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1901-1902 Catalogue of Marshall College, The State Normal School

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THE STATE NORMAL SCHOOL

MARSHALL
COLLEGE

HUNTINGTON, W. VA.

JUNE, 1901

MARSHALL COLLEGE
LIBRARY

N. PAPAPET
ARTISTIC BOOK-B
MORGANTOWN,

COLLEO LAMORAN
MAGELL

1



LOOKING EAST ALONG WALK IN FRONT OF BUILDINGS

ANNUAL CATALOGUE

THE MARSHALL COLLEGE
STATE NORMAL SCHOOL
HUNTINGTON, W. VA.

1900 - 1901

RW 378.754

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1901-1906

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OFFICERS



State Board of Regents

1900-1901

J. R. TROTTER, Chairman	- - - - -	Charleston, W. Va.
State Superintendent of Schools.		
R. S. CARR, Secretary,	- - - - -	Charleston, W. Va.
H. W. HARMER,	- - - - -	Clarksburg, W. Va.
S. H. BOWMAN,	- - - - -	Valley Furnace, W. Va.
WAITMAN BARBE,	- - - - -	Morgantown, W. Va.

State Board of Regents

1901-1902

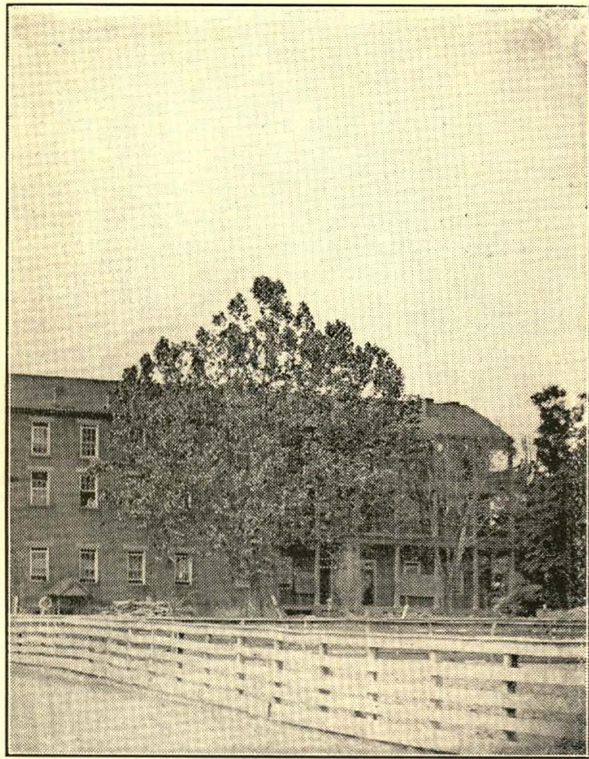
THOS. C. MILLER,	- - - - -	Charleston, W. Va.
State Superintendent of Schools.		
W. M. STRAUS,	- - - - -	Parkersburg, W. Va.
CLARK W. MAY,	- - - - -	Hamlin, W. Va.
H. L. SNYDER,	- - - - -	Shepherdstown, W. Va.
IRA E. ROBINSON,	- - - - -	Grafton, W. Va.
E. S. DUNN,	- - - - -	Red Sulphur, W. Va.
H. C. OGDEN,	- - - - -	Wheeling, W. Va.

Executive Board

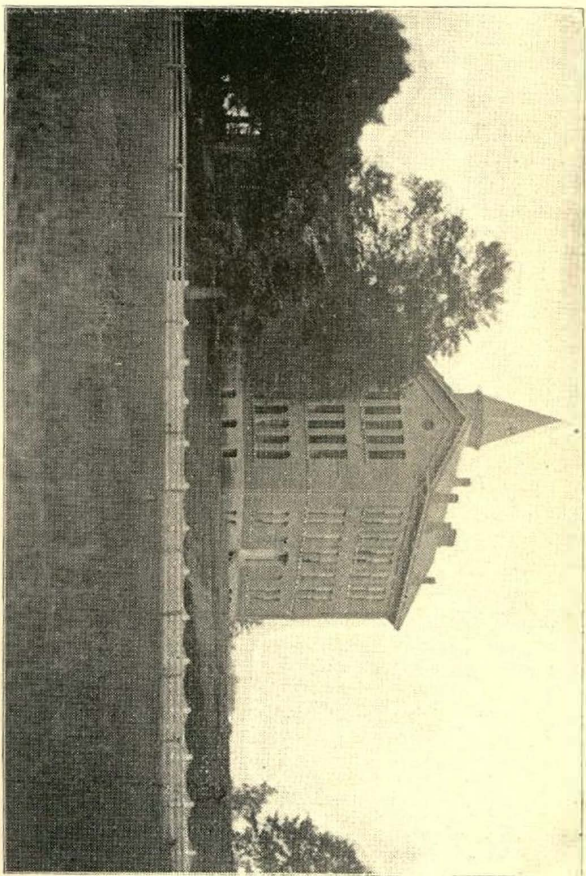
A. F. SOUTHWORTH,	- - - - -	Chairman.
DR. C. E. HAWORTH,	- - - - -	Secretary.
GEO. F. MILLER	- - - - -	Treasurer.

43133

N. P.
ARTIST
MORGA



MARSHALL COLLEGE 1867—REAR VIEW.



MARSHALL COLLEGE, 1875—FRONT VIEW.

N. P.
ARTIST
MORGA

CALENDAR—Session 1901-1902

FALL TERM

OPENS Wednesday, 10 a. m., September 11, 1901

CLOSES Friday, 1 p. m., December 20, 1901

WINTER TERM

OPENS Monday, 10 a. m., January 6, 1902

CLOSES Friday, 1 p. m., March 21, 1902

SPRING TERM

ENROLLMENT DAY Monday, 10 a. m., March 24, 1902

OPENS Tuesday, 8 a. m., March 25, 1902

CLOSES Friday, June 13, 1902

STANDING COMMITTEES FOR THE SCHOOL

1901 - 1902

BOARDING Mr. Simms, Mrs. Everett.

LIBRARY Mr. Meredith, Miss McKendree.

LITERARY SOCIETIES AND OTHER ORGANIZATIONS
Mr. Reger, Miss Smith.

PUBLIC EXERCISES . . Miss Butcher, Mr. Morris, Miss Peamster,
Miss Ware, Miss Wright.

CHANGING OR DROPPING STUDIES Mrs. Everett

PERMISSION TO LEAVE BUILDING OR GROUNDS
Any regular teacher.

ATHLETICS Mr. Morris, Miss Butcher.

IN CHARGE OF BOOK STORE Mr. Reger.

GRADUATION Miss Hackney, Mr. Reger.

COMMENCEMENT Mrs. Everett, Mr. Proffitt,
Miss Hackney, Miss Smith.

FOR LADIES' HALL

PERMISSION TO RECEIVE COMPANY . . Mrs. Everett
Miss McKendree.

RECEPTIONS AND ENTERTAINMENTS . . Miss Smith,
Miss Butcher.

DINING ROOM Miss Butcher, Miss Hackney.

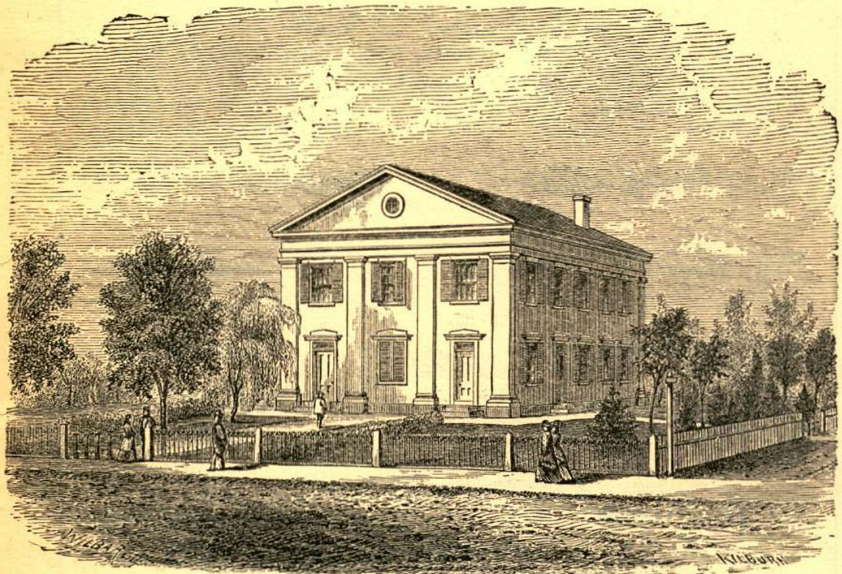
MISS HACKNEY has charge of all matters pertaining to rooms, furniture, room-rent, etc., and is advisory and supervisory member of the faculty in all things relating to the food. Both students and matron should consult her when referring to affairs of this kind. She is authorized by the Principal to make whatever suggestions seem advisable from time to time relating to the board, and complaints from either matron, student, or teacher, should be made to her.

The Faculty and Their Work



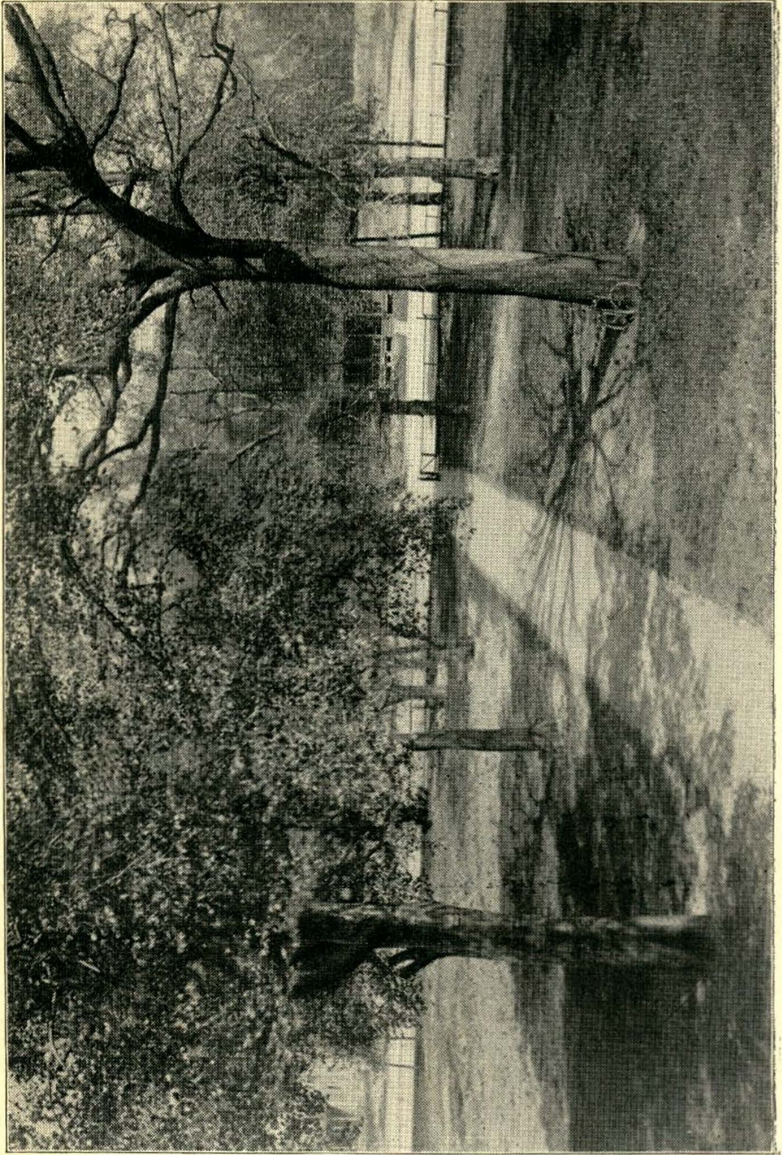
A. J. Corbly	=	=	=	Principal
				Logic and Psychology
Mrs. Naomi Everett	=			First Assistant
				Ethics, Literature, and French
Lilian Hackney	=	=		Latin and Botany
Mary McKendree	=			Mathematics and Economics
Roy Reger	=	=	=	German and Greek
H. M. Simms	=	=		History and Civics
W. M. Meredith	=	=		Natural Science
W. E. Morris	=	=		English and Pedagogy
Willa Hart Butcher	=	=		Greek and History
Elizabeth Fenton Smith	=	=		Latin and English
W. A. Ripley	=	=		Bookkeeping and Penmanship
Daisy Framster	=	=		Vocal and Instrumental Music
Mayne Ware	=	=		Elocution and Physical Culture

W. P. MORSE



THE OLDEST STATE NORMAL SCHOOL BUILDING IN THE UNITED STATES—
BRIDGEWATER, MASSACHUSETTS.

N. PA
ARTIST
MORGAN



THIRD AVENUE ENTRANCE—LOOKING TOWARD THE AVENUE

GENERAL INFORMATION.

WEST VIRGINIA STATE NORMAL SCHOOLS.

HISTORICAL SKETCH.

IN 1837 the Presbyterian church established a school known as Marshall College, named for Chief Justice Marshall of Virginia, within what are now the corporate limits of the city of Huntington. Later the property was transferred to the M. E. church South, and still later, 1867, was transferred to the State of West Virginia, and by the legislature a State Normal School to be known as "Marshall College" was established. Afterwards five branches of this school were established at other places—Fairmont, West Liberty, Shepherdstown, Glenville and Concord Church (now Athens). The constitutional convention added an amendment to the state constitution in 1871 providing that no more Branches should be established, thus fixing the maximum number of state normal schools in West Virginia at SIX, which number has remained to this time.

It will be noted, therefore, that the system of normal schools in West Virginia, for white students, is composed of

ONE ORIGINAL SCHOOL,

known, as per legislative enactment, as "Marshall College," and FIVE BRANCH Schools distributed as above stated.

There is also one normal school for colored students located at Bluefield, West Virginia.

For white students, then, the West Virginia normal school system may be properly regarded as

ONE SCHOOL.

All divisions of this school have the same curriculum, the same general rules and regulations, the same text books, and all are governed by the same state board composed of six members besides the state superintendent of

schools who is ex-officio president of the state board. All these schools (for convenience we shall refer to them as "schools" and not as ONE school) open and close each of their three terms on the same days, except at the close of the spring term, when separate dates are fixed for the different commencements in order to allow the entire state board to visit the closing exercises of each school.

THE SCHOOL YEAR OF 39 WEEKS

Is divided into three terms—the Fall term, the Winter term, and the Spring term.

THE FALL TERM opens on the Wednesday falling on or nearest the 15th day of September,—for 1901, therefore, on the 18th of that month,—and closes with the Christmas holidays. This is the longest term and varies from thirteen and a half to fourteen and a half weeks according as the opening Wednesday falls before or after the 15th of September.

It has been decided to open the schools one week early in September, 1901, as the 18th is a little late. The normals for the session of 1901-1902 will therefore open September 11, 1901.

THE WINTER TERM opens shortly after New Years day—see calendar on page 5—and closes at the end of the 12th week including the opening week.

THE SPRING TERM opens on the Tuesday following the closing Friday of the Winter term—enrollment day the Monday following this Friday—and closes as per schedule arranged by the state boards. Spring term 1902 will open one week early also, March 25 instead of April 1st.

