grounds) for additional rooms where young ladies may be nicely housed in first class homes close enough to College Hall for their meals even in the worst of weather, and where the authorities of the Hall and of the school can keep in very close touch with them in case of sickness or other need of attention, additional to what their hostesses are expected to give them (and which they always cheerfully do.)

The following is a list of the rooms closest to the college, the location of each room in the city and in the home, the price of each per month and the names of the hostesses:

The prices given are for the entire room, per month. For example: A room at \$8.00 per month means that, whether one, two or more occupy the room, the total cost per month is \$8.00, and not \$8.00 per student (unless there be one student in it); if two in the room the cost to each is \$4.00 per month.

The addresses given above are all in good localities and are approved by the college authorities.

Mrs. F. A. Wieder, 1644 Third Avenue:

Two side rooms at\$8.00.

Bath, with hot and cold water.

Mrs. C. P. Barger, 1630 Third Avenue:
 One front room\$10.00.
 One front room 8.00.
 One suite—side and back room..... 15.00.
 One side room 8.00.
 One back room (one person)..... 4.00.

Bath, with hot and cold water.

Mrs. T. J. Skeer, 1554 Third Avenue:
 One front room\$10.00.

Bath Conveniences.

Mrs. U. R. Gotshall, 1538 Third Avenue:
 One side room\$8.00

Bath Conveniences.

Mrs. A. W. Wolcott, 1513 Third Avenue:
 One front room \$ 7.00.
 One front room 4.00.

Mrs. J. Gorsuch, 1677 Fifth Avenue:
 One front room\$ 8.00.
 One front room 10.00.
 One side room 8.00.
 One side room 6.00.

Bath Conveniences.

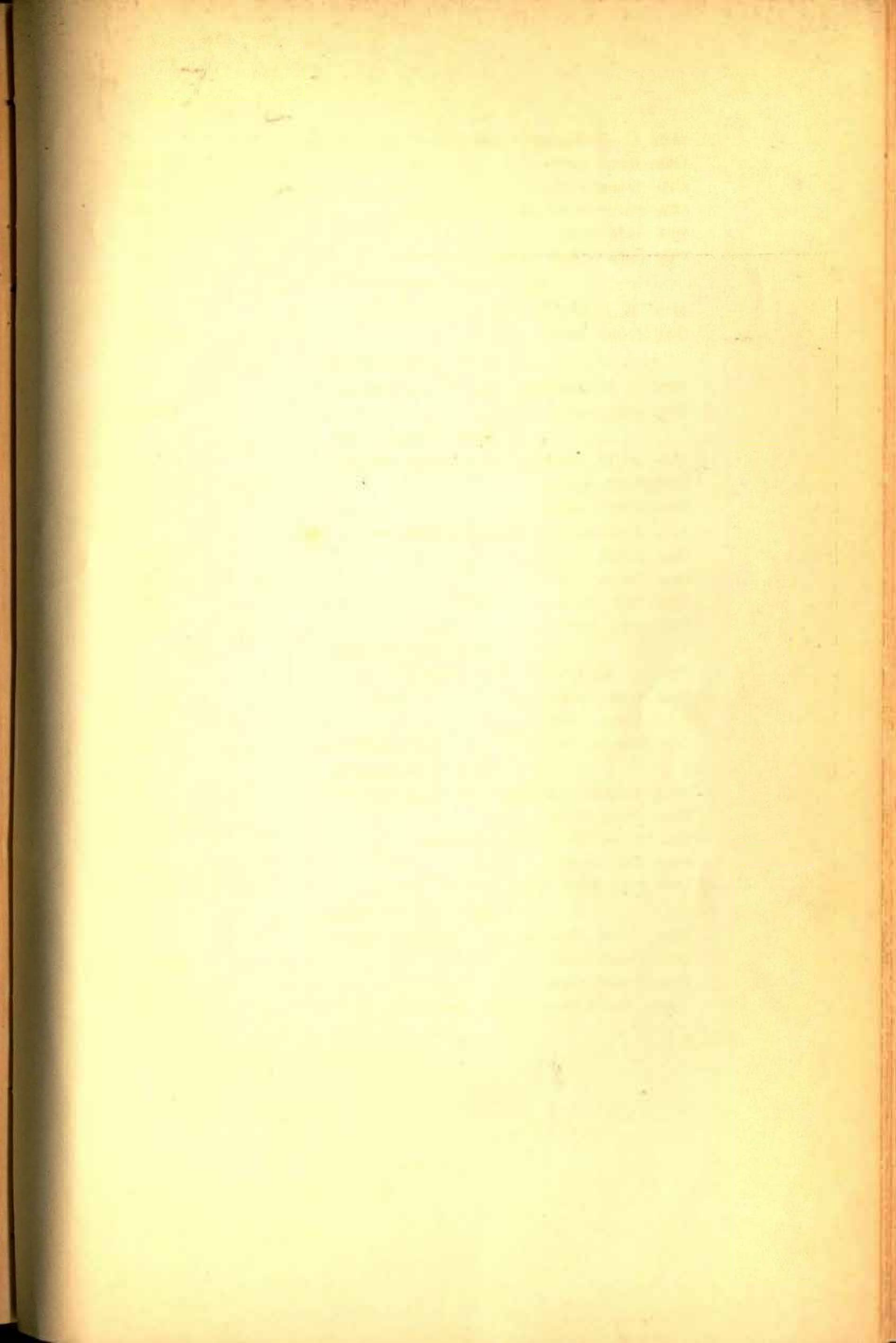
Mrs. C. W. Lively, 1659 Fifth Avenue:
 One front room \$8.00.
 One front room 8.00.
 One side room, 16x20 feet (four persons)..... 12.00.

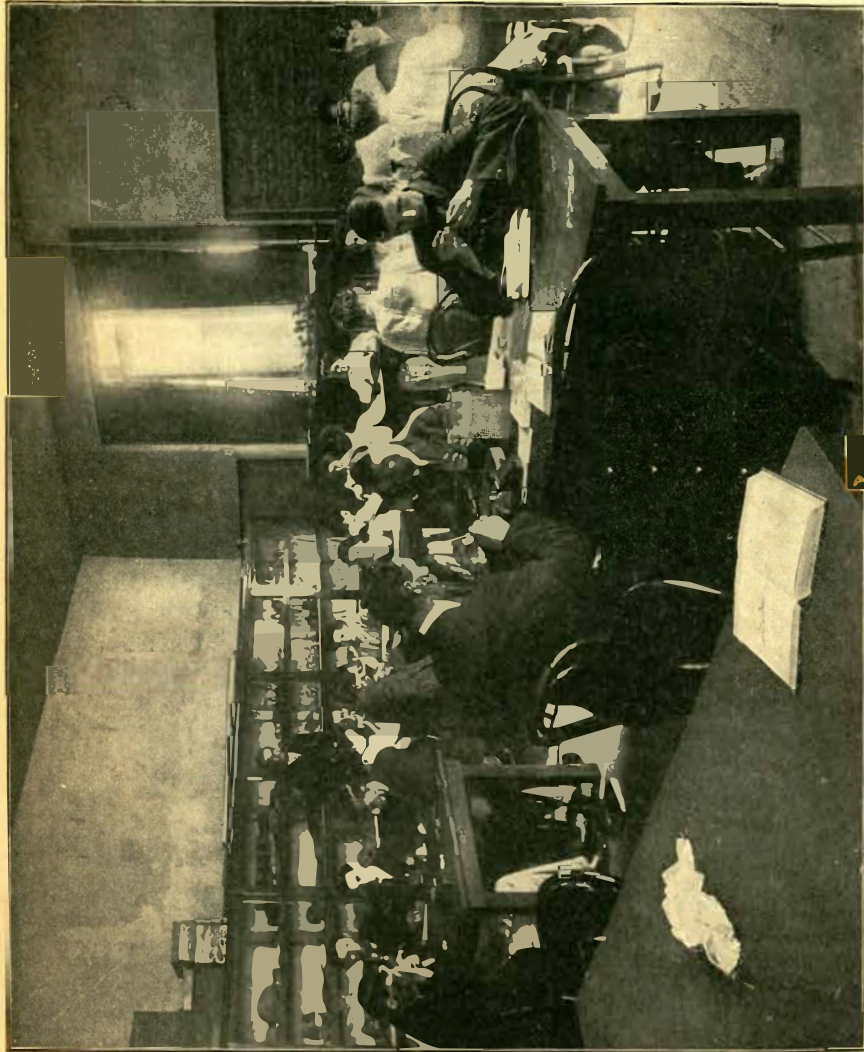
Bath Conveniences.

Mrs. Maude Caldwell, 1667 Fifth Avenue:
 One front room\$ 8.00.
 One front room (one person)..... 5.00.
 One side room 8.00.
 One first floor room10.00.

Bath Conveniences.

Mrs. H. M. Ensign, 1607 Fifth Avenue:
 One front room\$10.00.
 One front room 8.00.
 Three third floor single rooms at 5.00





LIBRARY.

PART V.

THE LIBRARY.

This, books can do; nor this alone; they give
New views of life, and teach us how to live;
They soothe the grieved, the stubborn they chastise.
Fools they admonish, and confirm the wise;
Their aid they yield to all; they never shun
The man of sorrow, nor the wretch undone;
Unlike the hard, the selfish, and the proud,
They fly not sullen from the suppliant crowd;
Nor tell to various people various things,
But show to subjects what they show to kings."

—
Crabbe.

The library is a center of educational interest with the student body, and each member of the faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary—Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 100.

RULES AND REGULATIONS.

1. Hours.—8:00 to 12:30 a. m. 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m. 2:00 to 4:00 p. m.
2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.
3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all

books for which there is a special demand should be in during library hours.

4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.

6. Unless permission has been granted no book shall be retained for a longer period than two weeks.

7. Special reference books may be taken out at night if they are returned before the first period in the morning.

8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.

9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.

10. Persons found mutilating books or magazines will be punished to the full extent of the law.

11. Talking and whispering are not allowed in the library. The librarian will answer your questions.

12. Students are expected to return to the shelves or racks, encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.

13. Anyone violating any of the above rules will be denied library privileges.

CLASSIFICATION OF BOOKS.

The books are classified according to the Dewey or Decimal Classification which arranges the books first by subjects then by author. By this system the field of knowledge is divided into nine main classes and these are numbered by the digits to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes are marked "O" and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having nought in place of the division number. Divisions are similarly divided into nine sections and the process is repeated as often as necessary. Thus 512 means Class 5 (Natural Science) Division 1 (Mathematics) Section 2 (Algebra) and every algebra is numbered 512.

The first and second summary of the Decimal Classification follow.

ARRANGEMENT OF BOOKS ON SHELVES.

All the books in a given class should stand together on the shelves. It will be evident that the class number alone does not make

a sufficient call number. There must be something to distinguish each book from all others in the same class, and for this reason we have the author-number and they are arranged in direct alphabetical order from A to Z.

CATALOGUE.

The catalogue is arranged on cards in cases on the small desk in center of library. It is an author, title and subject catalogue and is arranged in alphabetical order from A to Z like a dictionary. It answers the following questions:

1. Has the library a book by a given author?
2. Has the library a book by a given title?
3. Has the library material on a given subject?

For example: If a student desires to get a book entitled "Emile" (a work on the subject of education), look in the catalogue for either (1) the author-card headed "Rousseau" or (2) the title-card headed "Emile" or (3) the subject card headed "Education." In the upper left hand corner of the author, title or subject card will be found the *call-number* of the book you want.

MAGAZINES AND NEWSPAPERS.

The reading room contains the principal monthly magazines and educational journals, several daily newspapers and a number of weekly newspapers donated by the publishers.

List of magazines to be found in the reading room follows:

Magazines.

American Agriculturalist,	Collier's Weekly,
American Chemical Journal,	Contemporary Review,
American School Board Journal,	Cosmopolitan.
American Historical Review,	Country Life in America.
American Journal of Psychology,	Current Literature,
American Naturalist,	Delineator,
American Journal of Sociology,	Dial, The
American Journal of Philology.	Die Woche,
American Magazine.	Edinburgh Review,
Atlantic Monthly,	Education,
Bankers' Magazine,	Educational Review,
Bird Lore,	Electrical Age,
Bookman,	Etude,
Broadway Magazine,	Everybody's,
Century,	Fortnightly Review,
Circle,	Forum,

Good Housekeeping,	North American Review,
Harper's Bazaar,	Outlook,
Harper's Monthly,	Political Science Quarterly,
Harper's Weekly,	Popular Science Monthly,
House Beautiful,	Primary Plans,
Independent,	Primary Education,
Journal of Political Economy,	Psychological Review,
Journal of Geography,	Putnam's Monthly,
Journal of Pedagogy,	Readers' Guide to Periodical
Ladies' Home Journal,	Literature.
Library Journal,	Review of Reviews.
L'Illustration,	School Arts Book,
Literary Digest,	Scientific American.
McClure's.	Scribner's,
Munsey's Magazine.	Success Magazine,
Musical Leader and Concert Goer,	Survey,
Musical Courier.	Technical World,
Musican.	World's Events,
Nation, The	World Today,
Nature Study,	World's Work,
National Geographic Magazine,	Youth's Companion.
Nineteenth Century,	

LIBRARY PRACTICE.

This work is offered each term to a limited number of seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principals or have libraries to care for are urged to take the work.

In addition to the special work offered to seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it. It covers the following:

1. Classification and Arrangement of books .
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbook, Dictionaries and other References.

FIRST SUMMARY.