THESE SCHOOLS ARE SUPPORTED

By appropriations made at each biennial session of the legislature, the only additional funds they have being an Incidental Fee of \$1.50 per student for each term, and the small amount collected as tuition from students outside the state and from those who lose their state appointments by low grades or other cause.

Up to the year 1899 the highest amount appropriated for current expenses, excluding appropriations for buildings, apparatus, furniture, etc., in short, the highest amount appropriated for teachers was about \$19,000. The legislature of 1899 raised this amount from \$19,000 to \$30,000, and again in 1901 from \$30,000 to \$42,000 per annum for all six of these schools.

THE NUMBER OF STATE APPOINTMENTS

To the normal department of these schools varies according to the population of the several counties, 22 from Clay county being the lowest, and 210 from Kanawha county, the highest. The number of state appointments to the academic department is half the number to the normal department, thus giving Clay county 33 in all, and Kanawha county 315 in all. These appointments are made by the county superintendents, endorsed by the state superintendent, and carry with them exemption from tuition, the only fee

required being the Incidental Fee of \$1.50 per term—\$4 50 per year. See under head of appointments farther over.

OBJECT OF THESE SCHOOLS.

The object of these institutions is not generally understood in our own state. The normal schools of West Virginia occupy a position in our educational system peculiar to West Virginia only, and the normal school problem is being solved here in a way that seems best for our people under the circumstances. It will do for the uninformed, the would-be critics, (who are usually of this class), and the self-constituted regulators of public education, to suggest, dictate, interfere where they can, and even stir up sentiment adverse to the interests of normal education, but it is for those who have studied the normal school question from the point of view gained by practical experience, to decide what the sphere of these schools shall be in our state, what they shall do, and how they shall do it.

If ours were a state with a system of county high schools where the academic work of teachers might be done, and where the preparatory work for college could be completed, as is the case in some of the older and more wealthy states, the function of the normal school would be materially changed; but even in states where the high school is best developed, such as Massachusetts, Connecticut, New York, etc., the normal course of study remains almost identical with what it was years ago, almost identical with the normal course in West Virginia; hence, even with conditions different here, the general demand for course work is about the same it is everywhere else.

West Virginia is not ready for the county high school yet for two reasons:

1. The local demand does not justify the expense of building for, and maintaining them as, first class high schools.
2. The vast majority of the counties are not able to support a county high school in addition to the district school, and the state is not in a situation at this time to help. Indeed it is a question of governmental policy whether the state should invest money in this way to this extent.

With this situation confronting us in West Virginia, as a matter of economy, if not of necessity, the normal school and all its branches have the two courses of study—THE NORMAL COURSE, modeled upon the courses of the best normal schools in the country and intended for teachers, and the ACADEMIC COURSE, arranged to take the place of the county high school and the preparatory school. This latter course includes all subjects on which credits are given at our State University, and is intended (1) to prepare young men and women for advanced college work (2) to prepare them for entering upon the studies of special courses, such as medicine, dentistry, pharmacy, law, etc., and (3) to give young people a good general training in the essential elements of an education. To recapitulate: the OBJECT of the work of our state normal schools is two-fold:

1. To prepare teachers for teaching.
2. To prepare young men and women for entering higher college work,

for entering upon the study of special courses, such as medicine, law, dentistry, pharmacy, mechanics, engineering, etc., or to give them a good general education. For the first, we offer the *NORMAL* course of study; for the second, the *ACADEMIC* course, each *FOUR* years in length.

WHO MAY ENTER.

AGE: Males must be at least 14 years of age and females 13.

OBLIGATION: All who enter are required to sign the following obligation: "I promise that I will, at all times, be obedient and respectful to my instructors, and observant of all the rules and regulations of the school."

CHARACTER: If the applicant be a stranger to all members of the faculty, he or she is required to furnish a letter of recommendation from some reliable person, a former teacher, a minister, or some other who knows him or her and whose word is to be relied upon. This precaution is necessary to protect our young ladies and gentlemen of the school against associations that are not desirable.

EDUCATIONAL ADVANCEMENT: Any one who has made sufficient advancement in his studies to enter our classes is permitted to do so provided he has complied with all the above requirements. See on page further over in this book our "COURSES OF STUDY." If any one is undecided, after consulting these courses, whether he can enter or not, he should write the principal of the school, stating just what branches he has studied and how far he has gone in these.

FROM OTHER STATES: Students are admitted from other states when the school is not overcrowded. In all cases they should write the principal of the school before coming lest they find the school too full to admit them on their arrival.

ENROLLMENT.

The total enrollment of the six normal schools—session of 1899-1900—was a little over 1500 and has run considerably above that this year. The total number of different students enrolled since the establishment of these schools exceeds 10,000, of whom 1638 have graduated.

COMMENDABLE FEATURES.

Perhaps the most commendable features of the normal school work of West Virginia, aside from the regular normal training they do, are:

1. The high standard of discipline they maintain.
2. The great number of young men and women they reach who do not feel able to attend more expensive schools.
3. The sentiment in favor of higher education they are developing through the teachers who attend.

4. The good they accomplish by bringing together the public school teachers of the state, from the various sections, thus familiarizing all with the best features of the work done in other counties than their own— developing a unity of effort throughout the state educational work in the common schools.

A large per cent of our students pass directly into higher institutions, and a still larger per cent enter higher schools later.

CHANGES IN THE COURSES OF STUDY.

At a meeting of the principals of our state normals in March a few, VERY few, changes, except the rearrangement of the subjects, were made in the normal course. These will be seen at a glance by old students, and they will in no way affect new students.

We have endeavored to make our normal course of study as strong, from an academic point of view, as the best normal school course in the country. From this time our attention will be directed more toward the purely normal development of this course than ever before.

The academic course was very decidedly changed. several of the normal course subjects having been added and the course extended to FOUR YEARS. Besides the addition of several normal subjects, one term in Mediaeval and one term in Modern History were added to this course. It is not expected that this course affect the standing of those who constitute the present Junior class. This course was extended so as to cover all credits allowed at the State University, thus giving our boys and girls opportunity to do all the work possible on their college course, nearer home, and at less expense. This, like the normal, is now a FOUR YEAR course, and requires at least FIVE years work in languages: these FIVE years may be Latin THREE years and Greek Two years, or any other combination the student, after advising with the principal, may elect.

COMPARED WITH NORMALS OF OTHER STATES.

He who will take pains to examine, and compare with those of the normal schools in other states, the courses of study required for graduation in our schools, may be a little surprised. Some would be critics clamor for what they are pleased to call "real normal schools," at least one or more of them, in our state. Just what they mean by "real" normal schools would be very much harder for these kindly censors of public education to define than may at first be supposed. What is a "real" normal school, anyhow, and are we in West Virginia ready for such a school, however desirable it might be? A Massachusetts, a Connecticut, a New York, or an Illinois system would no more fit West Virginia than a Harvard, a Yale, a Colombia or a Chicago University system would be possible at Morgantown now. Our normal school system must meet the requirements of existing conditions, conditions under which the normal schools, owing to a serious lack of facilities and opportunity for

academic training in most of the counties of this state, must do much of this kind of work. The only difference between the normal school work of West Virginia and of other states more advanced, is the grade school connected with the latter, a feature which our state will adopt just as soon as our state finances will justify.

I have before me the latest catalogues of the following state normal schools: The Bridgewater State Normal of Massachusetts, (the oldest in America,) the Whitewater, Wis., the Oswego, N. Y., and the First Pennsylvania at Millersville, besides a number of others.

Let us compare courses of study:

1. Bridgewater Mass. This school offers but two subjects that West Virginia normals do not offer—mineralogy and surveying,—while our course contains besides what theirs contains, the following: English history, Roman history, Greek history, economics, logic and ethics. Each course covers FOUR years. All of our studies are compulsory; several of theirs are elective.

2. Oswego, N. Y. The comparison is about the same as above except Oswego omits surveying but adds ethics. In their English course NO Latin is required. West Virginia Normals graduate no student who has not had at least TWO YEARS of Latin. Several subjects at Oswego, are elective, depending on whether a student take the Latin or the English course.

3. Millersville, Pa. Here we find about the same difference still. Surveying, Calculus, English, Roman and Greek history are included, only surveying being compulsory, while logic and economics are omitted and geology is elective.

4. Whitewater, Wis. Here we find the course five subjects short of ours and Latin compulsory in only one course.

Thus we find it in all the state normal schools of this country. Ours require more subjects and as much time to each, in cases more. True, as I have admitted, other normal schools have their graded schools connected with them—departments we normal principals have asked for year after year but have no money for them. We do the next best thing,—use the town and city schools about us for observation work for our advanced students, and require them to do their practice work on older children.

Much time is given to our professional studies and thus we keep abreast of other normals on the theory side of the work, and require considerable practice besides.

ELEMENTARY SUBJECTS.

Some persons unfamiliar with the courses of study in other normal schools are led to suppose that in West Virginia we teach more elementary subjects than in other state normals. Reference to the catalogues of other normals reveals the fact that in their regular normal departments most of our leading state normal schools do more elementary work than is done in West Virginia normals.

Not a thought of criticism is entertained by our references to normals in other states. BY NO MEANS. This we should not do if we felt critically disposed, for we find no room for criticism. We have made these comparisons

not in a spirit of criticism but for the benefit of very many young, and not a few older teachers,—and others as well—in our own state, who need to know these things.

DO WE NEED NORMAL SCHOOLS IN WEST VIRGINIA?

Every state and territory in the United States, except Indian Territory and Nevada, has one or more normal schools, the number in each state varying from ONE to FIFTEEN schools.

Other countries, especially THOSE WHICH HAVE LED THE WORLD IN EDUCATIONAL WORK, have found them a NECESSITY, and there are, according to the United States Commissioner of Education in his latest report, 170 public Normal schools in the states and territories of this country, attended last year by 44,808 students, or an average of 264 to each school. (Two of the West Va. Normals ran much above this average last year, a third almost reached it, while the average of all was 258½ or almost up to the national average). In addition to the 170 public normal schools there are 192 private ones, which enrolled, last year; 23,572 students, or an average of nearly 153 per school.

England has 58 normal schools; Scotland 8, Ireland 4, Belgium 6, Sweden 12, Japan 49, Italy 151, France 172, (or two more than the United States, though she has less than half the population), and Germany has them in every part of the empire; the small Kingdom of Saxony, Germany, alone has 19. Whether a great state or country needs a school or schools for training teachers has ceased to be questioned by any one who has studied the problem.

Massachusetts appropriated for her ten Normals from 1894 to 1898 as follows: 1894, \$504,500; 1895, \$362,858; 1896, \$405,832; 1897, \$288,056; 1898, \$305,027, or an average of \$373,432 per year for these five years. New York in the same five years appropriated an average of \$178,150 per year for the current expenses of her normal schools, Connecticut, one of the smallest states in the Union, an average of \$96,000 per year for her three normals, and Minnesota a \$90,000 per year for her four schools. Of course Pennsylvania has done her part well, \$130,000 per year to her 13 regular schools for aiding students who are preparing to teach and \$130,000 more for current expenses. Rhode Island, the smallest state in the Union, started the normal school work a few years ago with a \$500,000 appropriation, and has kept it up at a corresponding rate in current expenses. Oregon has supported her four normals liberally, and Wisconsin raises her \$300,000 annually for her six normals; even when times were hard and most institutions suffered a decrease of funds, NOT A VOTER RAISED A PROTEST AGAINST KEEPING UP THE LIBERAL APPROPRIATION FOR THE NORMAL SCHOOLS. And so on through the list, which shows exceptional liberality to normal schools in all the progressive states and a rapidly increasing sentiment in favor of them. No STATE HAS CUT THE NUMBER DOWN, but MANY are gradually INCREASING the number. Massachusetts raised her number from SIX to TEN in 1895 and built FIVE \$75,000 buildings.

MARSHALL COLLEGE.

KIND OF INSTITUTION IT IS: As noted on page 8, Marshall College is a STATE NORMAL SCHOOL.

In addition to the NORMAL COURSE of work an ACADEMIC COURSE, BUSINESS COURSES, and work in MUSIC and ELOCUTION are offered. Full outlines of the amount and kind of work done in the school are given further along in this catalogue.—See index for any subject about which one may wish information.

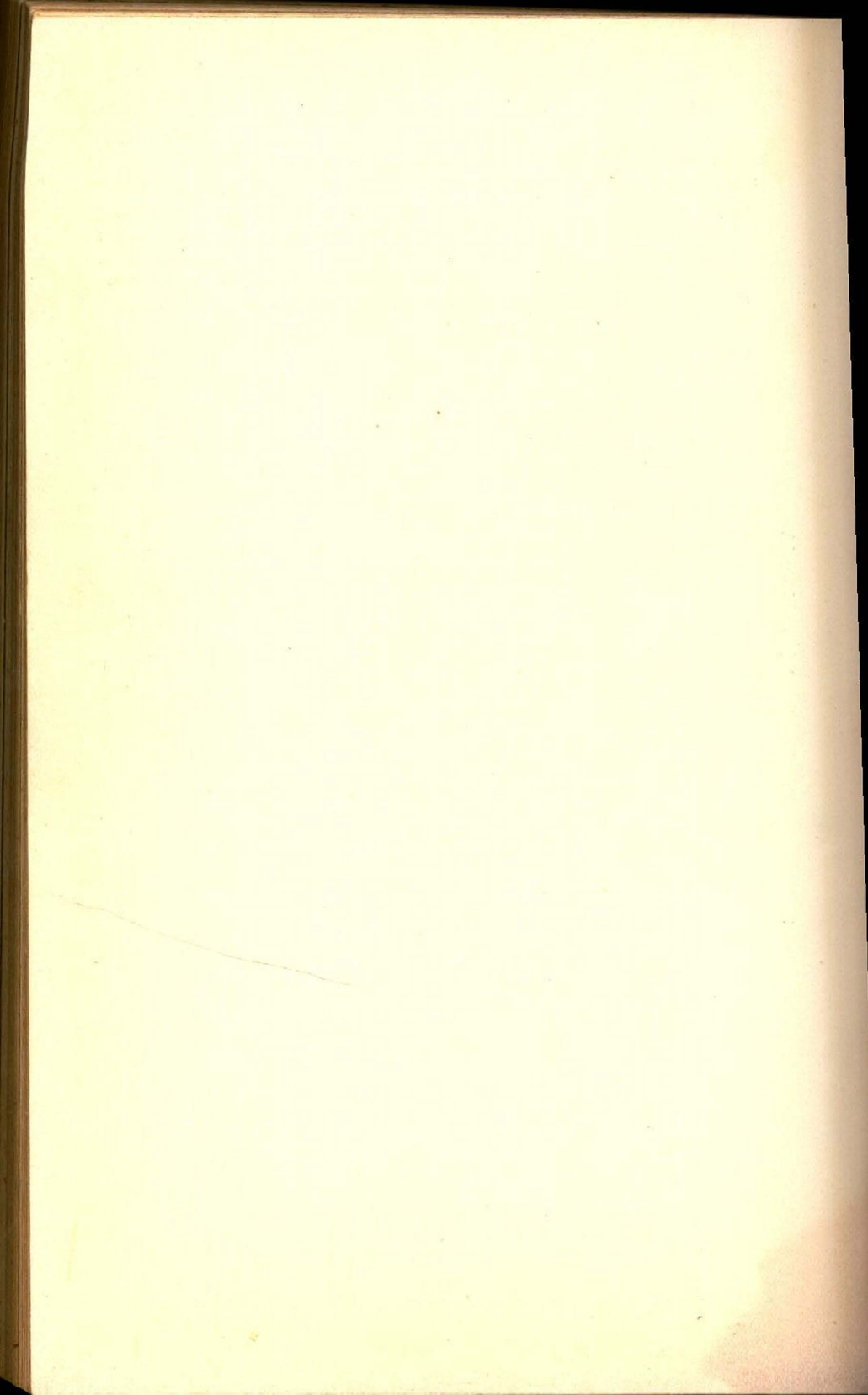
WHY CALLED MARSHALL COLLEGE: It was a regular college from its establishment in 1837, and when at a later date the property was transferred to the state of West Virginia to be used as a STATE NORMAL SCHOOL, the bill making it such specified that it should be known as "Marshall College," and despite all efforts to add the "normal school" part of the name it is still almost universally known as Marshall College.

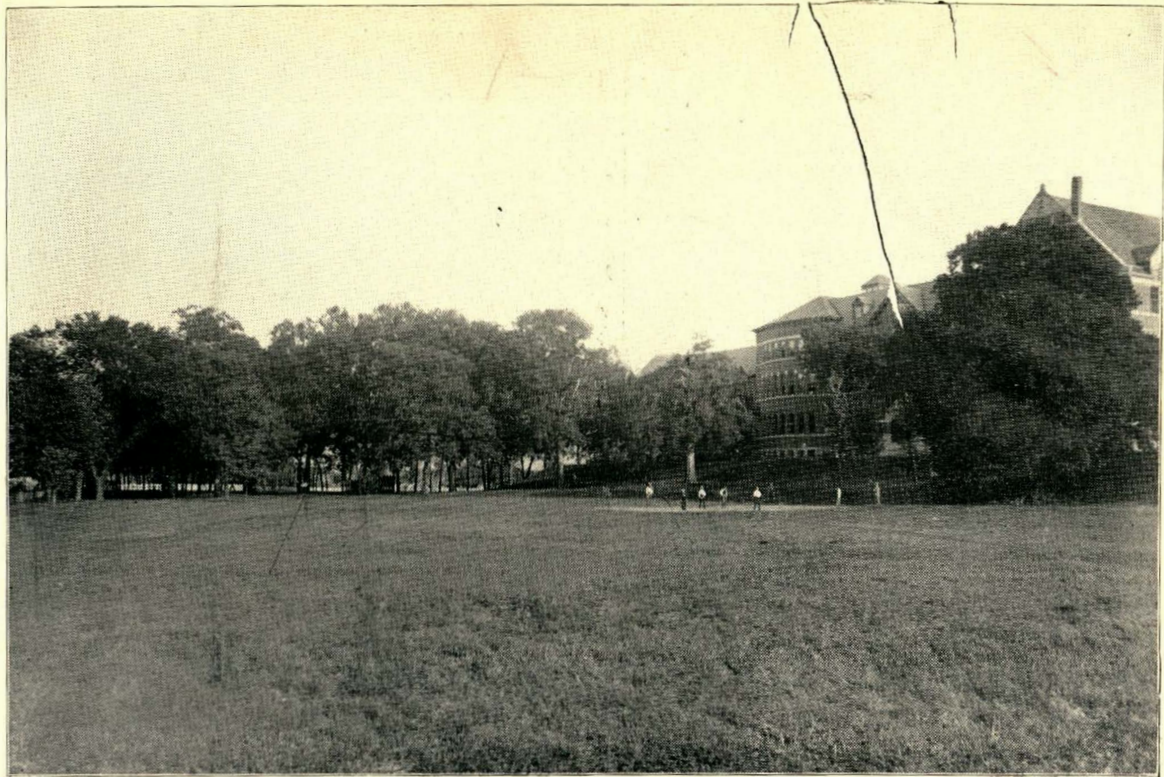
WHERE LOCATED AND HOW REACHED: Marshall College is located at Huntington, Cabell county, West Virginia, which city is on the Ohio river, distant from

<u>CITY</u>	<u>MILES</u>	<u>CITY</u>	<u>MILES</u>
New York	667	Pittsburg	293
Philadelphia	577	Wheeling	215
Baltimore	481	Parkersburg	123
Washington	437	Charleston	50
Atlantic Coast-Newport News	494	Kentucky Line	8
Richmond	419	Cincinnati	162
White Sulphur Springs	192	Chicago	467

The C. & O. R'y., system, the O. R. R'y., the C. I. Ry', and the Ohio river steamers all land their passengers directly in our city. The N. & W. transfers its passenger to the C. & O. R'y., the O. R. R'y., or C. I. R'y., at Kenova, 8 miles below, for Huntington, and the K. & M. R'y., sends hers either by the Ohio river or by the O. R. R'y., into our city.

WHO MAY ATTEND: The school is CO-EDUCATIONAL. Young ladies must be at least 13 years of age before they can enter, and young men 14.





VIEW FROM N. W. CORNER OF CAMPUS

STATE APPOINTMENTS: Males of 14 years of age or over and females of 13 years or over, if of good character and residents of West Virginia, may procure APPOINTMENTS from the principal of the college which appointments exempt the holders thereof from the payment of tuition, they having only the INCIDENTAL FEE to pay— \$1.50 per term, or \$4.50 per year. THIS FEE IS NEVER RETURNED.

See fuller information by referring to APPOINTMENTS in index.

WHEN TO ENROLL: Enroll THE FIRST DAY IF POSSIBLE. If not possible then, then as soon afterward as possible. However, students may enter at any time.

OUTLINE OF THE WORK.

The work of the school is divided into five departments—Normal Academic, Business, Music and Elocution.

THE NORMAL WORK covers a period of four years and is intended especially for teachers. In addition to the regular text work in the JUNIOR and SENIOR YEARS special attention is given to professional studies. Much reading is required, city and town schools are visited with a view to observation and criticism, courses of study for public schools are made a subject of careful investigation, comparison, and original effort, methods, personalities of teachers and of pupils, and practice in teaching are given due prominence, and reviews, tests and drill in the common branches are emphasized.

The following subjects are offered for the time named opposite each :

SUBJECTS	WEEKS STUDIED	SUBJECTS	WEEKS STUDIED
Practical Arithmetic	39	Political Geography	26
Mental Arithmetic	14	Review Geography	13
Review Arithmetic	13	Physical Geography	14
Algebra	64	Physiology	13
Geometry	39	Zoology	14
Trigonometry	13	Astronomy	13
Bookkeeping	13	Geology	13
U. S. History	14	Civil Government	14
English History	12	Botany	13
General History	13	Physics	26
Greek History	14	Chemistry	13
Roman History	12	Drawing	12
English Grammar	78	Vocal Music	13
Rhetoric	39	Economics	12
American Literature	14	History of Education	14
English Literature	25	Theory and Practice	13
Latin	78	Ethics	13
Psychology	26	Pedagogy	13
Logic	12	Practice in Teaching	8
Orthography	195		

The student is permitted to make his choice, with the advice of the natural science instructor, whether he take Geology or Astronomy. All the other studies in this course are compulsory.

All recitations are FIVE times per week, 45 minutes to the recitation, except Orthography which is three times per week and 30 minutes in length.

Chapel exercises occur twice per week. Tuesday and Thursday to alternate with Orthography, and are 30 minutes in length. We are persuaded that two chapel exercises per week with music carefully prepared, is much more beneficial than FIVE times per week with things done in a more or less unprepared and perfunctory way.

THE PRACTICE WORK IN TEACHING continues throughout the year, but each senior is required to teach but 8 WEEKS, at present.

In addition to Review Arithmetic and Geography any and all other of the common school branches are reviewed more or less according to the needs of each senior class, and teachers or prospective teachers who are here for a part or all of the year may join these review classes.

THE ACADEMIC WORK, like the NORMAL, covers FOUR YEARS besides the preparatory year. The subjects taught in the Preparatory, First and Second years are exactly the same as those of the Normal course, but German or Greek throughout the Junior year of this course takes the place of History of Education, Economics, and Theory and Practice in the Junior year of the Normal course, and French may be substituted for Latin.

Instead of psychology. Logic, Ethics, Pedagogy, and Practice in Teaching in the Senior year of the Normal course we have Latin or French, Greek or German, Mediaeval history and Modern history in the Senior year of the Academic. In other respects these two courses are alike.

The time given to the subjects in the Academic course is the same as that given to these subjects in the Normal course except Latin, which covers a period of 117 weeks here instead of 78 weeks in the Normal. The only changes from the time list here and the one given for the Normal course above, then, is as follows :

SUBJECTS	WEEKS STUDIED	SUBJECTS	WEEKS STUDIED
Latin	117	French	78
Greek	78	German	78
Mediaeval History	12	Modern History	13

All classes recite FIVE times per week and all recitations except spelling are 45 minutes in length. Orthography runs throughout the course as in the Normal department.

THE BUSINESS WORK is composed of two courses requiring whatever time is necessary for each student to complete what he undertakes. These courses are (1) Stenography and Typewriting, and (2) Bookkeeping.

The principal of the Normal School exercises a general supervision over this department because the business rooms are in the normal building, but the management and financial responsibility of the school is left to the principal of Marshall Business College, who appoints his own teachers, there being no organic connection between the normal and business departments.

THE WORK IN MUSIC is under the direction of an instructor appointed by the state board. He is paid so much per year for giving instruction in class in vocal music to the Normal and Academic students during the spring term—13 weeks. The rest of his income is derived from tuition for individual instruction. Pianos and rooms are placed at his disposal by the state, and neither he nor his students are charged piano rent. He is required to keep the pianos in tune at his own expense. Instruction on the violin, mandolin, guitar, etc., is given, also instruction in voice culture.

THE WORK IN ELOCUTION is also under an instructor appointed by the state. He is furnished a room and allowed so much by the state for general work in his line for the student body; but most of his income is derived from tuition for individual instruction. Physical culture, oratory, elocution proper, and voice training constitute the work offered.

INSIDE THE SCHOOL.

INSTRUCTION, COURSES OF STUDY, EXAMINATION AND GRADUATION.

INSTRUCTION.

This is a many sided art, and, contrary to the opinion of the public,—judging from the salaries that are offered and from the material that is offered as instructors in our Normal schools by recommendations from intelligent men,—it requires a many-sided man or woman to give instruction properly; many sided as to training and many sided as to ability to adapt the instructor to the work in hand.

From secondary institutions of all conceivable classes throughout the country, passing under the names of seminaries, normals, high schools, etc., and even from the common schools now and then, come applications for positions on our normal school faculties. The applications are backed by recommendations from men who should not encourage ambitious young people beyond their depth, and who should know that the very best trained teachers as well as the best educated are none too good for Normal schools.

Not unfrequently men come to us personally and plead for some young lady or gentleman who is utterly unfit to do the work required of a member of a Normal school faculty; in a few cases they do more: they insist that as friends of the school they have a right to push certain claims, and that unless we approve and recommend said persons for positions we may expect them to "fight" us. These things once sounded loud and long and fearful; they now have a ring of the serio-humorous.

All credit to the worthy ambitions of teachers to become members of the Normal school faculties; we know of NO more worthy ambition; but the day

has come in the history of Normal school work in West Virginia when merit must be the prime consideration in the selection of teachers for Normal school faculties. These faculties had better be crippled, far better as to numbers in their make-up than to suffer from incompetency with greater numbers.

Personally we should rather have five good, strong, well educated co-workers, very much rather, than ten poorly equipped ones. The students of these schools would much rather suffer the inconveniences of large numbers in classes with good instructors, than to have small classes and weak teachers.

The public, and those worthy young people who wish positions in the Normal school faculties, should be advised now, (and will be when their applications are addressed or referred to us) that the work of giving instruction in the Normal schools has reached that stage in our state when neither our own graduates nor graduates of similar institutions can hope to do our work satisfactorily unless they have taken a liberal amount of work in some higher grade institution. More: UNLESS THE APPLICANT BE AN A. B. GRADUATE FROM A SCHOOL OF HIGH ORDER OR ITS EQUIVALENT AND HAS ATTAINED AT LEAST THE AGE OF 25 YEARS, it is scarcely the part of wisdom that he assume the duties of instructing the teachers of the public schools of the state. There are exceptions to this, but they are exceedingly rare. It means a high grade of scholarship and strength of character.

The dignity and inspiration that attach to gray locks in an instructor are elements most healthful in educating and training the teachers of our public schools. Experience, Training, Education, Culture, Refinement, Sympathy, Professional Spirit, Age,—all these are essential in a Normal school instructor.

Our remarks in this connection have reference to future selections of instructors, and are not intended in any way to bias the public against present incumbents in these schools should there be any, any further than as suggestions that wherein they may make up evident lacks they would better do so, for we have not simply spoken our own feelings but the feelings of all who are showing an intelligent interest in the State Normal Schools.

THE INSTRUCTION WE GIVE IS THE HOPE AS WELL AS THE FIRST NEED OF THESE SCHOOLS AND WE CAN'T HAVE FIRST CLASS INSTRUCTION WITHOUT FIRST CLASS INSTRUCTORS.

THE RECITATION is not made a mere convenience for raising or lowering the term report according as the examination grades are low or high, but IS AN ESSENTIAL PART OF THE SCHOOL WORK, second in importance to nothing else. Students are not given recitation grades for "being present" simply, but for actual class work, and for that only. For every absence "zero" is entered against a student, whatever be the cause of his absence. Class work is either DONE or NOT DONE, and the faculty know it is DONE only when the student has been present and has DONE HIS WORK. Absence is often unavoidable, we grant, and "zeros" seem harsh returns for unavoidable absences, but we have never found a student who wished to make his standing that did not find some way to make it, and the faculty always considers

in the most favorable light possible, deserving cases. Class work is a business, not a convenience, with us, the importance of which to the student can not well be overestimated. Nothing is accepted as a compensation for absence from the regular work of the class. Study by correspondence or out of recitation may do for very mature students,—“do” in a way,—but this institution prefers little of it for two reasons:

1. It encourages half done, or very imperfectly done work, and has a tendency to discount the value of class work and the meaning of graduation.
2. It discourages thoroughness and minimizes the value of the instructor and of instruction in education.

More and more shall we insist upon regular class attendance as the only condition of graduation in any subject. Unless we do this, unless ALL schools do this to as great extent as possible, we may as well close our doors and let every man and woman educate themselves.

STUDY: By the unanimous vote of the faculty and students early in the session of 1899-1900 the “one session per day” plan was adopted. By this arrangement work is begun not later than 8 o'clock a. m. and adjourned not later than 1 p. m., there being no intermission except chapel exercises. This gives the student longer study hours and makes earlier bed time possible. It also allows more time for recreation because less time is lost in waiting for classes, and has resulted satisfactorily from every point of view.

Students are not required to come to the college building till their first class is due, unless chapel exercises come before their first class (all regular students are required to attend chapel) and are expected to go directly to their rooms immediately after their last class for the day unless permitted for reasons justifiable in the opinion of the faculty to remain longer, such reasons being, waiting for a sister, brother, or other person on whom equally dependent or for whom equally responsible, work in library, laboratory, etc.