0. General Work,
1. Philosophy,
2. Religion,
3. Sociology,

4. Philology,
5. Natural Science,
6. Useful Arts,
7. Fine Arts,
8. Literature,
9. History.

000 GENERAL WORKS

- 010 Bibliography
- 020 Library Economy
- 030 General Collections
- 050 General Periodicals
- 060 General Societies
- 070 Newspapers
- 080 Special Libraries
- 090 Book Rarities

100 PHILOSOPHY

- 110 Metaphysics
- 120 Special Methaphysical
Topics
- 130 Mind and Body
- 140 Philosophical Systems
- 150 Mental Faculties, Psy-
chology
- 160 Logic
- 170 Ethics
- 180 Ancient Philosophers
- 190 Modern Philosophers

200 RELIGION

- 210 Natural Theology
- 220 Bible
- 230 Doctrinal Theol, Dogmatics
- 240 Devotional and Practical
- 250 Homiletic, Pastoral, Par-
ochial
- 260 Church
- 270 Religious History
- 280 Christian Churches and
Sects
- 290 Non-Christian Religions

300 SOCIOLOGY

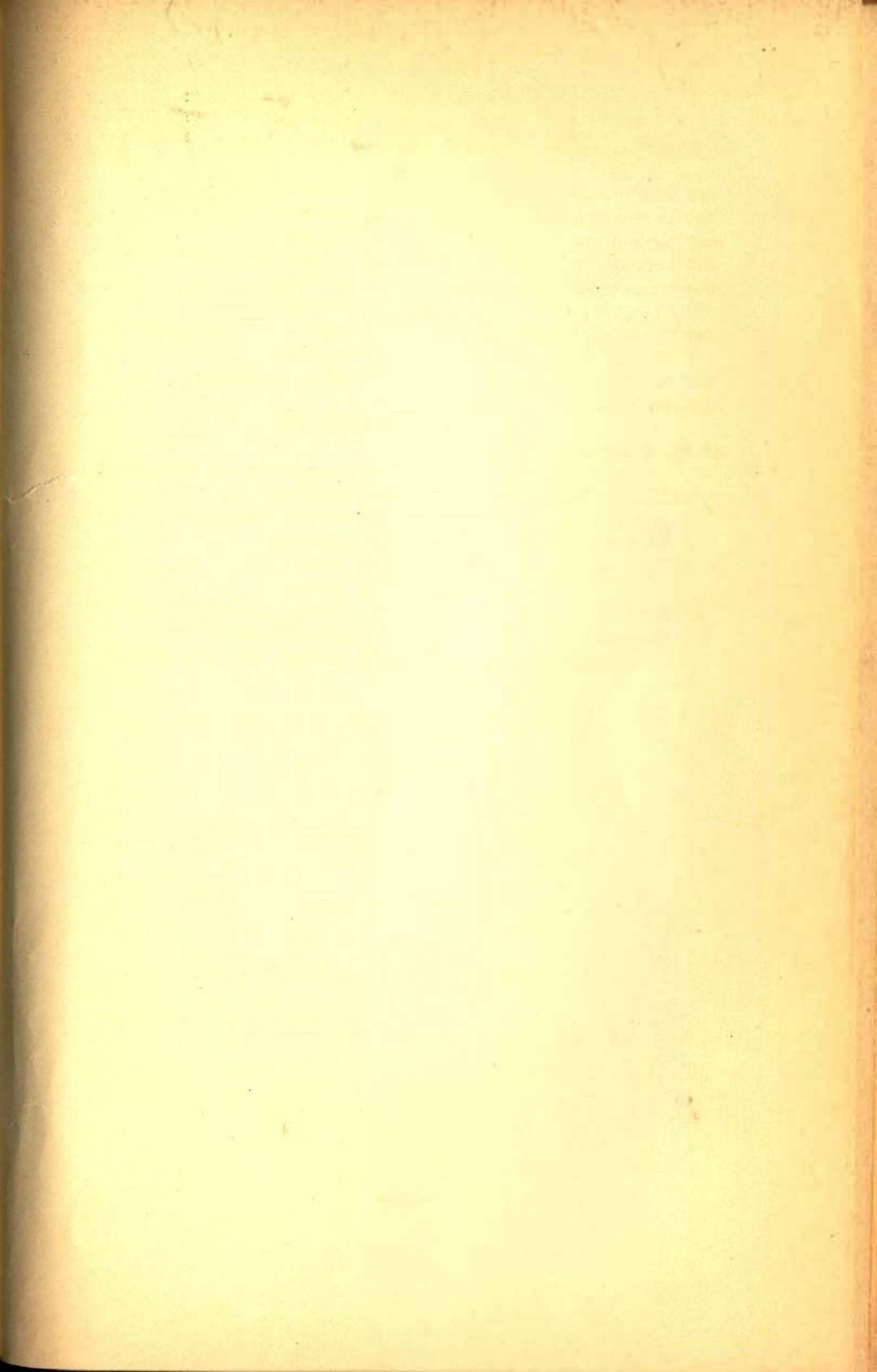
- 310 Statistics
- 320 Political Science
- 330 Political Economy
- 340 Law
- 350 Administration
- 360 Associations and Institu-
tions
- 370 Education
- 380 Commerce and Communi-
cations
- 390 Customs, Costumes, Folk-
lore

400 PHILOLOGY

- 410 Comparative
- 420 English
- 430 German
- 440 French
- 450 Italian
- 460 Spanish
- 470 Latin
- 480 Greek
- 490 Minor Languages

500 NATURAL SCIENCE

- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Geology
- 560 Paleontology
- 570 Biology
- 580 Botany
- 590 Zoology





ON THE CAMPUS SOUTH OF THE COLLEGE.

PART VI.

1. BUILDINGS AND GROUNDS

BUILDINGS.

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the south.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third Avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, the Ohio hills looming up beyond.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth avenue, or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies' dormitory sections, known as College Hall. Between these and other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are, respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

GROUNDS.

The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the

west and Seventeenth street on the east, two city blocks in length and one and one-half blocks in width, contain 16 acres of land, for which nature has done much toward adapting them for the purpose for which they have been appropriated.

Paralleling the longer dimensions of the grounds, (the eastern-western dimensions,) and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte four miles to the east, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park, with its beautiful groves and lake, fourteen miles, Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the northern gate of the college. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds, (the Fifth avenue, or south side), three blocks distant, is the C. & O. Railway, and one block distant is the Sixth avenue branch of the Ohio Valley Electric Railway.

2. GOVERNMENT.

STATE BOARD OF CONTROL.

The general financial affairs of the school are in the hands of this Board; that is to say, this Board has the right to approve of all salary allowances per teacher and other officers or attache, to inspect the books, to make suggestions as to whatever expenditures may seem unwisely made, to lay down such rules and regulations with reference to the financial affairs of the school as may from time to time be deemed advisable, in short, to regulate and supervise all matters involving the expenditure of money and all matters of building and public policy aside from the purely educational affairs of the school. This Board is composed of three members. One member is appointed for six years, one for four, and one for two. Salary, \$5,000.

STATE BOARD OF REGENTS.

This Board is composed of five members, of whom the State Superintendent of Schools is one. Of the other four *two* are members of one political party and *two* of the other. Their terms of service are

regularly *four years*. This, as is the preceding one, is a new board provided for under a law enacted at the 1909 session of the legislature, and all appointments with them date from July 1, 1909. In order to have their terms of office expire at different times, one is appointed for *one* year, one for *two* years, one for *three* years, and one for *four* years, the fifth member, (the State Superintendent of Schools), being an elective officer serving for four years.

This Board has charge of all purely educational affairs, such as the adoption of courses of study, election of teachers, fixing salaries (subject to approval of the Board of Control.)

THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises, which cases have been remarkably few in many years at Marshall College, practically nil for a quarter of a century.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the Normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

Student government to some extent is being inaugurated, and will be judiciously extended as results justify; but not yet is the time ripe in any school of young people for turning matters of government and discipline wholly over to the immature, the inexperienced, and the remotely responsible; the strong hand of the faculty, conservatively, sympathetically, calmly, but none the less surely and effectively, kept behind all major matters of school discipline and school government cannot well be dispensed with; and in this just as little interference as possible from still higher authority is especially to be desired if government and discipline are to be administered with a minimum of friction and a maximum of dignity and effect to all interested.

We have little sympathy with the hasty and extreme extension of democratic ideas of government in any part of the American system, from the home to the presidency of the United States; this can come only with, or after, a very wide dissemination of sanely democratic ideas of personal responsibility in all matters affecting the individual and his fellow. The strong hand of intelligent responsibility cannot be left out of any system of government.

It may not be amiss in this connection, to say that we have little sympathy likewise, for many of the forms in which that remarkably ill-defined thing known as "college spirit" seeks to express itself, rather to assert itself. Educational systems are seeking to rid themselves today, as never before, of much that has been purely experimental, purely formal, and purely sentimental. Not a few of our more pretentious schools have done this in some lesser things and have ignored it in more important ones. It is pretty nearly time to decide whether any of the practices and customs of young men and young women at school, such as escapades that compromise reputation as well as character, both of the individual and of the school; certain liberties that have degenerated into offensive licenses, such for example, as excessive smoking and chewing, gambling, drinking, "rushes" that endanger life or limb, hazing, "smart tricks" that humiliate, if they do not injure, the worthy and the inoffensive, class contests of any kind that leave bad feelings or "bad tastes in the mouth," anything, in short, that lowers the dignity of manly and womanly ideas of fun and of college life; it is pretty nearly time, we say, to decide whether such practices constitute any part of a sane system of education.

College spirit that expresses itself in disorder of any kind, in the destruction or abuse of property, in the humiliation or injury of the innocent and the inoffensive, in excesses of any kind that are out of harmony with the orderly and gentlemanly bearing of young men, is false in theory and hurtful in practice. There are many ways for having fun and enthusiasm without degenerating to beastly practices, brutal treatment of others, of course forms of fun which defy authority and injure persons and property.

"College fun" and "College spirit" are too often misunderstood, too often taken for synonymous terms. *Real* "College spirit" is not something that asserts itself at the expense of orderly, gentlemanly conduct; it consists in loyalty to one's school, a loyalty due to no superficial, foolish or insane devotion such as are born of prejudice, partisanship or ill-founded preferences, but a loyalty born of congenial associations, high ideals, and sane devotion to, and belief in the standards, methods, policies, and principles represented and carried out by a faculty whose scholarship, character, and ability command the esteem and confidence of manly young men and womanly young women. The fun and pleasures of college life are mere incidents to these main features of college spirit and will *always* come to him and to her who do their part in making real college spirit by subscribing by work and worth to the things a college ought to stand for—*the making of men and women who stand for high ideals, and who can think things worth while and do things worth while.*

3. REGULATIONS AND SUGGESTIONS.

REGULATIONS.

1. Every student is expected to carry at least *three* regular studies, that is to say, every student is expected to have not fewer than 15 recitations per week.

2. All recitations are *one hour* in length.

3. No student is permitted to carry more than *five* full studies unless one or more of them be review work only.

4. Four full studies, 20 recitations per week, is regarded regular work, though with many students this is too much.

5. The faculty reserves the right to say how much work each student *may* carry or *must* carry.

6. Students who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.

7. All students, in whatever department they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.

8. No student is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

9. When a student changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

10. Students are expected to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.

11. Under no circumstances should a student withdraw from school without notifying the president by word or by note before he leaves the city.

SUGGESTIONS.

1. Come the *full year* if possible.

2. Get acquainted with the best students.

3. Join one of the literary organizations within the first month after entering.

4. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty. We like and the students like enthusiastic boys and girls.

5. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one *must* exercise at least "one hour" each afternoon and exercise vigorously.

6. Take *plenty* of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, not later.

7. Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.

8. Take a full course if you can. It means much to *complete* things.

9. Enter on the opening day and remain till the term has closed, if possible.

10. Less than *four solid hours'* study per day means poor work; *four* should be a minimum, *six* a maximum. This does not include recitation hours.

11. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. We cannot be responsible for losses thus incurred.

12. Use the library as much as possible. There is no more valuable opportunity for young persons offered here than the excellent list of periodicals and the collection of books in the library.

13. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no age limit.

14. *Make your school your home.* Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: "I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me."

15. If any one wants information not given in this catalogue write for it and answer will promptly be made.

16. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home, then pay his bills by checks, or should, on arriving here, draw a check on

his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

17. Appointments by county superintendents are no longer essential. Pack the grip or trunk, come, and stay till you graduate.

4. STUDENT ORGANIZATIONS.

LITERARY.

THE VIRGINIA LITERARY SOCIETY.

This society has its own hall, 36x52 feet, handsomely finished and well furnished.

THE EROSOPHIAN LITERARY SOCIETY.

This society has its own hall and has it handsomely finished, carpeted and furnished.

THE EXCELSIOR DEBATING CLUB.

This club is for young men only.

THE CICERONIAN DEBATING CLUB.

This club is also exclusively for young men.

THE SENATE DEBATING CLUB.

This club, like the others, is for young men only.

THE ZETA RHO EPSILON CLUB.

This club is for both sexes.

DIE DEUTSCHE GESELLSCHAFT.

This also is for both sexes.

THE DRAMATIC CLUB.

This club is a feature of the work in the Department of Expression and is for both sexes.

RELIGIOUS.

THE Y. M. C. A. AND THE Y. W. C. A.

These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

5. ATHLETICS.

Gradually the means for developing a proper athletic spirit among the students are being placed within reach of those responsible for progress in this line. Among the forward steps taken within the year 1909-'10, the following are the most effective.