Lounging or playing on the grounds, in basement, in toilet or cloak rooms, in halls, or anywhere else on the premises during school hours, 8 a. m. to 1 p. m., is positively forbidden, and any one found doing so is immediately suspended by any member of the faculty who may intercept him. In short, the class room, the study hall, or the library is the place for all students during school hours. These are work hours and those who are on the grounds are required to be in one of these places.

Students are expected to be on the streets only in day time except for good reasons, and only when free from the day's work at the building. Those seen on the streets at night are expected to be able to explain why if called upon. We believe in **STUDY, HARD STUDY** and a liberal amount of it.

STUDY HALL: Any one waiting for a class must report to the study hall which is in charge of a teacher. A roll of all students who are due in the building and are not in class room is kept for each recitation interval. This roll is called in the **STUDY HALL** immediately after the classes for each period retire to class rooms. By this means the whereabouts of every student are known for every period he is due in the building.

THE STUDY HALL is a place for study set apart for the students who are not in class but are waiting for a class.

NORMAL COURSE OF STUDY

SUBJECTS ARRANGED BY TERMS

PREPARATORY STUDIES

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
1. Arithmetic	1. Arithmetic	1. Arithmetic
2. Geography	2. Geography	2. Bookkeeping
3. Grammar.	3. Grammar	3. Grammar

FIRST YEAR STUDIES

1. Mental Arithmetic	1. Algebra	1. Algebra
2. Higher les'ons in Eng2.	2. Higher les'ons in Eng2.	2. Adv. Eng. Gram.
3. U. S. History	3. English History	3. General History
3. Physical Geography.	4. Drawing.	4. Physiology
		5. Vocal music.

SECOND YEAR STUDIES

1. Algebra	1. Algebra	1. Algebra
2. Greek History	2. Roman History	2. Geology, or Astro'my
3. Latin	3. Latin	3. Latin
4. Rhetoric	4. Rhetoric	4. Rhetoric
5. Zoology		

JUNIOR YEAR STUDIES

1. Geometry	1. Geometry	1. Geometry
2. Latin	2. Latin	2. Latin
3. American Literature3.	3. English Literature	3. English Literature
4. History of Education4.	4. Economics	4. Theory and Practice
5. Civil Gov. and State and U. S. Constitution	5. Botany	

SENIOR YEAR STUDIES

1. Physics	1. Physics	1. Chemistry
2. Psychology	2. Psychology	2. Pedagogy
3. Trigonometry	3. Logic	3. Ethics
4. Training Work	4. Training Work	4. Training Work

ACADEMIC COURSE OF STUDY

SUBJECTS ARRANGED BY TERMS

PREPARATORY STUDIES

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
1. Arithmetic	1. Arithmetic	1. Arithmetic
2. Geography	2. Geography	2. Bookkeeping
3. Grammar	3. Grammar	3. Grammar

FIRST YEAR STUDIES

1. Mental Arithmetic	1. Algebra	1. Algebra
2. Higher Les. in Eng	2. Higher Les. in Eng.	2. Adv. Eng. Gram.
3. U. S. History	3. English History	3. General History
4. Physical Geography	4. Drawing	4. Vocal Music
		3. Physiology

SECOND YEAR STUDIES

1. Algebra	1. Algebra	1. Algebra
2. Greek History	2. Roman History	2. Geol. or Astronomy
3. Latin	3. Latin	3. Latin
4. Rhetoric	4. Rhetoric	4. Rhetoric
5. Zoology		

JUNIOR YEAR STUDIES

1. Geometry	1. Geometry	1. Geometry
2. Greek or German	2. Greek or German	2. Greek or German
3. Latin or French	3. Latin or French	3. Latin or French
4. American Literature	4. English Literature	4. English Literature
5. Civil Gov. and State	and U. S. Constitution	5. Botany.

SENIOR YEAR STUDIES

1. Greek or German	1. Greek or German	a. Greek or German
2. Latin or French	2. Latin or French	2. Latin or French
3. Physics	3. Physics	3. Chemistry.
4. Trigonometry	4. Mediaeval History	4. Modern History.

TEXT BOOKS

The following is a list of the text books used. In some cases, such as U. S. History, General History, and a few other subjects teachers who enter for review work are permitted to use any good text book they may already have; younger students, however, and all taking the course as it is laid down can do much better work by using the text required for class.

SUBJECT.	TEXT BOOK USED	SUBJECT.	TEXT BOOK USED
Practical Arithmetic	<i>Milne</i>	Greek Classics	<i>Different texts</i>
Mental Arithmetic	<i>Brooks</i>	Bookkeeping	<i>Bryant & Stratton</i>
Review Arithmetic	<i>Any good book</i>	Geography Political	<i>Any good book</i>
Algebra	<i>Milne</i>	Physical Geography	<i>Davis</i>
Geometry	<i>Milne</i>	Physiology	<i>Overton</i>
Trigonometry	<i>Crockett</i>	Music	<i>Chart</i>
English Grammar	<i>Buchler</i>	Drawing	<i>Different Texts</i>
Ad. Eng. Grammar	<i>Reed & Kellogg</i>	Zoology	<i>Holder</i>
Higher Les. in Eng.	<i>Reed & Kellogg</i>	Astronomy	<i>Young</i>
Rhetoric	<i>Quackenbos</i>	Geology	<i>Le Conte</i>
American Literature	<i>Hawthorne & Lemon</i>	Botany	<i>Wood</i>
English Literature	<i>Halleck</i>	Physics	<i>Avery</i>
U. S. History	<i>McMasters</i>	Chemistry	<i>Storer & Lindsay</i>
English History	<i>Montgomery</i>	Civil Government	<i>Willoughby</i>
General History	<i>Swinton</i>	Theory and Practice	<i>Page</i>
Greek History	<i>Botsford</i>	Economics	<i>Laughlin</i>
Roman History	<i>Morey</i>	History of Education	<i>Compayre</i>
Mediaeval History	<i>Not selected</i>	Pedagogy	<i>Boyer</i>
Modern History	<i>Not selected.</i>	Psychology	<i>Halleck</i>
Beginners Latin	<i>Smiley & Storke</i>	Logic, deductive	<i>Davis</i>
Latin Grammar	<i>Different texts</i>	Beginner's French	<i>Otto</i>
Latin Classics	<i>Different texts</i>	French Classics	<i>Different Texts</i>
Beginner's Greek	<i>White</i>	Beginners' German	<i>Otto</i>
Greek Grammar	<i>Hadley & Allen</i>	German Classics	<i>Different Texts</i>
		Spelling	<i>Modern</i>

EXAMINATIONS.

EXAMINATIONS FOR THE FALL TERM are regularly conducted during the last FOUR or FIVE days of the term; sometimes even SIX days are required. These are COMPULSORY for ALL students, except when the teacher decides for reasons justifiable in his opinion, or if he has any doubt, then in the opinion of the faculty, that a class or an individual be excused. Individuals are excused only in the most extreme cases. In NO CASE where examinations are required, and the student absents himself from them without good excuse, is he either given any grade on anything, not even in class work, for that term, or permitted to go on with his work for the next term.

EXAMINATIONS FOR THE WINTER TERM are usually conducted at various times within the term and in such a way and at such times as will interfere least with the progress of class work. We do this to avoid the necessity of giving a week at the end of the term to examination, for we wish to encourage those teachers whose schools close early enough to come in and do some work in the winter term, to do so and not lose a week at the close of that term, since they would not be ready for the examinations; and if held, their class work would be lost to them for that week.



IN THE CIRCULATING LIBRARY

EXAMINATIONS FOR THE SPRING TERM depend somewhat upon the length of that term. If very short, instead of examinations we sometimes have class tests at different times, in order to lose as little time as possible from class work. By this means recitations are conducted up to the last day of the term. If the term be long, or the class work advance more rapidly than common because of fewer interruptions, regular examinations are held at the end of this term also.

ALL STUDENTS who can at all do so should see to it well that they pass all their examinations and do the best possible in them. This for the following reasons:

1. No grades are entered on the record for recitation only; grades are entered only when examinations have been past and averages made.
2. The number of young men and women who have written us, applied to us in person or through their parents within recent years for copies of their grades that they might get their standing in another school, most frequently some professional school where academic training is required as a condition of admission, leads us to insist that all work be done thoroughly and fully so we can preserve a record for the student to which he may refer when needed. As a rule the applicants for reports were those whose attendance was irregular, grades low, and in many cases, none at all, because examinations had been omitted. Leave a record with the school to which you can afterward refer with the assurance that it will help you as a recommendation, at least, is our earnest advice to every student.

STUDENTS AND PARENTS OF STUDENTS as well, sometimes need to be reminded that in a well regulated school time must be so economized that each duty assigned must be performed exactly AT THAT TIME if at all possible; and slight headaches, sleepiness due to social dissipation the previous night, visits, and such excuses cannot be considered at all. Where severe illness or other valid excuse is known, arrangements are made in some way, though not without much embarrassment to the teacher, who has daily her full quota of classes, to accommodate the unfortunate student. We are glad to meet all legitimate requirements made of the faculty for worthy students, but under no circumstances are we willing to encourage irregularity, carelessness, or indifference. Reports of work done in recitation and on examination, are made at the close of each term, the report covering the work of the entire term. The recitation grade is added to the examination grade and the sum divided by two for the "general term average;" this is entered in the book kept by the school for that purpose, to which reference can be made at any time.

GRADUATION.

UPON THOSE WHO HAVE COMPLETED THE FULL NORMAL COURSE with an average standing of 80 per cent. and not below 75 per cent on any branch, and have been in actual attendance during the entire Third or Fourth year, the Board of Regents will confer a DIPLOMA OF GRADUATION in the Normal department. But before any certificate or diploma is granted, the Principal of the school will be required to certify that those whom he recom-

mends for graduation have fulfilled all the conditions and done all the work required for graduation.

"The entire Third or Fourth Year" shall mean in this connection ONE FULL YEAR OF THREE TERMS AT ONE SCHOOL.

UPON THOSE WHO HAVE COMPLETED THE FULL ACADEMIC COURSE with an average standing of 80 per cent. and not below 75 per cent on any one branch, and have been in actual attendance at the school from which they expect to graduate, One Full Year, which shall be the last or next to the last year of the course, the State Superintendent of Free Schools will confer a DIPLOMA OF GRADUATION which will admit its holder to the freshman class of the State University. One Full Year in this connection shall mean ONE FULL YEAR OF THREE TERMS AT ONE SCHOOL.

The ambition to graduate is certainly a most laudable and heathful one; it cannot be too highly commended as an accomplishment worthy the noblest efforts of any youth. We say graduate if possible, if not till you are 50 years of age. IT DOES PAY.

To men whose opinions are worthy of respect, and to those whose influence young people will most need in a business or professional way, graduation means especially the following:

1. That the holder of a diploma from a creditable school has shown that he has the persistence, earnestness, courage, capability and willingness to COMPLETE a systematic course of study.
2. That he has at least some culture and some educational foundation with which to begin his life work.
3. That he is safer to his employer than one who has failed, or one who has dropped out of his work owing to a lack of effort or of proper ambition.
4. That he has shown a willingness to spend at least a reasonable amount of time, and study, and pains to get ready for his trade or profession or business. Your diploma may, sometimes, my young friend, prove the final witness in your behalf when a position that means more than honor to you is given to, or withheld from you, the witness that will cast the deciding vote in your favor in an extremely delicate or embarrassing situation. He who is wise will leave none of these important things undone in his early years.

But--let no one become a victim to the "rush" for graduating honors while he is still a child. Graduation at 13 to 17 may mean honors to some people, but the honors are very empty in nearly all cases. Something of thoroughness, and breadth and depth which comes alone with maturity, has been lost and perhaps lost forever. The graduated "child" is the "stuffed" child. If he continue his studies he may overcome the bad effects of this cramming, but so many do not. Especially in the matter of graduation would we insist on "making haste slowly." A lady graduate of 18 to 35 and a gentleman graduate of 18 to 40 are easy to recommend if they are endowed with good sense and good personality. Graduated children we cannot and WILL not recommend as teachers. Prospective student, do not hesitate to enter school because you are "old"

Our schools of America are needing no other factor so seriously, both in the student and in the teaching departments, as more maturity, more ex-

perience,—and this means simply MORE AGE. We would much rather our younger students would take fewer studies than the minimum requirement than to graduate too young; and, hereafter, as we have already begun, we shall make graduation mean more and more each year. Students will be required more and more to confine their work to a certain year of the course as far as possible, and to carry ONLY a year's work in any one year.

Do not enter school expecting to graduate that year until you have had the consent of the faculty to enter the graduating class. This may save you some unpleasant disappointments which have come to a number of our young people, and which we do not care to repeat.

Year after year graduation must mean more and more the careful, thorough completion of our courses of study; it must mean systematic, hard labor.



EXPENSES.

BOARDING, FEES, BOOKS, LAUNDRY, ETC.

BOARDING.

IN LADIES HALL. This hall was built as an annex to Marshall College in 1897,—see left side of picture as you face it, the right side if you were standing in the building,—at a cost of \$14,000 besides the furniture. It has since been enlarged and improved till now it has cost the state about \$20,000. It is so arranged that the young ladies need not go out in the winter weather to get to their recitations, there being one continuous hall-way extending from the dining room through the entire building, about three hundred feet long, with double doors between the school-building proper and the ladies' apartments. These doors are thrown open after the evening meal so that the hall way may be turned into an exercise hall for promenading, racing or other appropriate exercises which school girls need.

THE BASEMENT is given up to furnace room, matron's cellar (under dining room), and laundry.

THE FIRST FLOOR is occupied by the main stair-case, the Principal's private stair-case, the double parlors, matron's rooms, 'phone room, pantries, servants' room, kitchen, dining room and hall-way.

THE SECOND FLOOR is occupied by the Principal's rooms, the guest room, 15 girls' and teachers' rooms, a bath room, stair cases, two cross hall-ways and the main hall-way.

THE THIRD FLOOR is occupied by two bath rooms, stair-cases, one main and three cross hall-ways, and 21 girls' and teachers' rooms.

THE SMALLER ROOMS for girls are 12x16 feet; the largest one 26x18, and there are intermediate sizes.

THE BUILDING is heated by steam and lighted by natural gas, the heating system being an uncommonly good one.

HOT AND COLD WATER is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes 9 gallons of hot water per minute; this heater is so regulated that by keeping

a small gas jet burning all the time, a number of other jets are set a burning the moment a hot water spigot is opened anywhere in the building and hot water in abundance may be had at any moment, night or day.

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.

THERE IS A LAUNDRY in the basement, with slate basins, stove for heating irons, and hot and cold water connections. Here in strict privacy from public gaze, young ladies who prefer to do so, may do a part or all of their laundry work.

ALL THE TEACHERS except one lady and two gentlemen board in this Hall. The gentlemen teachers' apartments are carefully screened from the main section, and their bath room is at the opposite end of the hall from the ladies bath rooms.

LADY TEACHERS have rooms on both second and third floors. All teachers and students have the same arrangements about board, and all eat at the same time and at 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 severe sickness are they expected to remain any length of time.