1. An athletic fee of 75 cents per term, (\$3.00 per year) is now charged and is collected as a part of the term enrollment fee. This fee not only insures a very substantial income for the athletic fund, but it entitles each student to a ticket of free admission to all athletic games and contests, thus encouraging a much more extensive and enthusiastic athletic spirit, since the vast majority are now in sympathetic touch with athletic sports and games.

2. The athletic field has been substantially fenced, gated, and officered, thus providing from gate receipts from outsiders (an additional substantial income) and giving a tone of genuine athletic spirit to all forms of sports and games on the field.

3. A grand stand has been erected which not only accommodates those sensitive to rain, storm and sunshine, but provides an additional income.

4. The association has been much more solidly organized and more efficiently officered from year to year, thus assuring better business methods in all departments.

4. With perhaps one exception (we say "perhaps," for we are not fully assured on this point) the football team was the best in the history of the school, the base ball team was quite surely superior to any other, and the basket ball team was an unusually strong one. Besides, the class teams in base ball and basket ball were exceptionally strong and enthusiastic, and the inter-class games were excellent.

5. The athletic spirit advanced several points and is strong enough to give tone and enthusiasm to the work in athletics at the opening of the 1910-'11 season.

6. Coach Chambers and Manager Myers proved themselves exceptionally efficient officers, and practically all other officers were efficient and alert.

The officers for the year 1910-'11 are:

P. D. Koontz, general manager.

Wellington Yates, assistant manager, also manager of basket ball

Benj. Hildreets, foot ball manager.

Fay Amos, base ball manager.

B. B. Chambers, coach.

Roy Marcum, graduate manager.

NAMES

Graduating Class, 1910.

Adkins, Nellie Grace	Ceredo, W. Va.
Alford, William Jackson	Huntington, W. Va.
Ashburn, Clarence Marcellus	West Union, W. Va.
Atkins, Tennie Esther	Huntington, W. Va.
Barbe, J. Raymond	Harrisville, W. Va.
Barnett, Georgia	Parkersburg, W. Va.
Beckett, Emile	Pickaway, W. Va.
Berry, Mary	Goldenrod, Texas.
Beuhring, Raymond Lee	Huntington, W. Va.
Bias, Goldie Mae	Huntington, W. Va.
Blackwood, Sarah Kathrine	Lock Seven, W. Va.
Blankenship, Lucian W.	Huntington, W. Va.
Bowles, Weikle Emaline	Milton, W. Va.
Brackman, John Andrew	Ronceverte, W. Va.
Bromley, Teresa Pearl	Dickson, W. Va.
Burke, Mabel Maury	Oak Hill, W. Va.
Byus, Natella Angela	Huntington, W. Va.
Carter, Nell Marie	Huntington, W. Va.
Casto, Charles Clayton	Spencer, W. Va.
Chapman, John Martin	Servia, W. Va.
Clark, Grace Henry	Huntington, W. Va.
Cokeley, Addie May	Harrisville, W. Va.
Cokeley, Annie L.	Harrisville, W. Va.
Cook, Winnie Laston	Beckley, W. Va.
Cottle, Katharine Belle	Huntington, W. Va.
Crooks, Margaret	Ravenswood, W. Va.
Crumrine, Daisie Elizabeth	Ravenswood, W. Va.
Cunningham, Wilhelmina Stella	Sistersville, W. Va.
Cundiff, Esther Mae	Huntington, W. Va.
Curfman, Ezra Randolph	Sandyville, W. Va.
Dickinson, Eugenia Frith	Huntington, W. Va.
Dumble, Virginia Amanda	Charleston, W. Va.
Earle, Thomas Benton	Pine Grove, W. Va.
Eaton, Anna Belle	Proctorville, Ohio.
Eggers, Eunice	Huntington, W. Va.
Everett, Hallie Call	Guyandotte, W. Va.

Farrar, Ardella WrightHuntington, W. Va.
 Fischbach, Flora CarrHuntington, W. Va.
 Fitch, Estella AliceHuntington, W. Va.
 Fleming, Daniel B.Ravenswood, W. Va.
 Foulk, Eric AndersonHuntington, W. Va.
 Fox, St. ElmoHuntington, W. Va.
 Francis, StellaHuntington, W. Va.
 Fulks, Mary MabellProctorville, Ohio.
 Hagy, Zanfry MajettaHuntington, W. Va.
 Halstead, Charles BennettHunt, W. Va.
 Hammock, Emma MarthaCeredo, W. Va.
 Hansford, EthelVincent, Ohio.
 Harvey, Sadie LouiseOak Hill, W. Va.
 Hobbs, Jenny LindHinton, W. Va.
 Huey, PearleRavenswood, W. Va.
 Hypes, James LowellPoe, W. Va.
 Isner, George FreerHarrisville, W. Va.
 Johnson, Warren WellingtonMeadowville, W. Va.
 Jones, William HenryRichwood, W. Va.
 McGinnis, Herbert PaulDonohue, W. Va.
 McIntyre, Leslie P.Alvy, W. Va.
 McQueen, Archibald AndrewMuddlety, W. Va.
 Marcum, Emma WeisCeredo, W. Va.
 Mallory, Alva WilsonHuntington, W. Va.
 Middleton, Guy EdmondHuntington, W. Va.
 Miller, Clora FayeSinks Grove, W. Va.
 Miller, Sallie Rutherford.....Huntington, W. Va.
 Murphy, JulietGuyandotte, W. Va.
 Myers, Charles EverettWayne, W. Va.
 Myers, Emma FrancesWayne, W. Va.
 Northcott, Mamie AdaEl Centro, Cal.
 Notter, Shirley MayHuntington, W. Va.
 Patton, Gordie C.Harrisville, W. Va.
 Phillips, George FrancisBelington, W. Va.
 Plymale, BethaHuntington, W. Va.
 Richardson, Hila AppletonGrandview, W. Va.
 Richardson, Will A.Huntington, W. Va.
 Robinson, Thomas JacksonMt. Claire, W. Va.
 Sandige, Eva FrankPage, W. Va.
 Sayre, Watson RussellEvans, W. Va.
 Shackelford, LeonHuntington, W. Va.
 Shafer, Bertha AnyceHuntington, W. Va.
 Shultz, John RollinHuntington, W. Va.
 Starkey, Lawrence VincentRavenswood, W. Va.

Steele, Byron William Weston, W. Va.
 Strother, Hazemary Roletta Findlay, Ohio.
 Temple, Mary Lavene Huntington, W. Va.
 Thomas, John David Miami, W. Va.
 Thomas, Lucy Columbia St. Albans, W. Va.
 Thompson, Roma Gladys Huntington, W. Va.
 Turney, Robert Gordon Huntington, W. Va.
 Wilcoxon, Max Wellman Huntington, W. Va.
 Wilson, Lucy Belle Ceredo, W. Va.
 Wilson, Ross Hartley, W. Va.
 Witten, Susan Witten, Ohio.

Class of 1911.

Albert, Arthur Clinton Dorr, W. Va.
 Allen, Virginia Ravenswood, W. Va.
 Amos, H. Fay Rivesville, W. Va.
 Ankrom, Jessie Alma, W. Va.
 Bailey, Oscar Ada, W. Va.
 Baumgardner, Garnett Milton, W. Va.
 Burgess, Basil Spurlock Wayne, W. Va.
 Caldwell, James L., Jr. Huntington, W. Va.
 Carter, Helena Huntington, W. Va.
 Cavendish, Fred Clinton Anstead, W. Va.
 Chambers, Inez Huntington, W. Va.
 Cline, Lula L. Huntington, W. Va.
 Cobb, Alta Frances Mercer's Bottom, W. Va.
 Cobb, Lillie Mercer's Bottom, W. Va.
 Cook, Violet Beckley, W. Va.
 Corbly, Agnes Huntington, W. Va.
 Cox, Ernest E. Huntington, W. Va.
 Cundiff, William Isaac Huntington, W. Va.
 Cyrus, Carrie Kenova, W. Va.
 Dillon, L. Eria Huntington, W. Va.
 Dixon, Grace Elizabeth Huntington, W. Va.
 Dorsey, Ervin Bruce, W. Va.
 Evans, Thomas E. Huntington, W. Va.
 Farmer, James Preston Bolt, W. Va.
 Felton, M. Elizabeth Phillippi, W. Va.
 Fiddler, Raymond E. Harrisville, W. Va.
 Freeman, Valery Huntington, W. Va.
 Garrison, Josephine Carlee Guyandotte, W. Va.
 Gibson, Goldie Huntington, W. Va.
 Gibson, Lewis Huntington, W. Va.

Gordon, Isabel	Huntington, W. Va.
Groves, Imogene	Huntington, W. Va.
Hansford, Lillian	Vincent, Ohio.
Hayslip, Leland Stanford	Huntington, W. Va.
Hearholzer, Margaret Lucile	Huntington, W. Va.
Holt, Merle	Kenova, W. Va.
Huey, Bessie Alma	Ravenswood, W. Va.
Johnson, Miranda M.	Malden, W. Va.
Keatley, Edith	Charleston, W. Va.
Kenney, Grace	Huntington, W. Va.
Kerr, Margurite	Huntington, W. Va.
Lewis, Lucile G.	Mason City, W. Va.
McKenzie, Caddie	Huntington, W. Va.
McLaughlin, G. Minor	Huntington, W. Va.
Marrs, Aubrey	Huntington, W. Va.
Millender, Florence Elizabeth	Huntington, W. Va.
Morrow, Ruth	Huntington, W. Va.
Moyers, Emmet DeWitt	Harrisville, W. Va.
Myers, Mabel Amanda	Wayne, W. Va.
Norman, John Edward	Kenova, W. Va.
Odell, George	Huntington, W. Va.
Paddock, Helen Eunice	Wise, Va.
Parker, Ethel	Milton, W. Va.
Pool, Woodyard Worth	Spencer, W. Va.
Pritchard, Elizabeth	Bramwell, W. Va.
Proctor, Emily T.	Huntington, W. Va.
Ritz, Alva Alma	Bluefield, W. Va.
Roberts, Burgie	Huntington, W. Va.
Scott, Inva Ione	Ashland, Ky.
Shingleton, Pearl	Friendly, W. Va.
Smith, Lucy	Kenova, W. Va.
Steele, Eva Belle	Pickaway, W. Va.
Turley, Basil	Ona, W. Va.
Wakefield, Gladys	Huntington, W. Va.
Walker, Silas	Triplett, W. Va.
Watson, Etta	Ben's Run, W. Va.
Watters, Charles E.	Huntington, W. Va.
Weltner, Fred Paul	Brandonville, W. Va.
Wiley, Roscoe	Huntington, W. Va.
Wilson, Isabella	Arbuckle, W. Va.

Abbott, John	Cotton Hill, W. Va.
Adams, Constance Nelson	Guineys, Va.
Adams, Ruth	Huntington, W. Va.
Adkins, Golden	Martha, W. Va.
Adkins, Hester	Martha, W. Va.
Akers, Hester	White's Creek, W. Va.
Alderson, Okey McQueen	Summerville, W. Va.
Alford, Everett Bowman	St. Albans, W. Va.
Aliff, Jeter	Artie, W. Va.
Amick, Richard Watson	Ridgeford, W. Va.
Anderson, Laura Mayton	Farmdale, W. Va.
Anderson, Mary	Parkersburg, W. Va.
Anderson, Lucile	Huntington, W. Va.
Anderson, Mabel	Huntington, W. Va.
Andrews, Ralph	Huntington, W. Va.
Archer, Harold	Ravenswood, W. Va.
Arnold, John V.	Spencer, W. Va.
Baber, Mrs. Matie	Huntington, W. Va.
Backus, Lenora	Oak Hill, W. Va.
Bagby, Leland W.	Huntington, W. Va.
Bailey, Fred	Huntington, W. Va.
Bailey, Homer	Huntington, W. Va.
Bailey, Mary	Huntington, W. Va.
Bailey, Tracy	Huntington, W. Va.
Bailes, Elmer James	Zela, W. Va.
Banks, Franklin Ricketts	Huntington, W. Va.
Barbour, Delbert	Lavalette, W. Va.
Barker, Earl E.	Alta, W. Va.
Barker, Goshie	Angel, W. Va.
Barker, Ray D.	Alta, W. Va.
Barton, Goldie	Charleston, W. Va.
Barton, Lillian	Huntington, W. Va.
Bowen, G.	Ceredo, W. Va.
Bassitt, J. S.	Huntington, W. Va.
Baxter, Myrtle Eliza	Onoto, W. Va.
Brammer, Edwin	Huntington, W. Va.
Bearss, Omar E.	Guyandotte, W. Va.
Branch, F. T.	Findlay, Ohio.
Bell, Edna Johnston	Huntington, W. Va.
Benedict, Hubert L.	Hurricane, W. Va.
Benn, Waldo Myers	Huntington, W. Va.
Beuhring, Lucile	Huntington, W. Va.
Biern, Samuel	Huntington, W. Va.