The cause for this ruling by the State Board was brought about by persistent requests on the part of persons connected in some way with some one in the Hall to come and board. Girls who have to have a mother with them should remain at home, and those who do not have to have the mother with them work much better when she is away. More: The girl who has been so poorly trained that a mother's presence is frequently needed, (in the mother's opinion,) has usually a mother who has been poorly trained and whose presence is not at all desirable in a young ladies Hall; we mean by this that a mother who cannot discipline a daughter at home sufficiently well to trust her with the instructors of a school, is either so lacking in discipline over herself as to be officious and meddlesome in a Hall, or has a daughter whose proper place is at home or in a Reform School.

The rooms are furnished with bedstead, mattress, wardrobe, dresser, chairs, table, light and heat. Students are required to furnish their own bedding, (except the mattress,) their own napkins and towels, and keep their rooms clean and in order. The simplest rules of hygiene demand this.

ROOM RENT varies from \$2.00 to \$5.00 per room per month of 4 weeks. When the hall is not crowded each lady may have a separate room if she prefer, provided she pay the full amount for room rent, or she may room with another lady, thus reducing her room rent one half. Each room is worth so much per month whether there be one or more ladies in it. If a \$2.00 room be occupied by two ladies, each pays \$1.00 per month. If a \$5.00 room be occupied by four girls, each \$1.25, and so on; but if each room occupied by the girls be full when a new girl arrives, and she is compelled to go in a room to

herself, she is required to pay only half the rent of the room unless she wants to room alone, in which case she pays the full amount of rent; but if she does not want to room alone, she pays only half the monthly rent of the room while alone, the same she will pay when the room-mate arrives.

TABLE BOARD—The boarding department in the Hall is under the management of a matron who assumes all financial responsibility for the boarding department, and charges teachers and students alike \$10.00 per month of four weeks for table board. This \$10.00 per month plus the room rent makes up the amount each pays for full board. If room-rent be \$1.00 per month, the total for board is \$11.00 per month, and all rooms but five single ones and seven suites of two each are rated at \$2.00 per month, and are intended for only two girls; hence \$1.00 each. But if a girl wish a suite or one of the large rooms and there be only two in it, of course this raises the total cost of board according to the additional cost of the room.

REQUESTS OR COMPLAINTS about board or room must be made direct to Miss Hackney, the teacher who has entire oversight of room-assignments, rooms, communications from and to the matron, etc. All room-rent is paid to her, but all table board money,—the \$10.00 per month—is paid direct to the matron, Miss Lucy Goen.

THE GOVERNMENT of the Hall is in the hands of the principal, whose rooms are on the second floor, but the government is administered through the lady teachers as committees in charge.

MRS. EVERETT AND MISS MCKENDREE give all permissions to receive company.

MISS BUTCHER, MISS HACKNEY AND MISS GOEN have charge of all matters relating to the dining room, arrangement of table, persons at table, meal hours, dining-room manners, etc.

MISS MCKENDREE AND MISS BUTCHER give all permissions to leave the grounds for any purpose whatever; Miss Hackney and Mrs. Everett will give these permissions only in the absence of the regular committee.

See list of standing committees on page 6.

RULES AND REGULATIONS.—Never till the past year have there been such things known in the Hall as "Rules and Regulations." In view of the increasing numbers in the Hall each year it was decided to have a few simple rules the past year, but there will be no such things again. The school is governed without them in a most satisfactory manner, except those the State Board has prescribed, and the Hall can be better governed without them than with them. Offenses multiply in a geometrical progression as "rules and regulations" multiply. The aim of the Hall is to conduct all things as one large family and NOT as a BOARDING SCHOOL. Who ever heard of a wise parent hanging up a set of "rules and regulations" for his children? It shall not be so again in this Hall. Like a home there are certain fundamental requirements implied of necessity. For example:

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 prop-

erty either in the school or in the Hall is paid for by the "breaker" or "destroyer."

3. Order in all ways comporting with the dignity of a well regulated home.

4. Perfect obedience without complaint, to all orders or requests from those in authority.

5. Lady-like behavior under all circumstances.

6. Always on time, and always "in a good humor if possible."

THE HALL LIFE for the session of 1901-02 will be materially changed for the comfort of all. This is the determination of all those to whom its government is committed. It has been singularly free from objectionable features heretofore, and exceedingly home like; but we feel that it can be made more so, and that is the aim of all. It can be made almost ideal. The location is almost perfect as to drainage, conveniences, necessary comforts, sanitary arrangements, location in the city, and natural beauty. The college library adjoins the Hall, and this is open to all. The girls pass from the Hall direct into the school building without going out in the weather. The grounds are large and splendidly adapted for sporting exercise. The hallways are long and wide for exercise when the weather is bad—the main hallway being nearly 300 feet in length.

MEANS OF SPORT.—In addition to the games played as indoor sport or recreation, lawn tennis and croquet are liberally indulged in on the campus. Promenading is, however, the chief recreation for most girls.

TELEPHONES—Both the Mutual and the Bell telephone companies have 'phones in the Hall connecting it with all parts of the city, and with the towns and cities of the surrounding country. At this writing arrangements are being made for long-distance connections directly with the college. Telegrams are sent and received over the 'phones at the college.

NEW PIANO—A new \$400 piano has recently been added to the furniture of the parlors for the pleasure and benefit of the young ladies.

ESPECIALLY IMPORTANT.—Read the following carefully before entering Marshall College.

The Ladies' 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; but it is entirely free from the most objectionable features of a Boarding School such as is connected with, or goes to make up schools not under state control.

1. It is not a place to "make money" off the young ladies. The State of West Virginia is not in that business on such a plan. Those who have oversight of the Hall are in the employ of the State, and their salaries are the same,—not a cent more or a cent less—whether there be five young ladies, in the Hall or 100. They are interested in filling the Hall with young ladies only for the young ladies' sake and for the educational value they are to the school. All of them, (the faculty,) pay their board at just the same rate as the young ladies, regardless of the number in the Hall. Hence, those whose business it is to fill the Hall with young ladies, do so, not that it means anything to them any further than the good of the young ladies and the added educational strength they give to a school, but as their duty.

2. The matron who has charge of the boarding department proper, that is, the table, is directed by the principal of the school to put every dollar above what is necessary to pay her respectably well for her work and responsibility, ON THE TABLE. He is just as much interested in this as any girl in the house for he wants good board for his own sake as well as for theirs. Further: At intervals he carefully goes over the accounts of the matron to see what her profits are; to see whether the proper proportion of the income from all the boarders is going on the table in the shape of good food well cooked and well served. Thus it will be seen that the plan here is simply to pay the matron's necessary expenses for groceries, servants, etc., and pay her for her work and responsibility, then put every other dollar into food for the inmates of the Hall. Sometimes these duties of the principal of investigating accounts and demanding better food are not the most pleasant things to do, but the interest of the entire Hall including himself requires that he do this.

Relieved thus of the grasping and money-making phases of a Boarding school it becomes one sympathetic household, one large family, all on the same footing, instead of some trying to make money off the others.

The State charges a minimum fee for room-rent to pay for fuel and gas. This fee averages about one-half what private families in the city charge, and about one-fourth to one sixth of what is charged for rooms at the State University.

ABOUT THE ROOM RENT.—It has been a surprise to all the school that Ladies' Hall has grown so rapidly in the estimation of the public. What we built in 1897, as we supposed, to meet all demands for ten years to come, was almost filled to its utmost capacity in 1900, and in the spring of 1901 was not only filled, but the rooms were unduly crowded, the faculty room,—a large room in the school department proper set apart for the regular sessions of the faculty—was given up to, and furnished for, four young ladies, the reception room of the principal's office was also given up and furnished for three young ladies, and several young ladies had to be refused admittance for lack of room. A few young ladies who wrote for rooms somewhat late could not get them, while some others who had engaged these rooms did not come, thus keeping out of school some worthy young ladies who would otherwise have come. Fortunately for the State as to room-rent, still other girls, unexpected, came and took all the rooms, but those who wrote and were disappointed had gone elsewhere. To avoid all hasty or unbusiness-like engagements of rooms all engagements hereafter must be accompanied with one month's room-rent, and the rest of the rent for the term must be paid on the arrival of the young lady. It does not pay the State to put a room in order each year, add new furniture, etc., and realize no return, owing to the fickleness of some girl. The room-rent up to date has been the least the State could possibly afford to make it, hence, hereafter, no room-rent will be returned, as a matter of justice to the State which has offered these rooms at so low a rate.

PERMISSIONS FROM PARENTS:—As a rule we have honored special requests from parents that their daughters be allowed certain permissions.

E. G.:— Mr. A. asks that Mr. B. of Huntington or elsewhere be allowed to call on Mr. A.'s daughter "whenever" it is agreeable to both.

Mr. C. wishes his daughter to attend opera "whenever" she wish.

Mr. D. requests that his daughter be allowed to go driving with Mr. E. of this city.

Mr. F. wants his daughter to visit some home in the city or near the city "whenever" she wish.

Mr. G. wishes his daughter,—or Mrs. G. wishes it, we are not sure which—to come home every three or four weeks so that her "lover" may call on her, his purse being too slender (we must infer) to come to Huntington.

These are samples of the many special requests we get.

To grant them means disorder, poor work, adverse comment about the girl by the public, etc. It means no system of discipline in the Hall.

HEREAFTER, as much as we respect the judgment and good intent of parents making these special requests, **THEY WILL NOT BE GRANTED EXCEPT IN SO FAR AS IN HARMONY WITH WHAT WE, ON THE SCENE OF ACTION REGARD BEST FOR THE YOUNG LADIES OF THE HALL.**

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance. No additional ones need be asked; **THEY WILL HAVE TO BE IGNORED.**

Some parents permit coarse, rough, drunken, even indecent young men to call on their daughters. If they wish that, they must not send them to the Hall, for only decent, refined young men, or those who are conducting themselves in a manner that will not bring reproach upon those on whom they call, are permitted, so far as we can find them out, to call on the young ladies here.

AGAIN, We must use our judgment as to where young ladies are to go, who goes with them, and how often. If close to the city of course young ladies are permitted to go home somewhat often, provided they miss no lessons; but even this is not best; at least it is easily overdone.

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 these are, for if they in any way conflict with our Hall government, they **CANNOT** be granted.

NO FATHER OR MOTHER who knows anything of the advantages of school days spent in a Hall where there are educated teachers, a kindly matron, considerate young ladies, the oversight of the principal of the institution whose interest as well as whose business it is to see that lady students are protected and cared for in every way, the counsel and sympathy of lady teachers who have only the good of young ladies at heart, safe company into the city when they need to go, unselfish advice when they wish to purchase anything or make other expenditure, trustworthy escorts to church, and every other convenience and protection that can possibly be had in the absence of parents, with all these, we repeat, that no father or mother who loves his or her child and would protect her, will hesitate a moment in deciding whether

she should board among strangers who have little or no interest in her save for her money, or at a Ladies' Hall. Among strangers she is thrown with whatever company the family may have, be that of the class it may, and (we teachers who select boarding places can't always know that,) often no special interest is taken in her culture, she is classed with the society of those with whom she boards, and when sick, too often receives about the attention that is accorded a soldier in camp, or less. How much better to be where teachers will see that she has the best of care and attention when sick, where her culture is made a matter second not even to her education, where her company is assured to be of the better class, and where she is among friends.

We only too cheerfully grant that not all boarding places are such as we mention. Not a few families have proven themselves as good and kind as they could be to our students when sick. But, unfortunately, this is a matter that requires the greatest precaution. It is all well enough to get board at reasonable rates. That is the RIGHT thing to do; but it is well also to remember that in this respect, as in many others, the CHEAPEST CAN BE THE DEAREST.

Young man, and, young woman especially, you can exercise good judgment and economy nowhere with better results than in the selection of your boarding place. Still greater care than ever before will be exercised during the coming year in securing boarding places for our students, and we shall be very cautious where they are located.

As a protection, as a means of social and educational culture, as security for careful attention when sick or needing assistance or advice in any way, FIRST, LAST, ALL THE TIME, we recommend the Ladies' Hall for lady students unless they have worthy relatives or friends in the city. Even then with many young ladies, and especially with the younger class the Ladies' Hall is the proper place if they would do their best work and be free from needless outside interferences and hurtful influences in the way of detracting from study interests.

WHAT DOES THE PUBLIC say about this, do you ask? We answer. When we came to Marshall College five years ago there was a mere handful of girls in the Hall. The second year there were a few more. The third year we built the new Hall and the number still increased. Last year—1899-1900, the Hall was almost filled. The past year it was not only filled, but several rooms were overfilled, two school rooms were furnished and filled, and several young ladies were denied admittance because we had no room for them. This is the best answer that can be given.

DO PARENTS OR YOUNG LADIES who are not familiar with Hall life as found at Marshall College prefer to write some one who has been in the Hall as a student, some mature girls who are capable of judging? If so we name the following: Miss Anna Lederer, Letart, W. Va., Miss Marguerite Thompson, Hamlin, W. Va., Miss Lena Alderson, Enon, W. Va., Miss Mollie Wright, Ronceverte, W. Va., Miss Mollie Clark, Fairfax, W. Va., Miss Grace Dickerson, Raven's Eye, W. Va., Miss Myrtle Hogsette, Second Creek, W. Va. There are many others who are quite as capable of giving reliable infor-

mation, but these come from different counties and are regarded especially worthy of any confidence any one wishing information, may desire to put in them.

SELF BOARD:—Some of our young men have tried boarding themselves and have done so at remarkably reasonable rates,—a thing to be commended in young men,—but few do this since the system of boarding known as **CLUB BOARDING** has become common among our students. By this system board, room, light and fuel cost, during the past year, only from \$9.00 to \$9.50 per month, and it was as good as costs \$11.00 to \$13.00 per month in most places. Most of our young men who do not have relatives or close friends in the city board this way now. It is beyond doubt the plan of boarding to which all our normal schools, colleges and universities of the country are rapidly coming. We commend this plan especially to all young men who do not go to college merely because they are able financially to do so. It is the real college boy's plan. True, many young men still prefer the old plan of **PRIVATE BOARD**, and this is all right when not too expensive and one can get in with a good family, a family where there is some culture and refinement. Board of this kind costs from \$11.00 to \$13.00 according to place in the city.

SCHOOL FEES.

Those who hold appointments or who will secure them—see index for "appointments"—**PAY NO TUITION**. Their only fee is \$1.50 per term; this is called the **Incidental Fee**; it is payable by terms, must be paid for one term on entering (always in advance) and is never refunded. It is turned over to the State which uses it as seems best, for the good of the school. For three terms, fall, winter and spring, this fee is only \$4.50. Of course if a student is in school but **ONE** term, this fee is only \$1.50. If **TWO** terms it is \$3.00. Students from other states pay the **Incidental Fee** and \$2.00 per month additional, which makes their expenses \$7.50 per term, or \$22.50 for a full year.

The State Normal Schools of West Virginia are among the most economic for students, of all the schools of the United States outside of the public schools.

TEXT BOOKS.

The College book store is in the college building and is in charge of one of the instructors whose duty it is to attend to all text book matters.

New books are sold for cost and carriage.

Second-hand books are sold for cost, which varies from **ONE FOURTH** to **THREE-FOURTHS** the price of a new book, according to the condition of the book. This arrangement is quite a saving to our students who want new books, and especially advantageous to those who prefer second-hand books.