Blanton, John Wharton	Huntington, W. Va.
Blanton, May Camilla	Huntington, W. Va.
Blanton, Mamie Belle	Huntington, W. Va.
Bloss, Jennie Alice	Huntington, W. Va.
Berry, Anna	St. Albans, W. Va.
Breece, Fred	Kenova, W. Va.
Bobbitt, John Verner	Lansing, W. Va.
Boggess, W. H.	Kenna, W. Va.
Boon, Charles Wesley	Lindside, W. Va.
Booth, Charles Edward	Byrnside, W. Va.
Bowling, Charles	Huntington, W. Va.
Brackman, Howard	Huntington, W. Va.
Brammer, Esther	Proctorville, Ohio.
Brewster, Nellie	Lewisburg, W. Va.
Brinker, Fred	Huntington, W. Va.
Brewster, Cosby	Lewisburg, W. Va.
Brinker, George Stanley	Letart, W. Va.
Brode, Lyndon Irwin	Huntington, W. Va.
Bromley, Helen Beatrice	Huntington, W. Va.
Brookfield, Pearl Virginia	Smithfield, W. Va.
Brown, Charles	Parkersburg, W. Va.
Broyles, Fred	Oak Hill, W. Va.
Buck, Nadine	Huntington, W. Va.
Bunch, Margaret	Guyandotte, W. Va.
Burdette, Edna W.	Huntington, W. Va.
Burgess, Grace Gray	Princeton, W. Va.
Burkheimer, Harry	Huntington, W. Va.
Burns, Anthony	Clintonville, W. Va.
Burns, Mamie	Wheeling, W. Va.
Burns, Julia Ann	Huntington, W. Va.
Burrows, C. E.	Bluefield, W. Va.
Butler, Kentworth H.	Glenwood, W. Va.
Butler, Lella	Huntington, W. Va.
Cabell, Fernie	Danville, W. Va.
Caldwell, Smith	Huntington, W. Va.
Calkins, Katrine	Huntington, W. Va.
Calkins, Gladys Lucille	Huntington, W. Va.
Callard, Carl Ellis	Huntington, W. Va.
Callard, Colin Cecil	Huntington, W. Va.
Callaway, Hila Edith	Marshes, W. Va.
Callaway, Lucile Isabelle	Huntington, W. Va.
Caldwell, Myrtle	Huntington, W. Va.
Cammack, Howard	Huntington, W. Va.

Canady, Izola	Lester, W. Va.
Carter, Thelma	Huntington, W. Va.
Canterbury, Francis	Malden, W. Va.
Cavendish, Virginia	Huntington, W. Va.
Carver, Hazel M.	Dameron, W. Va.
Chambers, Bernard	Huntington, W. Va.
Chambers, Inez	Clothier, W. Va.
Chambers, Grover	Kimball, W. Va.
Cherry Mary Christine	Guyandotte, W. Va.
Chambers, L. S.	West Union, W. Va.
Childers, Hattie	Huntington, W. Va.
Childers, Ross	Huntington, W. Va.
Clarke, Dana Russell	Graham Station, Va.
Clark, Isabel Laird	Harvy, W. Va.
Creel, Dana	Parkersburg, W. Va.
Clark, Lenore Helen	Huntington, W. Va.
Clark, Mildred	Huntington, W. Va.
Clark, Nellie	Huntington, W. Va.
Cleavenger, K. Virginia	Flemington, W. Va.
Cobb, Alma Ruth	Mercer's Bottom, W. Va.
Coffman, Maybel Lena	Fort Spring, W. Va.
Cokeley, Harlin Rex	Harrisville, W. Va.
Collins, Ernestine A.	Pennsboro, W. Va.
Cole, G. C.	Fayetteville, W. Va.
Collins, Eva	Thacker, W. Va.
Collins, Hattie M.	Pennsboro, W. Va.
Collins, Jane	Thacker, W. Va.
Cole, William	Huntington, W. Va.
Cook, Alvin James	Beckley, W. Va.
Cook, Elbert Calhoun	Huntington, W. Va.
Crowe, Pauline	Ripley, W. Va.
Cooke, Merla	Huntington, W. Va.
Cooper, Lela Elanora	Price, W. Va.
Cooper, Robert	Littlesburg, W. Va.
Corbitt, Parker James	Waverly, W. Va.
Corbly, Inez Orpha	Huntington, W. Va.
Cornwell, Floyd M.	Thornton, W. Va.
Corwine, Marie Decca	Huntington, W. Va.
Cox, M. C.	Parkersburg, W. Va.
Cox, Lloyd Edgar	Gay, W. Va.
Cowell, Frances L.	Oceana, W. Va.
Crotty, Eva Lane	Dawson, W. Va.
Crumline, Rhoda	Huntington, W. Va.
Cummings, Evyline G.	Guyandotte, W. Va.

Cunningham, Glenn	Walton, W. Va.
Curnutt, Delbert Edgar	Huntington, W. Va.
Curnutt, Hazel	Huntington, W. Va.
Cyrus, John	Kenova, W. Va.
Colley, Harold T.	Huntington, W. Va.
Daniel, Annabel	Huntington, W. Va.
Dassonville, Verna	Springcreek, W. Va.
Davis, J. D.	Wheeling, W. Va.
Davis, Ada Marie	Huntington, W. Va.
Davis, Vergie E.	Huntington, W. Va.
Davis, Denver C.	Poca, W. Va.
Davidson, Clarence Morris	Chesapeake, Ohio.
Dick, Eugene	Jumping Branch, W. Va.
Dickerson, Frances	Hico, W. Va.
Davis, I.	Huntington, W. Va.
Davis, Burroughs	Shepherdstown, W. Va.
Dickey, Margie	Chesapeake, Ohio.
Diehl, Irvin Robert	Huntington, W. Va.
Dixon, Ruhama	Huntington, W. Va.
Dodd, Luther G.	Jumping Branch, W. Va.
Doolittle, Jean	Huntington, W. Va.
Doolittle, Lambertson M.	Huntington, W. Va.
Dorsey, Jesse Hughes	Huntington, W. Va.
Dunkle, Paul L.	Guyandotte, W. Va.
Dunkle, Teddy E.	Lavalette, W. Va.
Dunn, William Spurgeon	Sophia, W. Va.
Dusenberry, Virginia	Guyandotte, W. Va.
Eaton, Clara	Proctorville, O.
Echols, Eva E.	Danville, W. Va.
Echols, Hattie Clara	Danville, W. Va.
Edler, Pearl	Fayetteville, W. Va.
Elliott, Charles E.	Hartley, W. Va.
Edler, Earl	Fayetteville, W. Va.
Emmons, Marion	Huntington, W. Va.
Ellison, Blanche	Beckley, W. Va.
England, Robert Bee	Hunters Spring, W. Va.
Epling, Willie Clyde	Camp Creek, W. Va.
Edmundson, Hazel	Longville, W. Va.
Errett, Willa Ethel	Mercer's Bottom, W. Va.
Evans, Earl	Cottageville, W. Va.
Evans, Nellie	Kayford, W. Va.
Fagan, James Louis	Huntington, W. Va.
Ensign, E.	Huntington, W. Va.
Fagan, John Edward	Huntington, W. Va.

Farmer, John Dunn Bolt, W. Va.
 Farrell, Doris Huntington, W. Va.
 Farry, Monica Louise East Bank, W. Va.
 Ferguson, Arthur S. Huntington, W. Va.
 Ferguson, Charles Wesley Wayne, W. Va.
 Ferguson, Howard T. Huntington, W. Va.
 Ferguson, James Everett Flanagan, W. Va.
 Ferguson, Kathleen Huntington, W. Va.
 Ferguson, Lillian Huntington, W. Va.
 Ferguson, Orfa Dickson, W. Va.
 Ferris, Garnette Pearl Huntington, W. Va.
 Fetterolf, Myrtle Marie Huntington, W. Va.
 Fink, Ray Alvy Odd, W. Va.
 Fink, E. J. Odd, W. Va.
 Frye, Ella Napier Huntington, W. Va.
 Fitch, Mary Huntington, W. Va.
 Fitch, Anita Huntington, W. Va.
 Fleshman, Fred Walton, W. Va.
 Fox, Hilda Huntington, W. Va.
 Fortney, Lillian Belle Dola, W. Va.
 Frampton, Charles Edwin Huntington, W. Va.
 Frampton, Peyton Huntington, W. Va.
 Frye, Maud Evelyn Huntington, W. Va.
 Fulks, Garnette Eva Huntington, W. Va.
 Fleshman, Clawine Huntington, W. Va.
 Faber, Linnie E. Kenna, W. Va.
 Gallaher, Avis Huntington, W. Va.
 Gautier, Kathleen Huntington, W. Va.
 Gallaher, Ethel Huntington, W. Va.
 Galliher, Virgie Chesapeake, Ohio.
 Gardner, Elizabeth Pearl Proctorville, Ohio.
 Gardner, Edith Estelle Proctorville, Ohio.
 Garland, James Huntington, W. Va.
 Garman, Fred Barton Sistersville, W. Va.
 Garred, Nellie Zeida Huntington, W. Va.
 Garrett, Joseph Smith Wayne, W. Va.
 Gearhart, Josephine Ceredo, W. Va.
 Gebhart, Arthur H. Union Ridge, W. Va.
 Gelger, Frances Huntington, W. Va.
 Geiger, John Walker Huntington, W. Va.
 Gent, Mildred Glen Alum, W. Va.
 Gibson, Susan Milroy, W. Va.
 Gillespie, J. O. Burnsville, W. Va.
 Gillespie, John Patrick Meadow Bluff, W. Va.

Glass, Anna Mabel Sissonville, W. Va.
 Glass, George Edward Sissonville, W. Va.
 Good, Thomas Edison St. Albans, W. Va.
 Good, Vida Fern War Eagle, W. Va.
 Good, Ethel War Eagle, W. Va.
 Gosnay, Mary E. Carbon, W. Va.
 Gotshall, James Huntington, W. Va.
 Green, Husie A. Hernshaw, W. Va.
 Green, Jessie C. Hernshaw, W. Va.
 Grose, Georgia Fayetteville, W. Va.
 Grose, Ethel Fayetteville, W. Va.
 Gustley, Lavinia Welcome, W. Va.
 Guthrie, Augusta Blanche Proctorville, Ohio.
 Gwinn, Lulu Ann Charleston, W. Va.
 Grice, Mildred Huntington, W. Va.
 Grice, Virginia Huntington, W. Va.
 Hayslip, Edwin Huntington, W. Va.
 Hafer, Percy Huntington, W. Va.
 Hagan, Charles Henry Huntington, W. Va.
 Hagen, Julian Lamar Huntington, W. Va.
 Halstead, Lettie Lena Huntington, W. Va.
 Halstead, Lillian Daisy Hunter Springs, W. Va.
 Halstead, Velper Herbert Mt. Lookout, W. Va.
 Hamilton, Laura May Bramwell, W. Va.
 Hannah, Mary F. Yelk, W. Va.
 Hannaman, Carrie R. Elizabeth, W. Va.
 Hannan, Mary Huntington, W. Va.
 Hatcher, Otis Huntington, W. Va.
 Harper, Thomas Jefferson Harper, W. Va.
 Harper, Clyde Alexander Higby, W. Va.
 Harris, Fred Graux, W. Va.
 Hannah, Page M. Oak Hill, W. Va.
 Harrold, Hazel Huntington, W. Va.
 Henry, Anne Elizaebth Grassy Meadows, W. Va.
 Herrick, Albert W. Proctor, W. Va.
 Harvey, Egbert Sears Fayetteville, W. Va.
 Hersey, Rex Brammel Guyandotte, W. Va.
 Herzbrun, Edward Adolph Welch, W. Va.
 Heller, Carl W. Barboursville, W. Va.
 Hewitt, Lina Mae Huntington, W. Va.
 Heron, James Huntington, W. Va.
 Higgins, Hugh Pratt Sandyville, W. Va.
 Hildreth, Benjamin Harrison Triplett, W. Va.
 Hill, Lottie Victor, W. Va.

Hill, Mary Lee	Huntington, W. Va.
Hill, Olive Fay	Victor, W. Va.
Hogsette, Randall M.	Hogsette, W. Va.
Hasher, M. A.	Victor, W. Va.
Hogshead, Ralph	Second Creek, W. Va.
Holloway, Clyde G.	Buckhannon, W. Va.
Harrison, Otis P.	Huntington, W. Va.
Honaker, Mamie	Scarboro, W. Va.
Harrison, Mary	Huntington, W. Va.
Hopkins, Carl	Tariff, W. Va.
Harrison, Lucian	Huntington, W. Va.
Hopkins, Nina Maria	Huntington, W. Va.
Holton, May	Huntington, W. Va.
Huddleston, Willie	Oak Hill, W. Va.
Harvey, Chambers	Gay, W. Va.
Humphreys, Mabel	Huntington, W. Va.
Hinchman, Don	Huntington, W. Va.
Humphreys, Nannie Rush	Stonecliff, W. Va.
Hunter, Grover	Lavalette, W. Va.
Hypes, George William	Poe, W. Va.
Hypes, John Quincy	Poe, W. Va.
Irwin, Anna Louise	Milton, W. Va.
Ingram, Carl	Huntington, W. Va.
Ingram, Marguerite	Huntington, W. Va.
Jarrell, Robert	Dry Creek, W. Va.
Johnson, Burrus	Huntington, W. Va.
Johnston, Edmond	Lewisburg, W. Va.
Jones, Marie	Huntington, W. Va.
Kearn, Alice Janet	Huntington, W. Va.
Keenan, E. Burke	Sparks, W. Va.
Kendle, Clayton W.	Huntington, W. Va.
Kennedy, Myrtle	Caperton, W. Va.
Kenney, Edwin	Clifty, W. Va.
Kent, Geneva	Huntington, W. Va.
Keyser, Nellie	Bowen, W. Va.
Kincaid, Marjorie Nelson	Huntington, W. Va.
Keathley, James	Huntington, W. Va.
Kirkland, Theodosia	Huntington, W. Va.
Kiser, Earl D.	Guyandotte, W. Va.
Kidd, Eula V.	Guyandotte, W. Va.
Koontz, Patrick Duffy	Kessler's Cross Lanes, W. Va.
Kouns, Lewis Emmett	North Kenova, Ohio.
Kraus, Lawrence G.	Alum Bridge, W. Va.