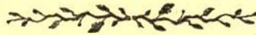
LAUNDRY.

This varies from \$1.50 per month down to the lowest figures at all consistent with assurances of clean and well starched linen. In the Ladies' Hall the figures may be reduced to a minimum. Young men pay from 75c to \$1.00 as a rule.

ANNUAL EXPENSES.

Board as per different plan named.....	\$75.00 to \$130.00
Laundry ..	5.00 to 15.00
Text Books ..	2.00 to 6.00
Incidental Fees ..	4.50 to 4.50
Total.....	\$86.50 to 155.50

For students coming from other states add \$18 for tuition to the above totals.



OTHER DEPARTMENTS.

MUSIC.

This department, though VERY MUCH better during the session of 1900-1901 than during any other session since the writer has been connected with the school, has yet much to grow before it meets the demands of the situation. The instructor for the past session has been untiring in her efforts to build it up and has succeeded quite well; but a music department is not developed in a year. It yet lacks a few things which it must have if talent can be gotten for the session of 1901-1902, namely:

1. A piano department independent of the other lines of work.
2. A separate vocal department.
3. A stringed instrument department.

The piano department properly worked has large possibilities in it. It is a rich field for whoever will bring the fruits to ripeness. It has been urged by more than one teacher in this department that the work done by music students in the normal department is so heavy that they have no time for music. This is a very strange complaint and can be fully answered thus:

1. No normal student is required to carry more than three studies unless he so elect, and when the parent requests that he or she carry less, the normal faculty has never in a single instance denied the request. We are here to see that the students work, and if not in one department, then in another.
2. With the opening offered here, success depends exclusively upon the music instructor.

In cities piano instructors furnish their own studios, pianos, and rooms

for living. All these are furnished free at Marshall College. It is only a question of ability to persuade the public as well as the students that he or she (the piano instructor) can compete with anything in the city. If they can not, if they are inferior, the principal of the school can't afford to discourage a student from hunting the best instructor he can find. To encourage the school pianist not only are living rooms, pianos, and practice rooms furnished free, but no piano rent is charged those students who take lessons from the school instructor, while those students taking lessons outside are charged piano rent for practice. The music and business ability and talents of the piano instructor are the essential requisites of success. WITH these capable of competing with anyone else in the city, the pianist has a monopoly of the school and city work. WITHOUT these it must be a hard pull.

It is a case where the pianist must be first, last, all the time a pianist, a VERY GOOD PERFORMER in private and public, a GOOD TEACHER, and an ENTHUSIASTIC, ENERGETIC, BUSINESS LIKE LADY OR GENTLEMAN. Piano-work,—not EVERYTHING—must be his work, as a rule, for the all round musical genius is an exceedingly rare product.

Our teachers of piano heretofore have had to work in more than one line to realize a living competency; but we feel that the time has come in the history of the school when the piano teacher is to be THE PIANO TEACHER only.

What we have said of the department of piano work is meant to apply as well to the VOCAL and STRINGED INSTRUMENT lines of work.

Of course if Marshall College can find a musical genius who can develop all these departments without compromising the growth of any one of them, so much the better for both the instructor and the school, for this unifies the work as nothing else can.

Life, hard labor, talent, energy, enthusiasm, unsparing and unflagging effort,—these we MUST HAVE in large measure for the session of 1901-1902 if they can be gotten, for MARSHALL COLLEGE must become a musical center and not a point on the circumference of the musical circle of the State. The field is ripe. It must be cultivated at once.

There are three good pianos in the school and more can be had when needed.

If young people could only learn the value of musical accomplishments, whether in song or performance on an instrument, the value to themselves, to those with whom they associate, to the public in general, certainly more men and more women would cultivate every musical talent they possess.

COURSE OF INSTRUCTION.

GRADE I.—a. Instruction in the Theory of Technique, illustrated by the most simple exercises; Kullak's Materials for Elementary Piano forte Instruction; Lebert & Stark's Piano forte School, Part I; Czerny's Op. 139, Book I.

b. Loeschhorn's Studies, Op. 38; Koehler's Studies, Op. 50; Elementary pieces by Mozart, Clementi, Merkel, Loeschhorn, etc.

GRADE II.--a. Lebert & Stark's Piano forte School, Part II; Czerny's School of Velocity, Op. 297; Loeschhorn's Studies, Op. 66; Heller's Studies, Op. 47; Plaidy's Technical Studies (selected sections); Mozart and Haydn's Sonatinas; Short Pieces, requiring some fluency of execution, by Heller, Moscheles, etc.

b. Lebert & Stark's Piano forte School, Part III; Bach's Inventions, Czerny's Art of Developing the Fingers, Op. 740; Plaidy's Technical Studies (selected sections); pieces of medium difficulty, by Hummel, Moscheles; Mendelsshon, etc.

GRADE III.--a. Loeschhorn's Studies, Op. 67; Toccato in C major, Czerny; Heller's Studies, Op. 46; Bach's Three voice Inventions; Sonatas by Dussek; Nocturnes and other compositions by Field; the more difficult Sonatas of Clementi, etc.

b. Hans Seeling's Studies, Op. 10, (selected numbers); Kullak's Octave School, Books I and II; Beethoven's earlier Sonatas; further selections from Mendelsshon and Schubert.

GRADE IV.—Czerny's Fifty Daily Studies; Cramer's Studies (von Bulow); Mozart's and Beethoven's Concertos; Chopin's and Schumann's compositions of lesser difficulty; Sonatas of Schubert, Weber, and Beethoven; selections from Mendelsshon, Reinecke, and Rubinstein.

GRADE V.—Tausig's Finger exercises; Clementi's "Gradus ad Parnasum" (Tausig); Chopin's Studies, Op. 10 and 25; Henselt's Studies, Op. 2; Bach's 48 Preludes and Fugues; Liszt's "Etudes d'Execution Transcendente;" Beethoven's Great Sonatas; Schumann's most difficult compositions, and those of Raff, Henselt, Chopin, and Rubinstein.

ELOCUTION.

This department, like the music department, has grown steadily and substantially. Both the music and elocution departments have been represented during the past session—1900-1901—by capable and industrious teachers.

Some excellent work has been done, and any one wishing work in physical culture or oratory can come to Marshall College assured that he will find first-class instruction, for only teachers of this grade will be at all considered when they apply.

For two years past our instructors have been graduates of the Emerson School of Oratory, Boston, one of the first schools in this line of work, in America, if not THE FIRST.

We urge upon our student body the GREAT importance of taking work in this department. NOT ONE should miss the opportunity—for voice training and physical culture offered in this department, ESPECIALLY NO TEACHER OF CHILDREN or YOUTH. They cannot afford to miss it, for their own sake and the sake of those whom they are to face as teachers standing before youth, as models.

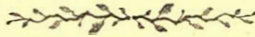
What accomplishment is more marked, more admired, more helpful in teaching, in social life, in saving the nerves of others and of one's self, in pro-

tecting one's throat, than a well modulated voice used without strain? And what better accompaniment can it have than an erect body, square shoulders, and a good physique. A good carriage, a good voice, a healthful look, grace in standing, in moving, and in speaking—these cannot well be over estimated.

BUSINESS.

This department is under the immediate control and management of Prof. G. A. Proffitt. Anyone wishing information should write him direct.

The Business Department issues its own catalogue, regulates its own expenses and charges, and employs its own teachers.



GENERAL.

GOVERNMENT.

Our theory of government at Marshall College may all be couched in one sentence: Government is good in direct proportion as it is not necessary.

We take it for granted that our students are ladies and gentlemen,—we are rarely deceived—and when found NOT to be such they go home by “indirect” invitation. That ends it.

There are no set rules, but there are some things we do not tolerate if we know of it:

1. Using tobacco in any form, or liquor of any kind on the school premises.

2. Unmanly or unwomanly conduct ANYWHERE while a student.

3. Lounging by young men about the building or on the grounds connected directly with Ladies Hall.

4. Profane or vulgar language on school premises.

Our school for the last five years has been so nearly a self-governing body that government seems a subject that needs no further comment in this catalogue.

ATTENDANCE.

Each session the number of young men and women who attend the entire year instead of just one or two terms, increases at a most gratifying rate. Where in 1896 we had very few from a distance who remained the entire year, we now have a large number. School opened last September with 22 counties represented and this number gradually increased to 35 counties.

Young people are finding it greatly to their interest to attend full sessions, and more and more the familiar faces of the spring term appear again in September for a 10-month session.

Too much cannot be said in favor of this, for it is the only way a student fully gets into the real spirit of college life. We sincerely believe that very many more could find the full-year attendance possible if they could but be induced to make an heroic effort. My young friends of both sexes, it is worth MUCH sacrifice. Will you not try it? We want you here FOR YOUR SAKE, the entire year.

Certainly students are none the less cordially welcomed at whatever time they come; we only say "come the ENTIRE YEAR if POSSIBLE, if not, JUST AS MUCH OF IT AS YOU CAN.

The regularity of attendance during the past year has been exceptionally good; those who came in for the spring term remained to the very end of the term better than ever before. This looks business-like, and leaves a good impression of them.

COME JUST AS SOON IN THE YEAR AS POSSIBLE AND STAY JUST AS LONG AS POSSIBLE, we urge upon every one. Regard your time for study so precious that you cannot afford to lose a day of it.

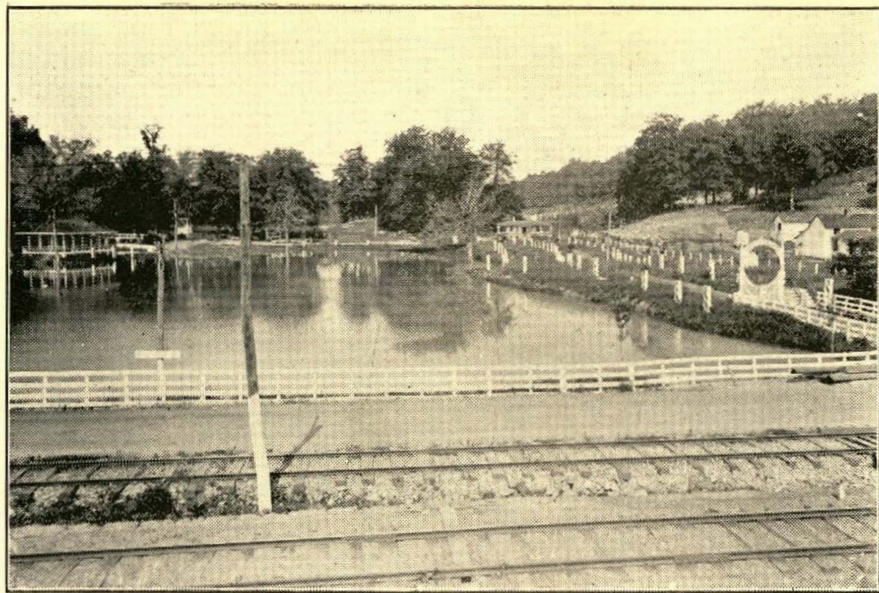
RECREATION AND REST.

When you come my young friend, bring your work habits with you of course, but bring, as well, your habits of recreation and rest. Sleep eight hours if you possibly can, walk quite an amount in the open air every day, and never study immediately after eating. If not afflicted with gynaephobia or some similar timidity or indifference toward the fairer sex, young man, the habit of calling on a nice young lady once per week, (a different one each week if possible), is a most healthful and cultivating influence to have thrown about you. When you can come to Huntington, whether young lady or young gentleman, improve every opportunity to meet all the students and know them, and meet all the nice people of the city you can. This is best done by attending some Sunday school regularly and by taking part in social functions.

See to it well that rest and recreation be neglected at no time; and that darkness finds you at home with your books unless you can explain to the satisfaction of the faculty why you are not there. Your landlady reports to us regularly whether you have been in your room at night.

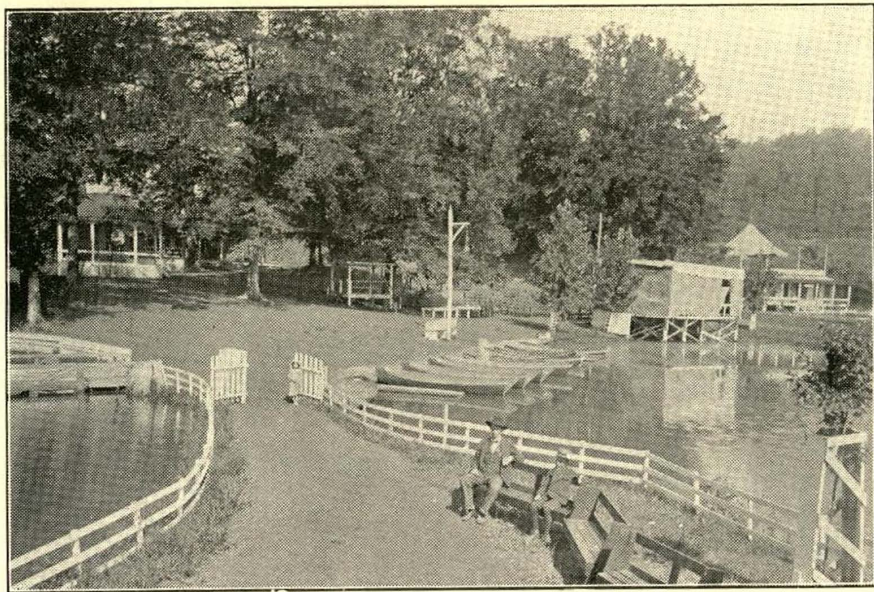
Take your recreation in the daytime, afternoon, and your rest at night, in bed.

The base ball grounds, croquet grounds, and tennis court are always open to all students who will speak for them in time.



CLIFFSIDE PARK, KY.

Showing entrance, part of lake and C. & O. Ry. tracks in front.
Spring outing place for students and faculty of Marshall College.



CLUFFESIDE PARK, CENTRAL VIEW

Showing Peninsula. Here is where Marshall College takes her spring outing.

STATE APPOINTMENTS

NUMBER FROM EACH COUNTY.

County.	Normal.	Academic	Total.	County.	Normal.	Academic	Total.
Barbour	60	30	90	Mingo	27	14	41
Berkley	92	46	138	Monongalia	80	40	120
Boone	37	19	56	Monroe	55	28	83
Braxton	67	34	101	Morgan	32	16	48
Brooke	32	16	48	McDowell	37	19	56
Cabell	112	56	168	Nicholas	45	23	68
Calhoun	42	21	63	Ohio	200	100	300
Clay	22	11	33	Pendleton	42	21	63
Doddridge	60	30	90	Pleasants	37	19	56
Fayette	100	50	150	Pocahontas	35	18	53
Gilmer	47	24	71	Preston	95	48	143
Grant	32	16	48	Putnam	72	36	108
Greenbrier	90	45	135	Raleigh	47	24	71
Hampshire	57	29	86	Randolph	55	28	83
Hancock	35	18	53	Ritchie	82	41	123
Hardy	37	19	56	Roane	75	38	113
Harrison	100	50	150	Summers	62	31	93
Jackson	95	48	143	Taylor	60	30	90
Jefferson	75	38	113	Tucker	55	28	83
Kanawha	210	105	315	Tyler	60	30	90
Lewis	75	38	113	Upshur	62	31	93
Lincoln	55	28	83	Wayne	95	48	143
Logan	28	14	42	Webster	27	14	41
Marion	95	48	143	Wetzel	82	41	123
Marshall	95	48	143	Wirt	45	23	68
Mason	112	56	168	Wood	132	66	198
Mercer	80	40	120	Wyoming	27	14	41
Mineral	62	31	93				

WHO MAY GET APPOINTMENTS.