Lallance, Wirt	Huntington, W. Va.
Lambert, Henry Samuel	Wayne, W. Va.
Laing, Mary	Beckley, W. Va.
Lambert, Herma Louise	Wayne, W. Va.
Lambert, Oscar P.	Pennsboro, W. Va.
Lane, Benjamin H.	Fannie, W. Va.
Lattimer, Jessie L.	Liverpool, W. Va.
Lear, Irma	Huntington, W. Va.
Leach, Belle	Ronceverte, W. Va.
Lee, Margaret Virginia	West Milford, W. Va.
Lefkowitz, Allen Melvin	Huntington, W. Va.
Legg, Bertha	Clifty, W. Va.
Leonhart, James C.	Guyandotte, W. Va.
Le Sage, Ruth	Cox's Landing, W. Va.
Lester, Norma	Huntington, W. Va.
Le Sage, Lucile	Cox's Landing, W. Va.
Lilly, Tracy Cyrus	Bluefield, W. Va.
Lockridge, Mary Ethel	Huntersville, W. Va.
Long, Gussie Faye	Talcott, W. Va.
Love, Brennie Hull	Huntington, W. Va.
Love, Anna	Ona, W. Va.
Love, Paul	Huntington, W. Va.
Lunsford, Oakley Helen	Huntington, W. Va.
Lusher, Mayme	Mercerville, Ohio.
Lyon, George Marshall	Huntington, W. Va.
Lyon, Louise	Huntington, W. Va.
Louden, Ruth	Proctor, W. Va.
Lawson, Minter	Mt. Clare, W. Va.
Linnville, Frank	Griffithsville, W. Va.
Midkiff, Minnie	Griffithsville, W. Va.
Midkiff, Almeda	Griffithsville, W. Va.
Midkiff, Mamie	Griffithsville, W. Va.
McCann, Erma Thelma	Hurricane, W. Va.
McClure, Lillias M.	Huntington, W. Va.
McColum, Guy D.	Cairo, W. Va.
McColm, Nell Kirker	Huntington, W. Va.
McCormick, Gladys	Huntington, W. Va.
McFadden, W. Perry	Beaumont, Texas.
McCutcheon, Clarence W.	Huntington, W. Va.
McCormick, George	Huntington, W. Va.
Mace, Guelma Marie	Huntington, W. Va.
Meek, Ethel	Huntington, W. Va.
McGinnis, John W.	Ellenboro, W. Va.
McGuire, Ethel	Riley, W. Va.

McGuire, Jean ElizabethRiley, W. Va.
 McIntyre, MabelAlvy, W. Va.
 McKenzie, Laura V.Huntington, W. Va.
 McKnight, William E.Huntington, W. Va.
 McDonny, LonnyHuntington, W. Va.
 McLaughlin, J. RoyWoodbine, W. Va.
 McNeill, Ennis RichmondAshton, W. Va.
 McNeer, BessieHuntington, W. Va.
 McQueen, IdaMuddlety, W. Va.
 Marshall, Alice TeresaBeaver Falls, Penn.
 Mankin, Affa MayOak Hill, W. Va.
 Martin, AmyBelva, W. Va.
 Martin, RussellProctor, W. Va.
 Martin, EddaWinfield, W. Va.
 Martin, MarieHuntington, W. Va.
 Matney, Thomas GrahamLilydale, W. Va.
 Meadows, Anna BelleHinton, W. Va.
 Millender, Lucy FowbleHuntington, W. Va.
 Meek, Cora A.Huntington, W. Va.
 Miller, Clyde H.Union, W. Va.
 Moore, WinnieSalem, W. Va.
 Moore, Lillias HelenWar Eagle, W. Va.
 Miller, CraigHuntington, W. Va.
 Miller, DaisyHuntington, W. Va.
 Moore, Winifred~~W~~, W. Va.
 Morrison, Alice LeonaHuntington, W. Va.
 Morris, Ossie InezHuntington, W. Va.
 Morrison, FrankieChesapeake, Ohio.
 Midkiff, RupertHuntington, W. Va.
 Morrison, RosaChesapeake, Ohio.
 Morrow, George LutherHuntington, W. Va.
 Mullins, MyrtleMontgomery, W. Va.
 Milan, M. CarterSt. Albans, W. Va.
 Morton, Harry WilburFay, W. Va.
 Myers, DorisHuntington, W. Va.
 Nance, Paul EdwardHuntington, W. Va.
 Neel, Hazel WillieGap Mills, W. Va.
 Neil, Esta BruceClay, W. Va.
 Neel, Nellie RoseGap Mills, W. Va.
 Newman, Ford SummerHuntington, W. Va.
 Newman, Harry C.Hamlin, W. Va.
 Norman, James WalterKenova, W. Va.
 Nohe, Clyde C.Proctor, W. Va.
 Northcott, AmizettaHuntington, W. Va.

Northcott, Andrew	Huntington, W. Va.
Ollom, James Frederick	Montgomery, W. Va.
Orndoff, Lillian	Huntington, W. Va.
Osborne, A. Lelia	Prudence, W. Va.
Owens, Jessie Christine	Guyandotte, W. Va.
Painter, Ocie Katharine.....	Roseville, W. Va.
Park, Ernest L.	Huntington, W. Va.
Paugh, Delora	Huntington, W. Va.
Parsons, Willis S.	Alderson, W. Va.
Paugh, Eva Blanche	Huntington, W. Va.
Percival, Dorothy	Kenova, W. Va.
Peters, Virginia S.	Barn, W. Va.
Peters, Gordon B.	Huntington, W. Va.
Pitsenbarger, George Lewis	Peel, W. Va.
Plunkett, John F.	Alum Bridge, W. Va.
Porter, Edith	Kayford, W. Va.
Powell, Erma Rita	Huntington, W. Va.
Price, C. G.	Robinson's Mills, W. Va.
Paul, M.	Prudence, W. Va.
Price, John F.	Carney, W. Va.
Price, Herschel	Ethel, W. Va.
Price, Ruth A.	Huntington, W. Va.
Pringle, Eva	Cottageville, W. Va.
Pringle, Vera May	Cottageville, W. Va.
Proffitt, Russell Page	Huntington, W. Va.
Perry, Fred L.	Huntington, W. Va.
Queen, Samuel	Queen's Ridge, W. Va.
Queen, Fletcher	Queen's Ridge, W. Va.
Queen, Jay	Queen's Ridge, W. Va.
Queen, Checker	Queen's Ridge, W. Va.
Ramsey, James	Huntington, W. Va.
Ramsey, William	Huntington, W. Va.
Ray, Roy	Higby, W. Va.
Reardin, Irene	Guyandotte, W. Va.
Reynolds, L. Hamilton	Charleston, W. Va.
Reeser, Nellie Elizabeth	Huntington, W. Va.
Reed, Walter	Huntington, W. Va.
Reid, Paul Girard	Huntington, W. Va.
Retterer, I. Leonard	Smithfield, W. Va.
Richey, Mildred	Huntington, W. Va.
Riddle, Fannie	Cedar, W. Va.
Rainey, Vivian	Carney, W. Va.
Rightmire, Buren	Clarksburg, W. Va.
Riley, Mayme	Huntington, W. Va.

Riley, Alma	Ripley, W. Va.
Riley, Greek	Ripley, W. Va.
Rippetoe, William R.	Poe, W. Va.
Richey, Mildred	Huntington, W. Va.
Ritz, Charles Lenox	Thurman, W. Va.
Ritz, Rosa	Huntington, W. Va.
Ramsey, H. C.	Walton, W. Va.
Roberson, Gertrude M.	Huntington, W. Va.
Roberts, Hazel Lena	Huntington, W. Va.
Roberts, Royal Clyde	Morgansville, W. Va.
Robertson, Arlo D.	Chesapeake, Ohio.
Robertson, Lena Raymond	Chesapeake, Ohio.
Robinson, Chas. E.	Wheeling, W. Va.
Robinson, Howard Lee	Mt. Clare, W. Va.
Rogers, Melda	Charleston, W. Va.
Rolfe, Mary Virginia	Huntington, W. Va.
Roland, Pauline	Huntington, W. Va.
Rolph, Frank	Huntington, W. Va.
Rose, Lorena	Kayford, W. Va.
Rousey, Heath Carr	Huntington, W. Va.
Rousey, Schuyler	Huntington, W. Va.
Rousey, Virgil	Kellog, W. Va.
Roush, Willie	Guyandotte, W. Va.
Rowe, Camden C.	Walnut Grove, W. Va.
Ryan, Clarence Nolan	Huntington, W. Va.
Sample, Emma	Huntington, W. Va.
Sanborn, Audrey	Huntington, W. Va.
Sanborn, Fay Florence	Huntington, W. Va.
Sarrett, Grace	Oak Hill, W. Va.
Saunders, William Denver	Glenwood, W. Va.
Sawyers, Ella	Lockwood, W. Va.
Sayre, Olson O.	Letart, W. Va.
Schneider, Lena M.	Mineral Wells, W. Va.
Schlobohm, Lulu	Woodland, W. Va.
Scott, Charles D.	Harrisville, W. Va.
Sharp, Mary B.	Huntington, W. Va.
Shawver, Marvin R.	Divide, W. Va.
Sheets, H. Otis	Huntington, W. Va.
Sherwood, Edna B.	Sherwood, W. Va.
Shirkey, Ivy G.	Sissonville, W. Va.
Shirkey, Sadie Catherine	Malden, W. Va.
Sikes, Minnie	Huntington, W. Va.
Simmons, Earle	Spencer, W. Va.
Simmons, William A.	Harrisville, W. Va.

Simms, Emma Mary	Winfield, W. Va.
Simms, Grace	St. Albans, W. Va.
Simms, Helene T.	St. Albans, W. Va.
Simms, Maggie J.	Barger Springs, W. Va.
Smith, Addie A.	Lavalette, W. Va.
Smith, Arlington Canada	Scarbro, W. Va.
Smith, Callie R.	Proctorville, Ohio.
Smith, Catharine	Newark, W. Va.
Smith, Grover A.	Dothan, W. Va.
Smith, James A.	Fletcher, W. Va.
Smith, James C.	Grafton, W. Va.
Smith, May Nelle	Petersburg, W. Va.
Smith, J. D.	Clarksburg, W. Va.
Spangler, Jessie	Huntington, W. Va.
Spry, Harrison	Dunlow, W. Va.
Spurlock, Lonnie	Midkiff, W. Va.
Staats, Oshel	Skidmore, W. Va.
Stackpole, W. A.	Pine Grove, W. Va.
Stanard, Olive Huffman	Enon, W. Va.
Starkey, Winnie Grace	Glenwood, W. Va.
Steele, Warren	Walker, W. Va.
Stephenson, Halda	Guyandotte, W. Va.
Stern, Otis	Howard, W. Va.
Stevens, Aleene	Huntington, W. Va.
Stevenson, Clifford	Guyandotte, W. Va.
Stever, Lillian A.	Huntington, W. Va.
Stever, Lyell Clyde	Huntington, W. Va.
Scanlon, Charles	Huntington, W. Va.
Sweeney, Sadie	Montgomery, W. Va.
Still, Edna Marie	Huntington, W. Va.
Strickling, Charles William	Huntington, W. Va.
Sullivan, John Mitchell	Lavalette, W. Va.
Summers, Fleet A.	Walton, W. Va.
Summers, Ollie G.	Walton, W. Va.
Sutphin, Wesley	Seth, W. Va.
Shively, Robert W.	Huntington, W. Va.
Swan, Ella	Huntington, W. Va.
Swentzel, Irene Margaret	Huntington, W. Va.
Suiter, Florence	Pine Grove, W. Va.
Talley, Earle Preston	Huntington, W. Va.
Taylor, Bertha A.	Huntington, W. Va.
Taylor, Edna	Huntington, W. Va.
Taylor, Julian A.	Guyandotte, W. Va.
Thiel, Helen Margaret	Huntington, W. Va.

Thomas, Alva R.	Morgansville, W. Va.
Thompson, Lucy Gladys	Sweetland, W. Va.
Thompson, Inez	Huntington, W. Va.
Tabor, Zelda	Chattaroy, W. Va.
Thackston, James A.	Huntington, W. Va.
Thornburg, Charles I.	Huntington, W. Va.
Thornburg, Josephine	Huntington, W. Va.
Thornburg, Ruth	Huntington, W. Va.
Totten, Pearl	Caldwell, W. Va.
Totten, Maude	Caldwell, W. Va.
Totten, Victoria	Caldwell, W. Va.
Trainor, Olive M.	Huntington, W. Va.
Trenor, Stella G.	Huntington, W. Va.
Traver, Marguerite	Leon, W. Va.
Turner, Lois	Huntington, W. Va.
Van Bibber, Laura	Huntington, W. Va.
Vckers, James Leonard	Huntington, W. Va.
Vickers, James Albert	Banco, W. Va.
Vaughan, Eunice	Ashton, W. Va.
Vorderbrueggen, John C.	Proctor, W. Va.
Wade, Nellie	Huntington, W. Va.
Wagner, Joseph	Kimball, W. Va.
Wall, Thomas Henry	Huntington, W. Va.
Wallis, Walter Clendenin	Apple Grove, W. Va.
Walton, Lawrence	Huntington, W. Va.
Walton, Ben	Huntington, W. Va.
Ward, Raleigh P.	Leon, W. Va.
Watters, Virginia Myrtilia	Huntington, W. Va.
Warnack, Everett R.	Proctor, W. Va.
Weider, Effie L.	Huntington, W. Va.
Webb, France	Guyandotte, W. Va.
Weigle, Myrtle	Elizabeth, W. Va.
Whieldon, Lucile	Huntington, W. Va.
Wellman, Mayme	Huntington, W. Va.
Whieldon, Harold D.	Huntington, W. Va.
White, Annie Laurie	Lewisburg, W. Va.
White, May	Thacker, W. Va.
Whitley, Mildred	Huntington, W. Va.
Whitehead, Herschel	Huntington, W. Va.
Wiley, Lace	Huntington, W. Va.
Wiley, Lizzie	Huntington, W. Va.
Willey, Norma	Hinton, W. Va.
Willis, Lloyd Russell	Chesapeake, Ohio.
Wilmoth, T.	St. Albans, W. Va.