Any West Virginian of good moral character and good common sense may procure an appointment PROVIDED :

1. He or she can do the work required.
2. The applicant be 13 years of age, if a female, and 14, if a male.
3. He or she promise to comply with the regulations governing the school.

HOW MAY ONE GET AN APPOINTMENT.

Write directly to the principal of the school, L. J. Corbly, Huntington, W. Va., state your age, the subjects you have studied, where you have studied them, and how far in each you have advanced. In doing this it is not necessary to mention reading, penmanship and spelling.

VALUE OF APPOINTMENTS.

In addition to an Incidental Fee of \$1.50 per term (\$4.50 per year), those students who do not have appointments pay tuition at the rate of \$2.00 per month. By procuring an appointment a student is excused from the payment of the tuition fee of \$2.00 per month, and pays only the Incidental Fee of \$1.50 per term (\$4.50 per year).

ENROLLMENT.

BY SUBJECTS STUDIED.

NORMAL AND ACADEMIC DEPARTMENTS.

Practical Arithmetic.....	155	Psychology.....	11
Mental Arithmetic.....	134	Logic.....	16
Algebra.....	132	Orthography.....	all
Geometry.....	55	Review Geography.....	20
Trigonometry.....	14	Physical Geography.....	90
Bookkeeping.....	24	Physiology.....	84
U. S. History.....	82	Zoology.....	26
English History.....	58	Astronomy.....	24
General History.....	103	Civil Government.....	27
Greek History.....	30	Botany.....	31
Roman History.....	58	Physics.....	20
English Grammar.....	303	Chemistry.....	7
Rhetoric.....	57	Drawing.....	20
American Literature.....	38	Vocal Music.....	30
English Literature.....	38	Economics.....	8
Latin.....	144	History of Education.....	9
Greek.....	8	Theory and Practice.....	9
French.....	32	Ethics.....	17
German.....	61	Pedagogy.....	9
		Practice in Teaching.....	20

MUSIC DEPARTMENT.

Piano.....	29	Guitar.....	11
Mandolin.....	6	Violin.....	10

ELOCUTION.

Elocution.....	31	Physical Culture.....	15
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BUSINESS DEPARTMENT.

Bookkeeping.....	25	Stenography.....	77
Both Bookkeeping, and Stenography and Typewriting.....			33

BY YEARS, SINCE 1890.

1890.....	165	1896.....	222
1891.....	163	1897.....	358
1892.....	183	1898..	378
1893.....	137	1899.....	427
1894.....	152	1900.....	452
1895.....	222	1901.....	533

ADVANTAGES

It is not the policy of the management of this institution to set forth any advantages in an exaggerated form, nor to make invidious comparisons between it and other schools in any way that would compromise their interests or the dignity of a state school.

Perhaps we were not human did we not delight more or less in numbers, but we delight very much more in quality than in quantity, for it is the former that safely recommends a school. Ours is the earnest desire to improve, year by year, the teaching force of the school, the teaching appliances, the means by which young people may realize the best possible returns for the money and time they spend here.

We aim in each annual catalogue to give a plain, safe and accurate statement of the advantages offered at this school, but take pains to so state things that when a student comes he may find every thing better than he expected. This has always been the case with those who read our catalogues carefully and were mature enough to understand the work of the school as set forth therein.

THAT MARSHALL COLLEGE HAS ADVANTAGES, some advantages which many other schools do not have, some which few have, can certainly not be gainsaid by the severest critic. It is equally true that many of her advantages are possessed by some other schools, some of them by many schools, and some we do not have which other schools have. In enumerating some of the ADVANTAGES we would mention especially the following:

LITERARY OPPORTUNITIES.

The CIRCULATING LIBRARY is well supplied with reference books and contains a choice selection along all lines that go to make up a good school library. It consists of about 2,000 volumes.

In addition to the library proper, the reading room is especially rich in current literature, comprising all the leading magazines, the best newspapers, educational journals, and a number of magazines for the various departments of the school, of a technical nature. The total number of different periodicals that come to our reading tables is about 100.

Besides the Circulating Library and Reading Room, the DOCUMENTARY LIBRARY of the school is excellent, comprising about 3,000 bound volumes and 1,000 pamphlets, maps, etc.

Pains are taken that every volume added to the library be added not because popular but because healthful literature—a good book.

LITERARY SOCIETIES.

There are two good literary societies, the Erosophian and the Virginian which have halls of their own, furnished and kept in order at their own expense, and which offer opportunity for quite a variety of literary work and for music, there being a piano in each. The annual contest in debate, oration, essay and recitation, at commencement season, is one of the most interesting features of the year. The principal of the school offers a purse of \$50 to the winning society each year, divided as follows: recitation \$5, essay \$10, oration \$15, debate \$20.

Some new contests in literary work will be offered at the close of the coming year.

HALL FOR YOUNG LADIES.

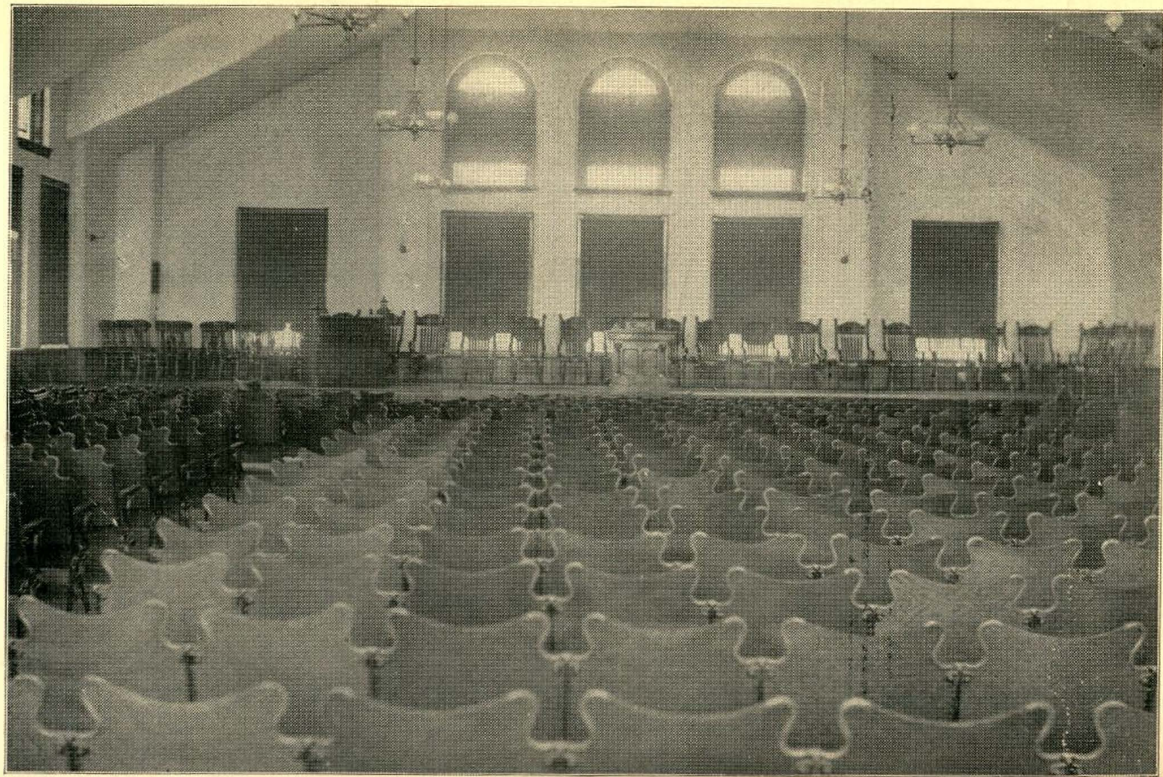
A hall for young ladies and the faculty, built in 1897, and since enlarged and improved till it has cost about \$20,000, where they may not simply board, but live as one large family at a most reasonable outlay—see page 28—is one of the most desirable and even admirable features of the school. Furnished and equipped in modern style, a good table, a most healthful social atmosphere, all combine to make this no small part of a young ladies education.

BUILDINGS.

The buildings are, beyond doubt, the most commodious and convenient school buildings in the state except the university buildings. Their extreme length is 313 feet, and their extreme breadth 90 feet. Ladies Hall is 40x130 feet with a veranda 14x52 feet.

The School Buildings proper contain 10 finished recitation rooms, the smallest ones having over sixty feet in length of 3½ feet wide slate blackboard, and the largest ones 102 feet in length of same kind of board. Each is furnished with folding tablet-arm opera chairs which cost \$2.50 each, teacher's desk, unabridged dictionary, maps etc. In addition to these are the circulating library, a large bay front room, 40x30, faculty room 26x18, study hall 70x36, principal's office and reception room each 14x16, office of the principal of the business department 10x16, the documentary library 16x33, typewriting room 30x31, two business rooms, a laboratory 30x32, two literary halls each 36x40, music room 36x20, Young Woman's Christian Association Hall, 22x20, commencement hall 85x55, cloak rooms, toilet rooms, etc. The study hall is seated with box-top study desks, the commencement hall with 626 opera chairs, and the literary halls and library with new chairs.

The entire building is three stories high besides the basement story, and has four commodious stair cases and outside fire escapes; also hose connections are being put on every floor for extinguishing fire within. The buildings are all heated by steam.



IN THE CHAPEL HALL—CHOIR TO THE LEFT

GROUNDS.

Here we easily surpass any other state institution whether school or what. The imposing buildings stand on an eminence about 30 feet above the street, in the midst of a beautiful lot of 16 acres in the center of the city, fronting on Third avenue—the finest street in West Virginia - and reached directly by electric cars from both east and west.

The east end of the campus, about three acres, is separated from the rest by a gracefully curving brooklet lined with fine big trees; this is the boys' sport ground; it is level—an ideal play-ground. The rest of the ground is given up to lawns with croquet and tennis courts.

There are more than 100 fine trees on the grounds, and 169 were recently set out. A number of the trees are from 12 to 20 inches in diameter, beech, sycamore, elm and oak prevailing, although the variety is excellent.

The drainage is complete, making the location ideal not only for natural beauty but for health and pleasure:

SOCIAL AND RELIGIOUS.

In this we are fortunate, in that the city offers advantages for social culture beyond the town or village, and there are 13 churches for white people in the city which most kindly welcome students to their services.

CLASS OF STUDENTS.

Marshall College has been blessed so far with a most courteous, kindly and considerate class of young ladies and gentlemen. They are not only peculiarly respectful toward those in authority, but are especially kind to new students, showing them every courtesy possible and making them feel at home at once. Never yet has it been our duty to expel a young lady or young gentleman for bad behavior in any way.

LOCATION.

The conveniences for the study of geology, physical geography, zoology and kindred subjects are excelled in few places. The exposures of the New River canon and further east on the C. & O. R'y., also on the N. & W. R'y., the extensive minings of cannel and bituminous coals, the vast wooded and mountain districts in the neighborhood of Huntington make the study of geology and the state's material resources especially practical and real, while the conveniences for visiting the Zoological Garden at Cincinnati each year add materially to the value of the study of zoology. The railroad fare, street car fare and admission to the Zoological Garden this year was only \$1.35, covering the entire round trip to Cincinnati and back, 163 miles each way.

The street car line extending up and down the Ohio valley 30 miles, along which the scenery is very beautiful, Clyffside Park with its fine lake where the College takes its annual outing, the Ohio river only two squares from

the College and carrying us by boat north and south, the excellent railroad facilities, all combine to make our location not only attractive naturally, but most convenient.

Long distance telephone connections, in addition to telegraph, now connect us with all parts of the state and the United States, thus putting parents and students in convenient reach of each other in cases of anxiety or emergency.

MORAL TONE OF THE SCHOOL.

The high normal standard fixed by our student body, the intimate social relation between students and faculty, the strong bond of sympathy that unites the entire school, the loyalty of the students to the school, all make the educational atmosphere very healthful and refining.

THE FACULTY.

The entire faculty are fully sensible of their duties and obligations to the students and to the state, and, unlike very many instructors who are money-grabbers on a small scale rather than educators, they spend their vacations improving themselves, making ready for better work each year. All of them are college-bred, but they keep up their studies, three of them being in Chicago University this summer, others at other schools or somewhere improving themselves for their work next year. Some of them have taken advantage of education by travel, three having spent some time in Europe.

It is intended at this time that a delegation of them spend the summer of 1902 studying and traveling in Italy, Switzerland, Germany, France and England and negotiations are already pending with this in view, especially to secure desirable transportation at reasonable rates, and the invaluable services of Dr. Forbes of Rome, to give his series of lectures on that city by driving the class to the various points of interest and lecturing on the ground. Dr. Forbes is now an English resident of Rome 32 years and is one of the best known authorities on Roman archaeology.

Vesuvius, Pompeii, Herculaneum, Naples, Rome, Pisa, Florence, Venice and Milan are to be made stopping points, especially the museum of Naples, as much of Rome as possible, the valley of the Tiber, and the picture galleries of Florence. The famous galleries of Dresden and Berlin, Germany, the Louvre of Paris, and others will be included. This trip is to be made no idle sight-seeing rush, but a study trip, for which months of preparation in reading and study are being made.

LECTURE COURSES.

The size of the school and of the city makes it a safe venture financially to have a first class course of lectures and musical entertainments each year in connection with the school. These add decidedly to the educational advantages of Marshall College, the lecturers being men of national reputation, and the musicians artists in their work.

MUSIC.

There is no reason why Huntington should not become a musical center for this section of West Virginia and adjoining states, and Marshall College the musical center of Huntington. To this end more attention than usual was given to the work in music during the past year, and still MUCH more will be given the coming year, our force for teaching having been multiplied in numbers and in capabilities. For this reason this school offers advantages over many others for work in music. Piano rent for practice being free, and the musical spirit at a premium, certainly the year 1901-1902 will offer special advantages for musical culture.

ELOCUTION.

The school is very fortunate in having a graduate of the Emerson School of Oratory, Boston, as instructor in physical culture, oratory, and voice modulation. Miss Ware has taken an excellent course in preparing for her work and will give satisfaction.

HEALTH.

The healthiness of a school location cannot easily be overestimated. Ladies Hall at this school has a most enviable record in this respect, nearly all young ladies going away heavier and in better condition generally than when they came. The city as well, as it grows older and the well-water gives way to cistern water, the physicians tell us grows much more healthful. The death record of the city is unusually low.

BOARD.

Not only is board in Ladies Hall cheaper than in any other school hall in the state in a railroad town, but board for young men in our clubs and otherwise has been so systematized that now young men can get as good board as at any other school for from \$9.00 to \$10.00. We doubt seriously whether, all considered, advantages in everything, there is any other school in the state where young ladies and gentlemen may get an education at so reasonable an outlay of money as at Marshall College. The expense phase of the question is made a matter of prime importance by the faculty, for they know how much it means to our students. Accordingly a special committee makes it their business to study and oversee this very important subject. In this our students are especially fortunate.