Williams, Jesse Howard	Guyandotte, W. Va.
Williamson, Lida K.	Cheshire, Ohio.
Williamson, Mary	Huntington, W. Va.
Wilson, W. C.	Banco, W. Va.
Wilson, Beulah	New Richmond, W. Va.
Wilson, Susan	New Richmond, W. Va.
Wilson, Leila	Ceredo, W. Va.
Wilson, Minter	Cairo, W. Va.
Winter, Beulah	Fairplain, W. Va.
Winters, Ernest	Huntington, W. Va.
Winget, Walter	Huntington, W. Va.
Workman, Bernard	Huntington, W. Va.
Wood, Bessie R.	Romont, W. Va.
Wood, Maude	Romont, W. Va.
Worden, Evelyn	Guyandotte, W. Va.
Wright, Kathryn	Portsmouth, Va.
Wylie, Ruth	Huntington, W. Va.
Yates, Annie	Huntington, W. Va.
Yates, Wellington	Huntington, W. Va.
Yeager, Donnelly Howard	Point Pleasant, W. Va.
Yoho, Beryl	Woodland, W. Va.
Young, Emma P.	Palestine, W. Va.
Young, Eutha	Huntington, W. Va.
Young, Harry	Huntington, W. Va.
Young, Ray Edmond	Palestine, W. Va.
Zeller, Sylvia	Huntington, W. Va.
Zimmerman, Lester	Pennsboro, W. Va.

Expression Department.

Berry, Anna M.	St. Albans, W. Va.
Bias, Goldie Mae	Huntington, W. Va.
Bondley, Lelia O.	Kenova, W. Va.
Cavendish, F. C.	Ramsey, W. Va.
Cowell, Frances	Huntington, W. Va.
Collier, Alma	Ceredo, W. Va.
Corbitt, Parker James	Waverly, W. Va.
Chapman, John M.	Servia, W. Va.
Curfman, Ezra R.	Sandyville, W. Va.
Dumble, Virginia	Charleston, W. Va.
Edmundson, Hazel	Longsville, W. Va.
Fitch, Anita Morton	Huntington, W. Va.
Glick, Mrs. S. E.	Huntington, W. Va.
Halstead, Charles B.	Hunt, W. Va.

Holt, Merle	Kenova, W. Va.
Kearn, Alice Janet	Huntington, W. Va.
Lee, Margaret V.	West Milford, W. Va.
Lambert, O. P.	Pennsboro, W. Va.
Marple, Albert E.	Huntington, W. Va.
Marple, Mrs. Albert E.	Huntington, W. Va.
McDougal, Eugene May	Ceredo, W. Va.
McIntyre, Leslie P.	Alvy, W. Va.
Meek, Cora Abbot	Huntington, W. Va.
Neel, Hazel	Gap Mills, W. Va.
Phillips, George F.	Belington, W. Va.
Proctor A. T.	Huntington, W. Va.
Price, Ruth	Huntington, W. Va.
Ritz, Alva Alma	Bluefield, W. Va.
Starkey, Lawrence	Ravenswood, W. Va.
Simms, Helene	St. Albans, W. Va.
Strother, Hazel	Findlay, Ohio.
Simms, Grace C.	St. Albans, W. Va.
Solof, Mrs. A.	Huntington, W. Va.
Solof, Mrs. Dora	Huntington, W. Va.
Totten, Amanda	Caldwell, W. Va.
Thomas, Lucy C.	St. Albans, W. Va.
Walton, Mary	Huntington, W. Va.
Wilson, Minter	Cairo, W. Va.

MUSIC DEPARTMENT.

Piano Division.

Adams, Mary Elizabeth	Burgess, Grace Gray
Anderson, Laura Mayton	Burns, Anthony
Anderson, Lucile	Callaway, Hila Edith
Anderson, Mabel	Canterbury, Frances R.
Andrews, Ralph Nelson	Carroll, Madie Elizabeth
Atkinson, Allie	Cavendish, Virginia
Bailey, Tracy	Cherry, Mary Christine
Barber, Beatrice J.	Clark, Isabel Laird
Bartley, Ada T.	Clark, Margaret Addie
Barton, Goldie	Coffman, Mabel Lena
Beckner, Marie L.	Colbert, Ada R.
Bell, Edna Johnston	Colbert, Josephine T.
Bell, Lillian Alice	Collier, Alma J.
Bruns, Nellie I.	Crooks, Margaret
Buck, Nadine	Crow, Paline H.

Darnell, Noma Mabel
Dassonville, Verna V.
DeNoon, Anna L.
Eaton, Anna Belle
Ellison, Blanche Violet
Everett, Hallie Call
Farry, Monica L.
Ferguson, Lillian
Ferguson, Kathleen
Ferguson, Mabel L.
Ford, Margaret
Garred, Nellie L.
Gardner, Alice Agnes
Gent, Mildred
Good, Ethel B.
Good, Vida Fern
Grice, Mildred M.
Hamilton, May
Hannah, Mary F.
Hannaman, Carrie
Henry, Elizabeth
Hewitt, Lina
Hours, Eleanor A.
Huey, Bess A.
Huntington, Beatrice M.
Hutchinson, Helen Elsie
Jones, Mabel Miller
Kilgore, Margaret Jane
Lambert, Herma Louise
Loar, Caroline Spencer
Lyon, Louise
Lusher, Mame E.
McCarthy, Griffin
McCurdy, Lillian F.
McGuire, Jean E.
McIntyre, Mabel M.
McNeill, Ennis R.
McQueen, Ida

Marshall, Alice T.
Martin, Amy
Moore, Lillian Helen
Morrow, Ruth V.
Murray, Maxine E.
Painter, Ocie K.
Percival, Dorothy Kathryn
Peters, Virginia
Price, Ruth Ainslee
Rader, Anna M.
Reeser, Nellie E.
Ritz, Alva Elma
Scott, Blanche E.
Sheets, Mary Shirley
Sherwood, Edna B.
Simms, Helene T.
Smith, M. Nellie
Stark, Jessie E.
Stevens, Bessie Eleanor
Strickling, George Lewis
Summers, Ollie Gay
Swanson, Virgie May
Thornburg, Josephine
Totten, Amanda Pearl
Totten, Edith Maude
Totten, Helen Victoria
Tufts, Helen
Van Bibber, Ann Elsie
Van Bibber, Laura
Wallace, Margaret Jane
Washington, Harriet Wyatt
Whieldon, Lucile
Whitley, Eva Fay
Wilson, Nannie Lee
Worden, Evalyn Virginia
Wyatt, Morton Sloane
Wylie Ruth

Voice Division.

Cere, Grothe
Crum, Mary
Baker, Edgar

Ferguson, Harriet P.
Gladstone, Eliza Boone
Lester, Norma Eugenia

McColm, Nelle
Proctor, Emily Thelker
Reitz, Charles J.

Roe, Mrs. I. C.
Sandige, Eva F.

Piano and Voice.

Corbly, Inez O.

Schneider, Lena M.

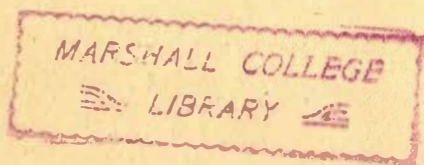
Model School.

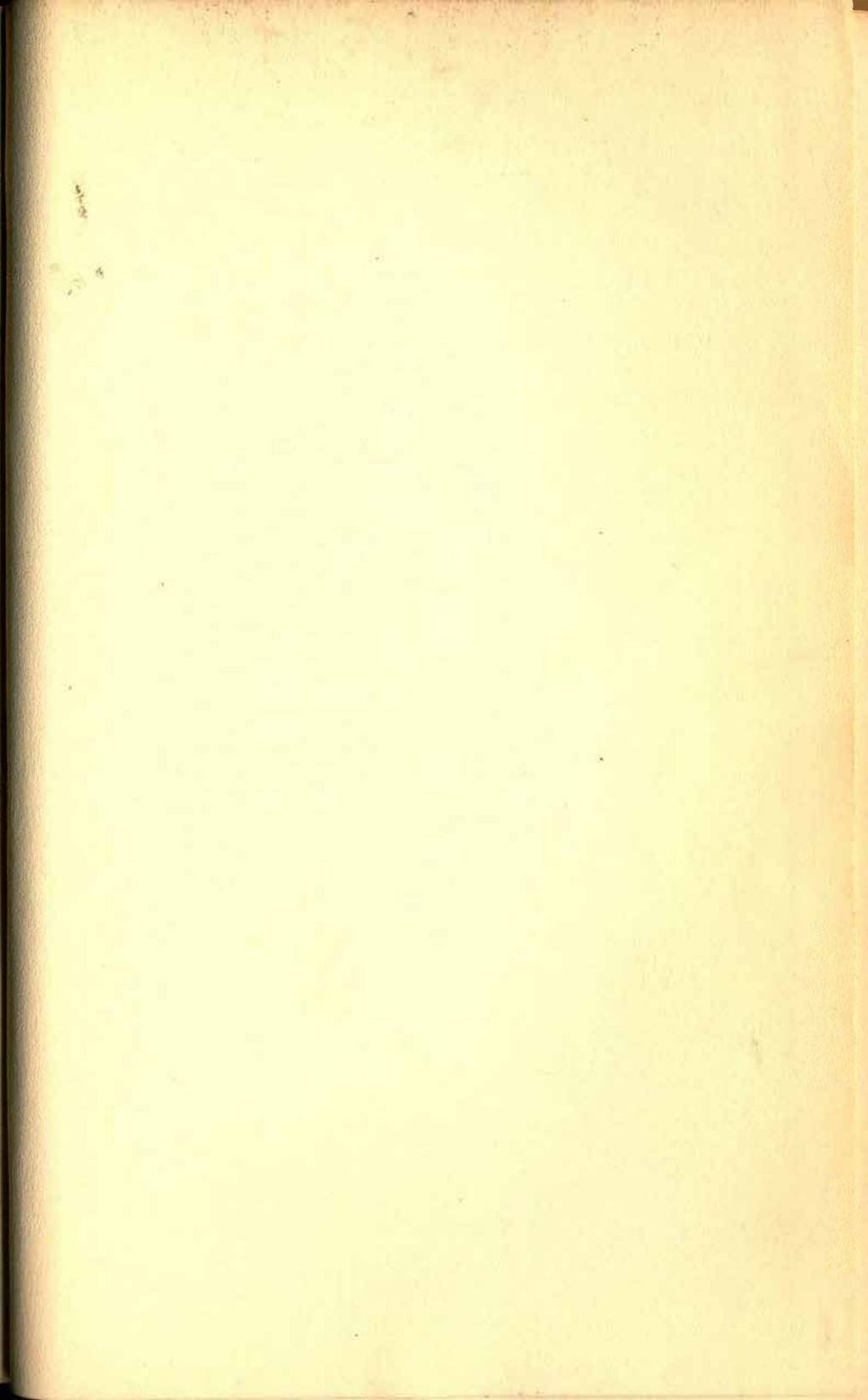
Ashworth, Lilly
Brown, John
Brown, Walter
Bishop, Marjorie
Biggs, George
Bronson, Anna Marie
Bronson, Charles
Baber Elwin
Burns, Orin
Bull, Georgia
Carter, Caroll
Carter, Dayton
Carter, Elizabeth
Callard, Alfred
Cavendish, Marguerite
Cavendish, Henry
Clark, Lewis
Clark, Wyndham
Connell, Carl
Crouch, Lucile
Corbly, Lawrence
Dristane, Kennith
Drake, Alleyne
Daniel, Onida
Donovan, Ruth
Edwards, Helen
Emmons, Howard
Emmons, Carleton
Emmons, Arthur
Enslow, Dorothy
Evans, Jr., William
Figley, Murrel
Ferguson, Carr
Ferguson, Clarence

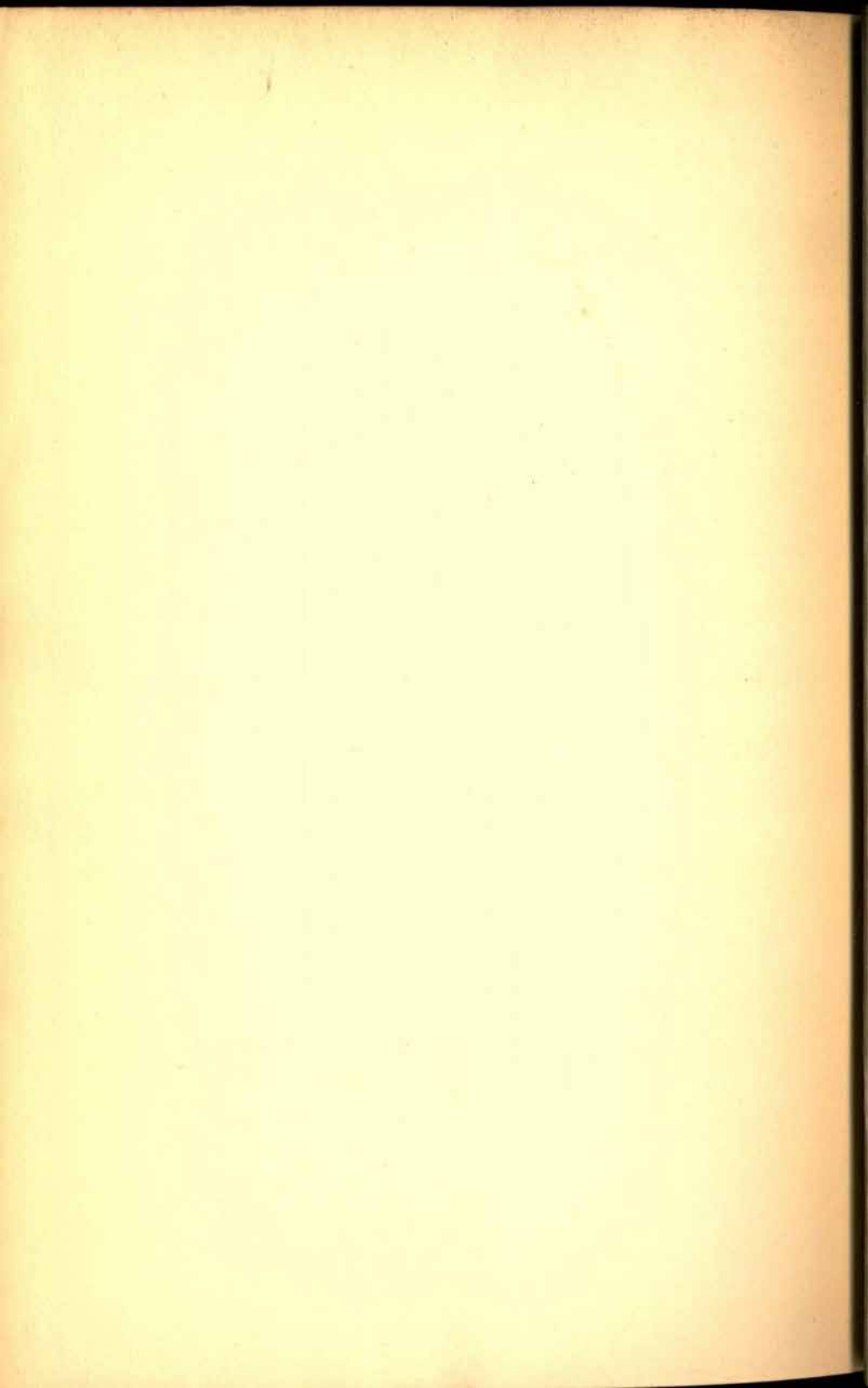
Fitch, Mary
Grass, Boyd
Glick, George
Gale, David Alvin
Guthrie, Elizabeth
Gentry, Ada
Gregory, Jean
Germere, Charles
Goff, Rouble
Hicks, Xilphia
Hall, Park
Hagen, Mary
Harrison, Lucien
Handlin, Lois
Hite, Mary
Homerick, Celeste
Kendle, Florence
Locke, William
Langfitt, Dorothy
Myers, Carolyn
Myers, Edwin
McCue, Virginia Losin
Miller, Evelyn
McCutcheon, Bernard
Maxwell, Jervel
Moore, Halleck
May, Helen
May, Beulah
MacDonald, Donald
Mathews, Robert
Mills, William
McFadden, Caldwell
McClure, Eula
Offutt, Ed

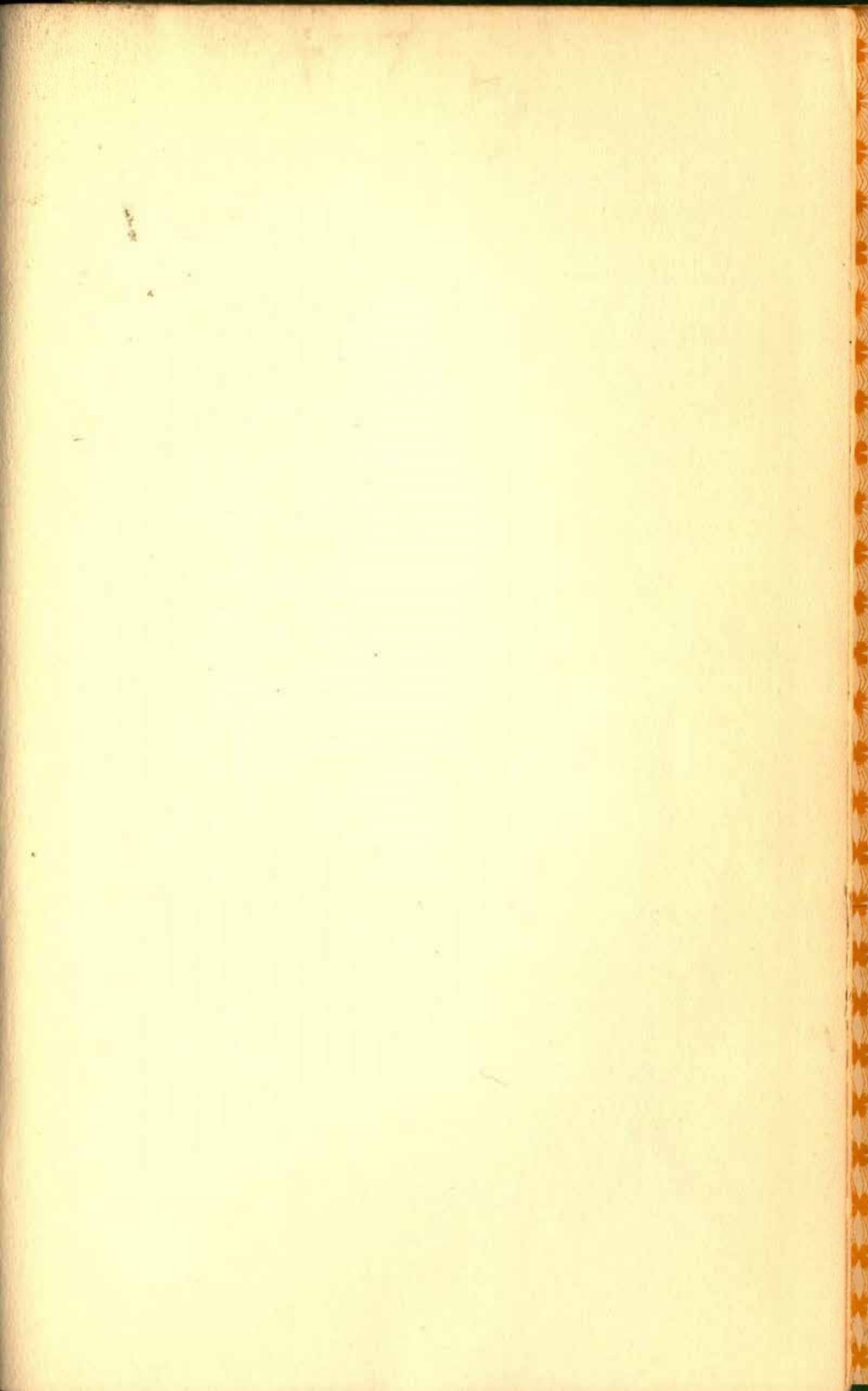
Offutt, Frank
Polley, Leon
Pollock, Anyce
Price, Irene
Ritter, William
Ritter, Loyd
Robertson, Elbert
Reid, Ruth
Reid, Clarence
Reid, Marguerite
Rifle, Clifford
Rifle, Lucile
Roberts, Garland
Roberts, Thelma
Roberts, Russell
Reed, Virginia
Seal, Frank
Saunders, William
Shinn, Walter

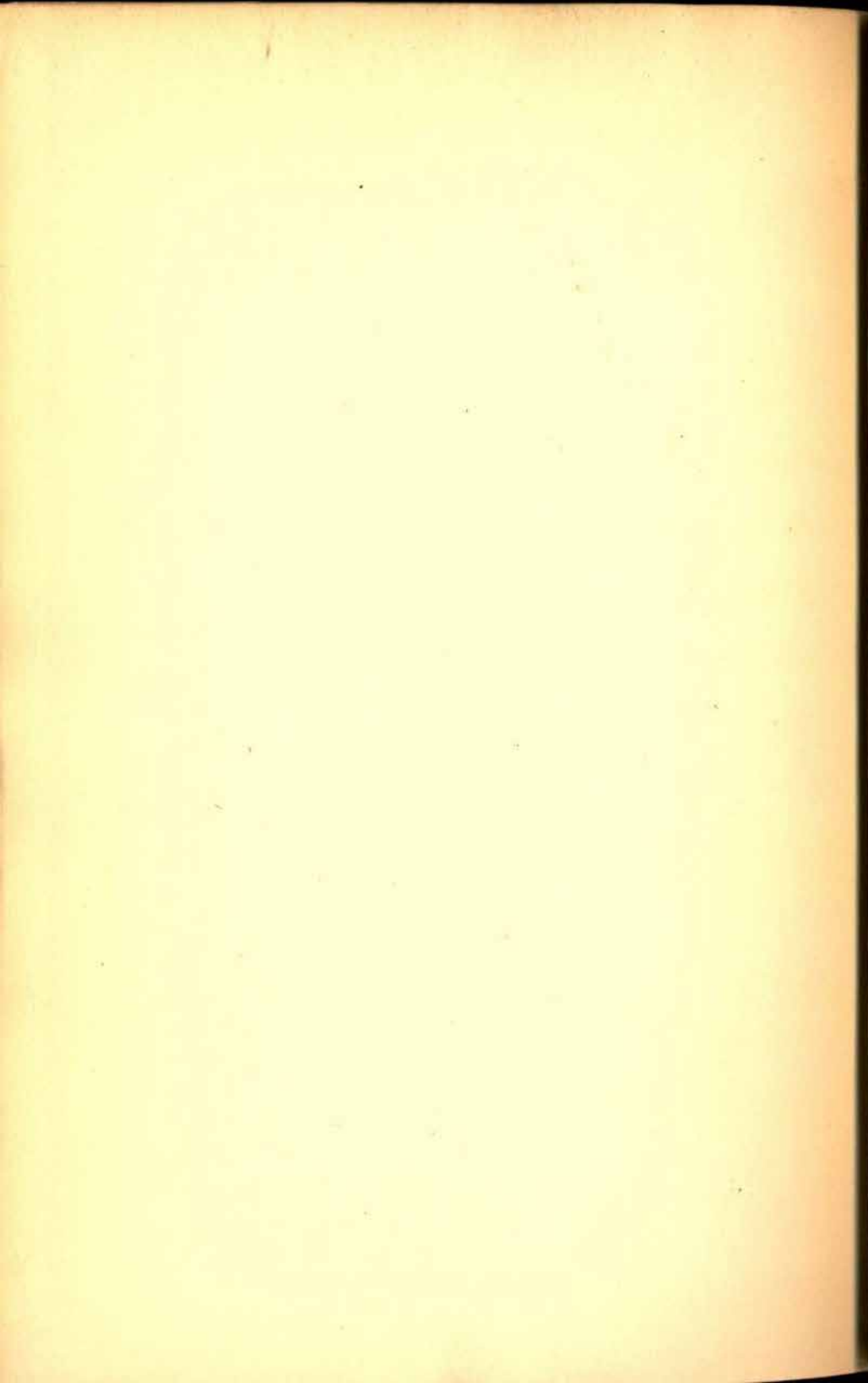
Stanton, Jr., Dan
Stowers, Thomas
Solof, Ted
Vinson, Taylor
Vickers, Lola
Van Bibber, Rachel
Verlander, Nancy
Walburn, Helen
Winters, Andrew
Weider, Carl
Williamson, Vickers
Watts, Vickers
Watts, Margaret
Wallace, Margaret
Wood, John Eddy
Yates, Calvin
Yates, Walter
Zellar, Margaret

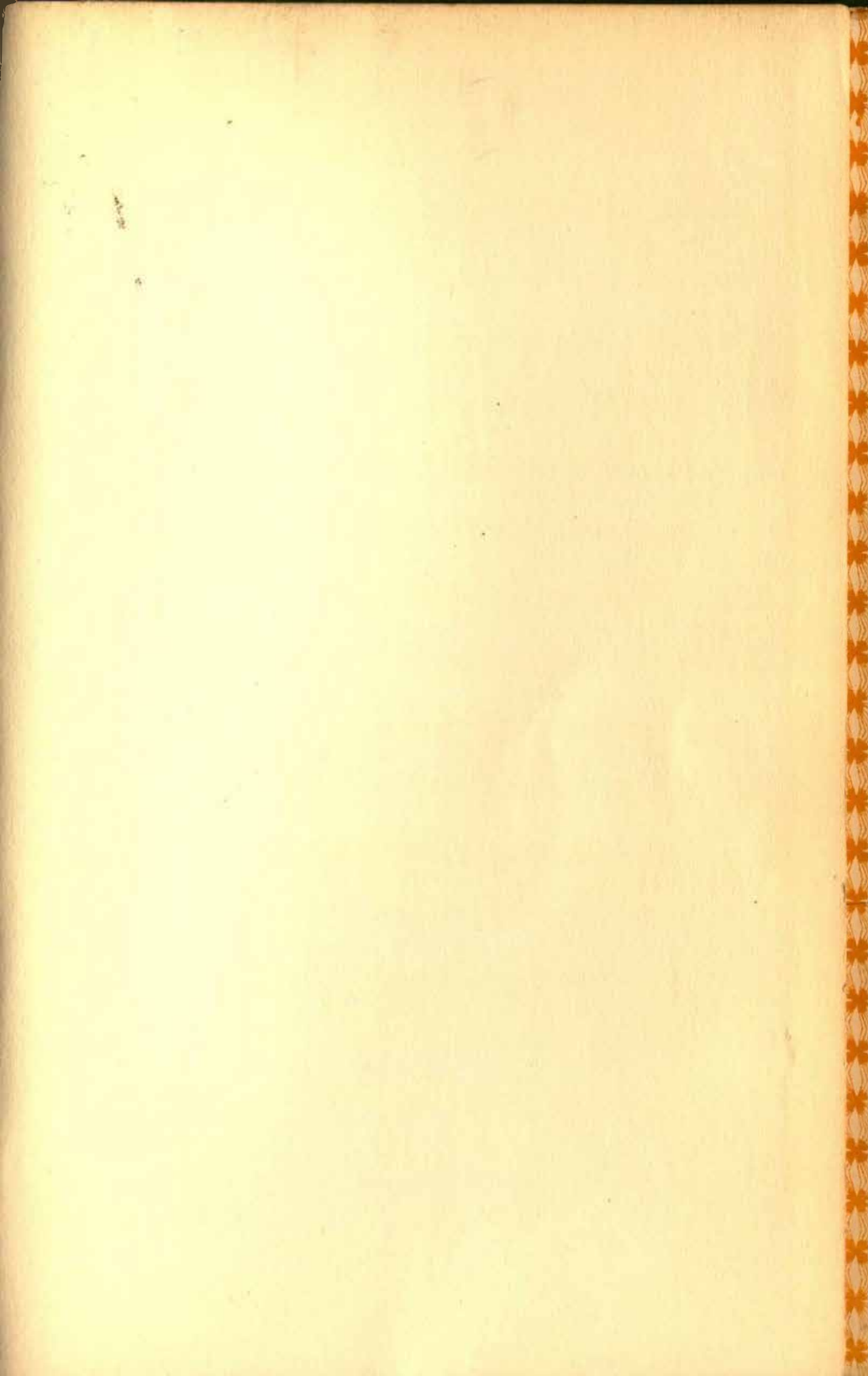


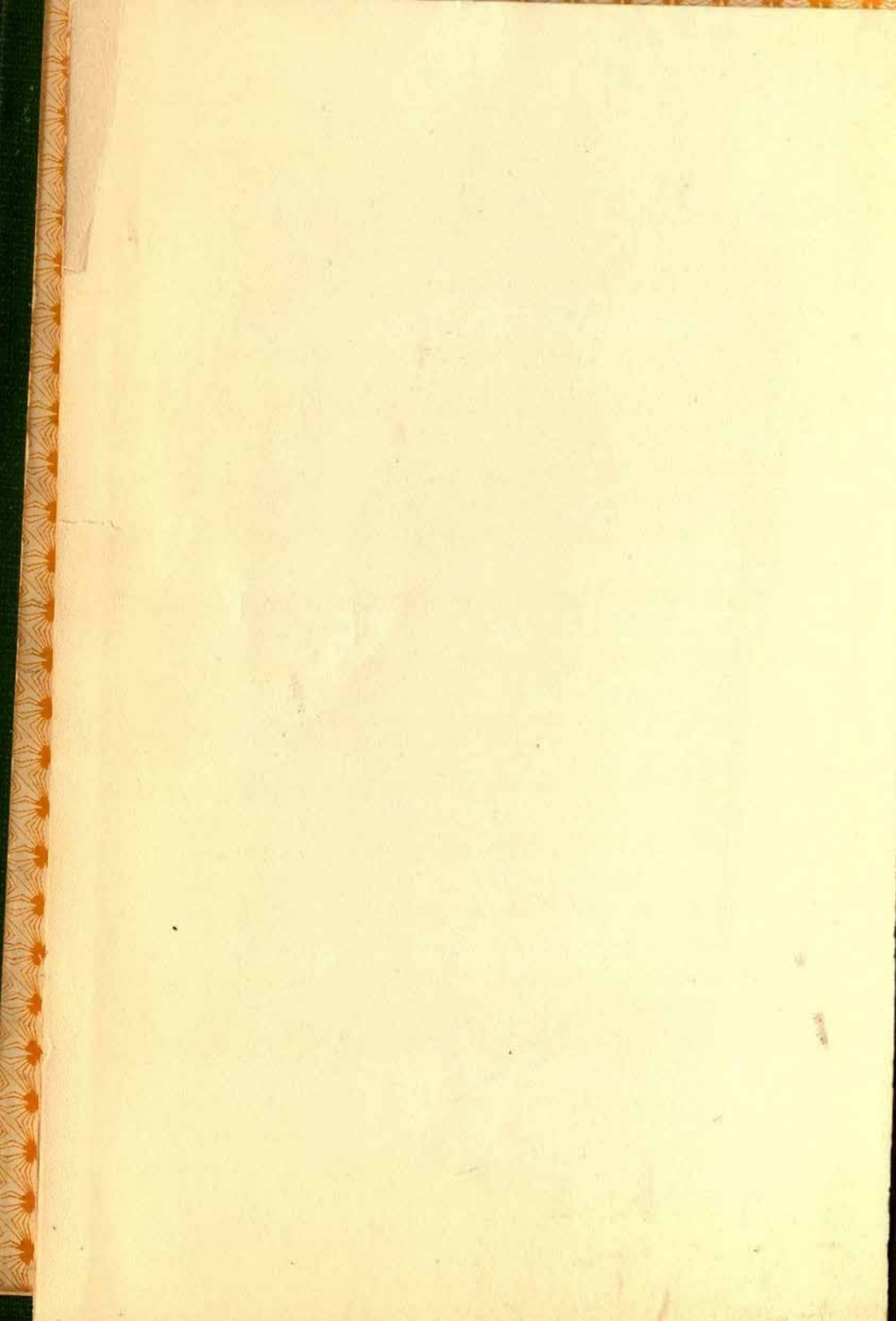


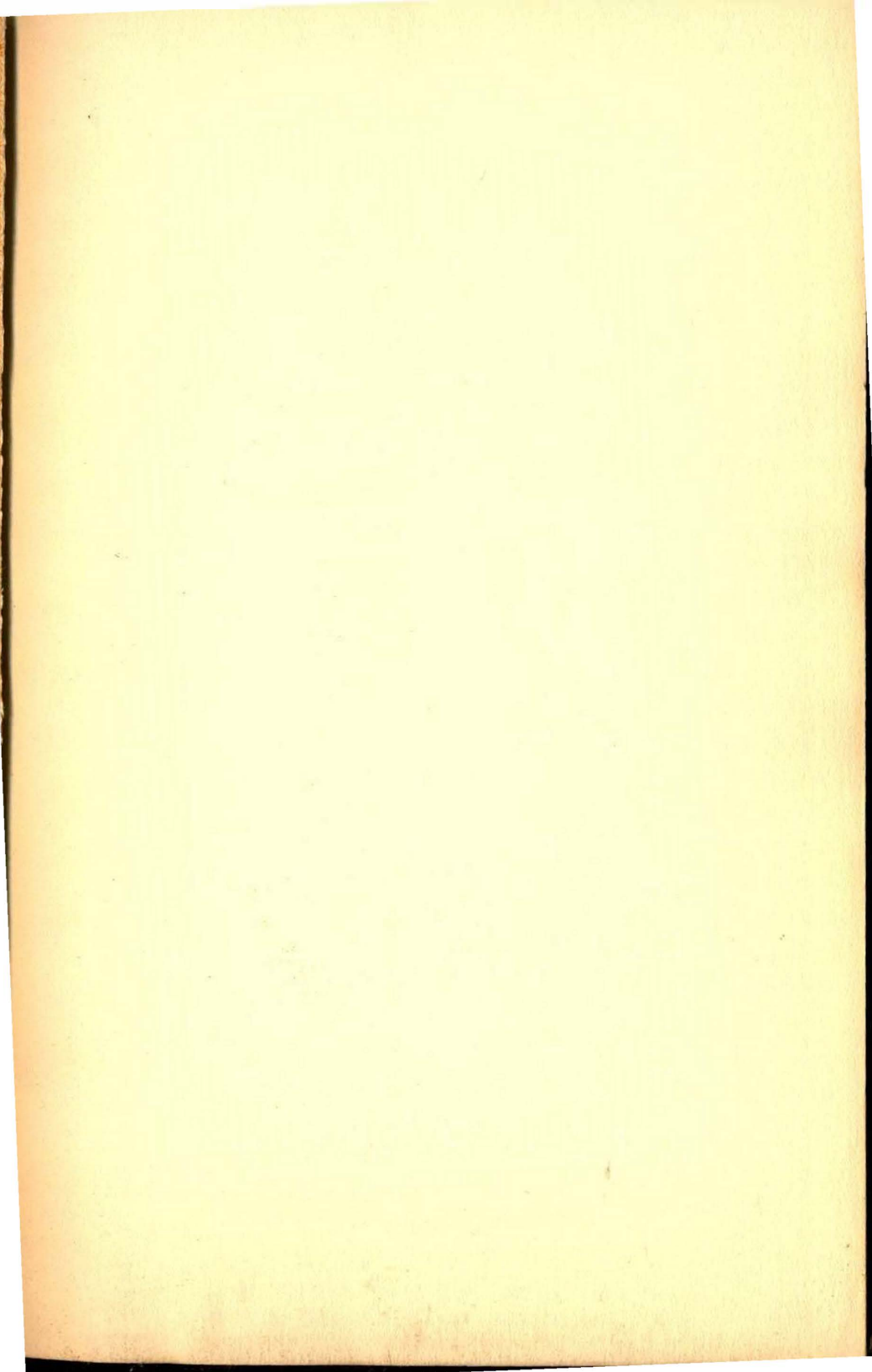


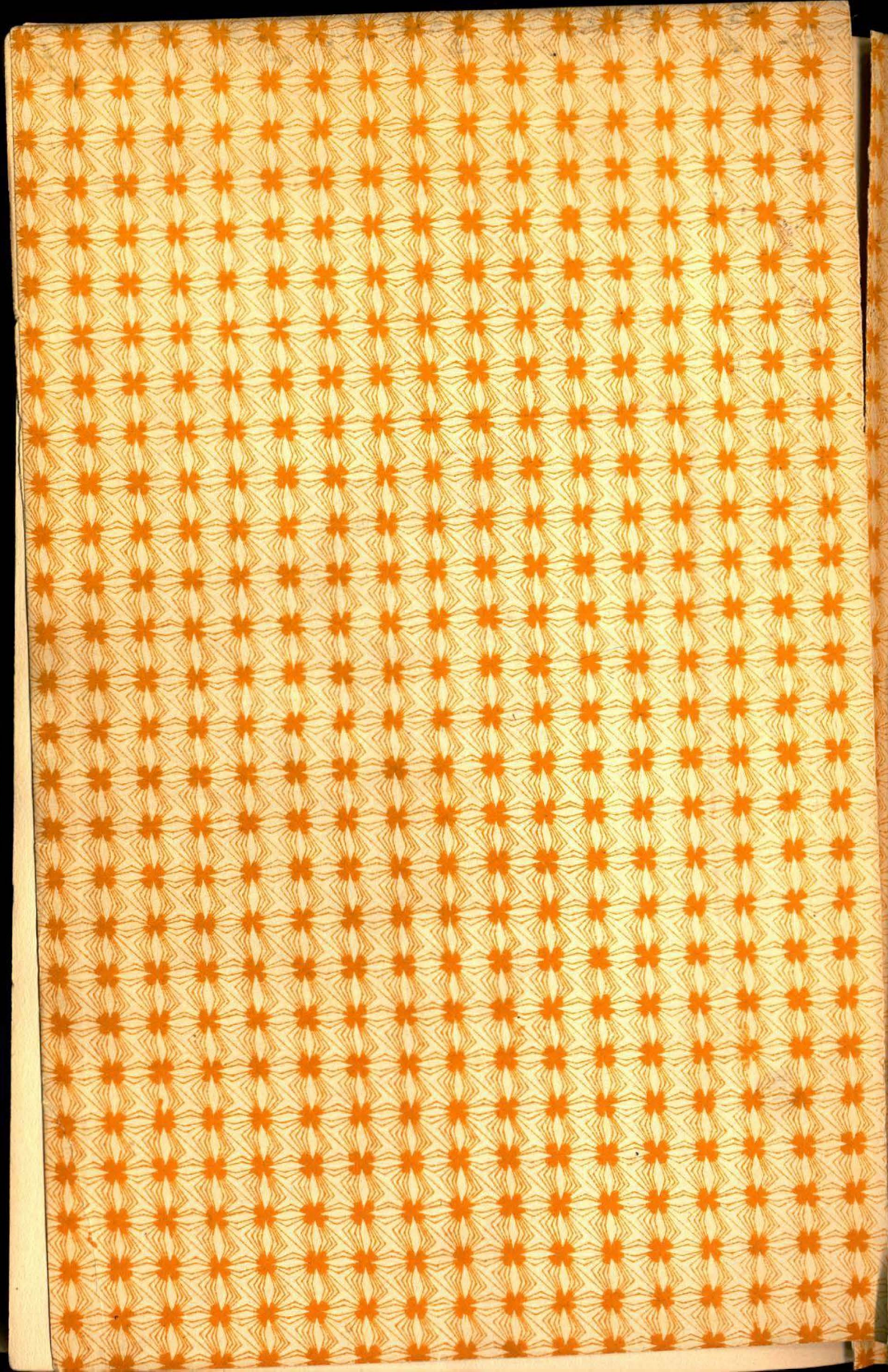












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