NEWNESS, NEATNESS, CLEANLINESS.

A prominent and very wealthy citizen from Colorado, after going all over our buildings and grounds remarked: "I am very much surprised to find everything so new, so neat, so clean, and so attractive every way; I supposed your school was rather well equipped, but I did not expect to find things on as large a scale as they are. Your buildings are very imposing, indeed, your grounds unusually beautiful, and your apparatus, furniture and general

appearance inside and out correspond with your buildings and grounds. I have two nieces in Illinois at school whom I am educating, and if I can get them in your school I shall be glad to transfer them next year."

WHEN TO COME AND WHEN TO LEAVE.

DO NOT FAIL TO COME ON THE OPENING DAY OF THE TERM, IF YOU CAN POSSIBLY BE HERE. "On time" means VERY much to a student entering a school of this grade. By all means be here on opening day; the day before opening is VERY much better than the day after. Come on the 10TH or 11TH of SEPTEMBER IF POSSIBLE, and remain till Saturday, June 14th, 1902, the day after commencement. Do not leave till the last class has recited and the last exercise is over. Get all your credits and go away knowing you have your grades recorded, a full year's, or, at least, a FULL spring term's, work done. You will feel better for this, the principal will feel better, all the faculty will feel better, ALL THE SCHOOL will feel better. This is no idle request, it is for your good. We were glad to see so many remain for the 1901 commencement.

COUNTIES OF W. VA , REPRESENTED.

Of the 35 counties sending students to this school last session, Cabell led; with Mason a good second, Fayette only TWO behind Mason with Tyler a strong FOURTH in line; Then came Jackson and Mingo a tie, while Greenbrier, Summers and Wayne tied again only ONE behind the preceding TWO; then came Kanawha, Lincoln and Nicholas a THIRD tie, only ONE behind the first triplet, with Boone only TWO below, good old Boone, quite new at Marshall, but growing rapidly because her county superintendent is a warm friend of the school. From Boone we jump down one notch to where Raleigh stands, another NEW and growing county at Marshall; which sends good material, thence down one step further to Putnam and Monroe, distant Monroe as strong at Marshall as Putnam, a border county. From here the numbers decrease slowly down to far away Tucker which sends but ONE, but a good one who will stand well up in the graduating class of 1902.

We shall be glad to see all counties double their number at Marshall next year and carry the good work into other counties. Did our students ever stop and think that if each one would return and bring but ONE more with him, our enrollment next year would be over 1000?

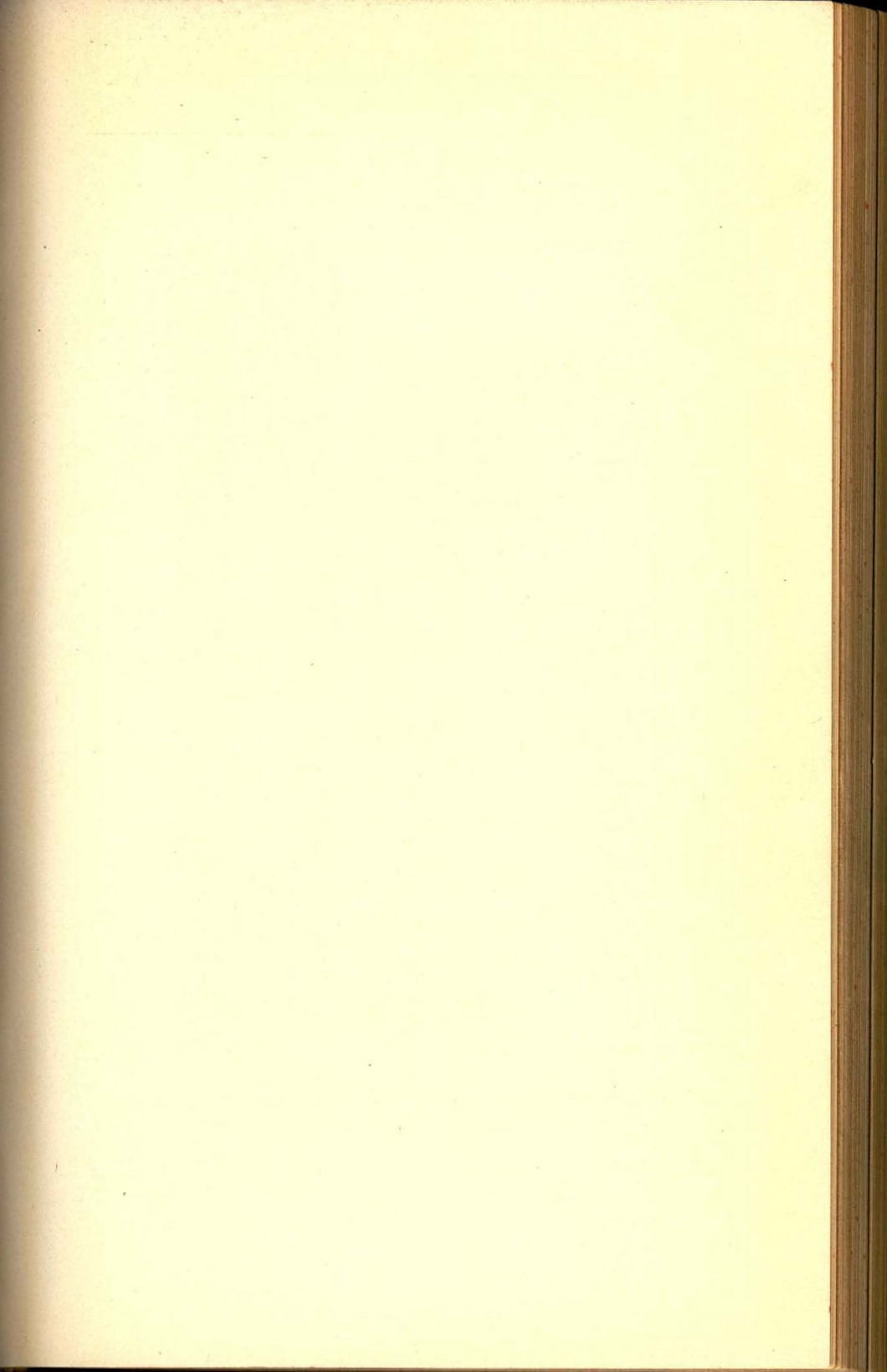
What an easy thing for the students, yet what a task for the principal if left to him alone.

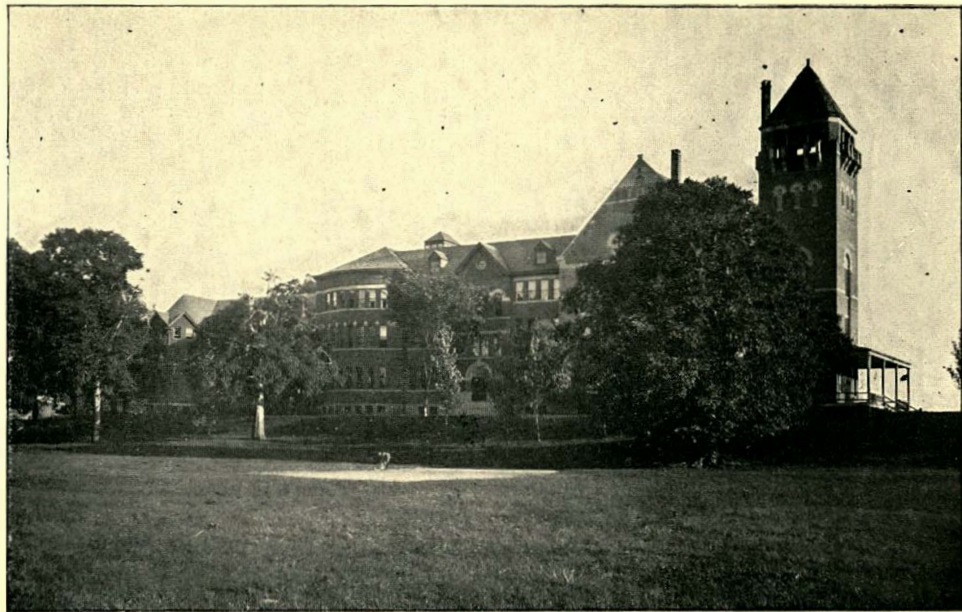
COMING TO HUNTINGTON

The new student especially should always notify the principal when and on what train he will reach the city, so some one may meet him.

Marshall College is located between Sixteenth and Seventeenth streets east and west, and between Third and College avenues, north and south.

The C. & O. R'y. depot is between Ninth and Tenth streets, and Seventh





MARSHALL NORMAL SCHOOL—VIEW FROM THIRD AVENUE

and Eighth avenues, or about 13 blocks south-west of the College, which means about $1\frac{1}{4}$ miles. It is always best if no one meets a student, to leave the trunk at the depot, get on the horse car at the station, ask the conductor for a transfer to the Third avenue electric line, change cars at the corner of Third avenue and Ninth street, and come direct to the College gate. The fare for the entire distance is 5 cents.

The O. R. Ry. depot is at the corner of Eleventh street and Second avenue, or 7 blocks from the college,—about $\frac{2}{3}$ of a mile. One can walk one block from Second to Third and there take the electric car direct to the College gate; fare 5 cent. Unless a student have a boarding place selected in advance and some friend has agreed to meet him, it is best to come direct to the College and arrange about boarding and trunk afterwards.

MONEY

Girls and women now a-days have no pockets, or as good as none, and, as a rule, have poor conveniences for carrying money. It would be VERY wise, indeed, for parents to always send money intended for younger students to the principal, who appoints a member of the faculty to keep their accounts for them, pay their chief bills, issue their pin money, and send an itemized receipt to the parent each term, or monthly if preferred. This will effectually put a stop to losing money. Especially should this be done in Ladies' Hall, and it is safer with all younger students wherever they board. Several parents request this, and no complaint has ever come to us about lost money when this arrangement was made.

WRITE DIRECT TO THE PRINCIPAL

When a parent wishes any permission out of the usual given a child whether to visit somewhere, go home a day or two or permanently both as a matter of courtesy as well as a matter of business the request should be addressed directly to the principal and not through the child to him. Sometimes, unfortunately, children counterfeit letters; once WE were handed a letter by a young lady student, a seemingly perfect specimen of the mother's handwriting with which we were familiar from previous correspondence, requesting the daughter to come home to have some clothing fit. Out of extreme caution another member of the faculty was consulted as to its genuineness, and it was compared with one on file as to handwriting; both pronounced it genuine and the daughter got her permission. In a few days we had a telegram saying the usual Sunday letter from the daughter had not come and inquiring about her health. After a few days search she was found but the anxiety to parents and to us was greater than we care to experience again. Write the principal direct for such things. Second hand letters are unbusinesslike under such circumstances.

SPECIAL.

TO PUBLIC SCHOOL TEACHERS

To you, the teachers, the trainers, the moulders in a large measure, of the manhood, and womanhood, hence of the intellectual, moral, and material welfare of our commonwealth, to you, the most poorly paid and least appreciated of all the laborers of the land considering your responsibilities, is it not time to stop and inquire why the teachers of the schools of the country are so poorly paid and so poorly appreciated?

There IS a "WHY" or there are "WHYS," and they should be removed. It can be removed, it will be removed, if you will do your part. These are the "WHYS:"

1. You are not putting enough time and money into your profession.
2. You are not getting out from home to school.
3. You are not independent enough.
4. Some of you are not honest in your method of securing certificates, nor honorable in your ways of securing schools.
5. You would rather have a good certificate than a good education, hence you play second fiddle to your superiors or your board of examiners.

The remedy is easily seen in the "whys". All credit to a good county superintendent; all credit to all good teachers; they have no more loyal friend than I. But all shame to a county superintendent who would rather speculate on his teachers than to see them go out from home to some reputable school and help to raise the educational standard of their county; all shame as well to those so-called teachers who value a No. one certificate above a good education, above the interests of the children they are to instruct, above honor, even, in not a few instances, above culture, and above the profession which they ought to adorn instead of degrade.

We kindly, cordially, earnestly ask the hearty cooperation and support of every live teacher to help us in our efforts to bring about this the only condition which will insure better things for all concerned, and an hundred fold better things for the citizens of our commonwealth. Will you join us in this effort? Marshall College is your school not ours, it was created for you, it is maintained for you, it will accomplish just what you decide upon, it is the center of the interests of the teachers of this part of the state, educationally, professionally, financially. You can make it the solution of your educational problems if you will. WILL YOU? Come to Marshall College, and if we cannot make you glad you came we shall not ask you to return. Come and see what we do and how we do it. If you have any suggestions to make about the school, come frankly to the principal and make them. He wants it so conducted that you may derive the best possible results by coming. But do not go away and criticise the school to some one else and then go out of the state and help build up the interests of another state when your own needs you. Above all, come and see for yourself, or ask some reliable student who

has been here long enough to know whereof he speaks. Make this school YOUR school, your educational home, for such it is. Come and stay a full year. Graduate if you possibly can; at least come ONE FULL YEAR. If neither is possible, come next spring - 1902.

TO COUNTY SUPERINTENDENTS

Marshall College feels that she has substantial friends in some of the county superintendents of this part of the state. Especially do we feel this way toward the Superintendents of counties we have visited. We sincerely wish we knew all the superintendents of the state but our work has prevented our knowing them. Gentlemen, if you would all give the normal schools of the state your hearty support our school would enroll 1000 students next year and the legislature would soon make these schools the equal of anything of their kind in any state. If you would heartily cooperate with the faculties of these schools the standard of education in West Virginia would go up many grades in a brief time, your work would be dignified, your salaries would be increased, your work would be professionalized, your teachers would be better paid, and your houses and apparatus would be greatly improved and enlarged. You can do a great work for the education of our state by placing yourselves on the side of the NORMAL SCHOOLS - THE SCHOOLS for your teachers. Your support, as a rule, has been scanty and half hearted. You have not encouraged your teachers to go out from home to school. But they are beginning to go. Will you lead them by your encouragement or will you let them go ahead of you. These schools are growing rapidly and they will grow more rapidly, Several counties have increased their representation at these schools several hundred per cent in the last three years. WHAT MAY WE EXPECT OF YOU? A word from you to your teachers as you visit their schools means much. Shall it be in favor of better teachers, better education better attendance on the normal schools? How many of you have ever visited these schools and seen their conveniences, their work, their libraries, their apparatus, and personally known their faculties? I invite you most cordially to come and visit Marshall College and to cooperate with me in my efforts to make this institution what you think it should be. It is yours as well as mine; I am simply chosen to direct and to administer its affairs; you are my co-workers. Will you not help me? If you will not your teachers will. They have begun to show that spirit. I want your assistance for your sake and for your teachers' sake as well as for the school's sake. I want it for the sake of the children of your county. Will you withhold it?

TO PARENTS.

The moral and Christian tone of this institution, the buildings, the grounds, the apparatus, the libraries, the courses of study, the increased faculty of college trained men and women, the growing school, the comforts and

conveniences, the advantages for social as well as educational culture, the excellent musical opportunities which will be offered this year, the wide area from which our students come, the loyalty, enthusiasm, and high moral standard of the student body, their remarkable freedom from vices of all kind, the location, thoroughness at which we aim in all our work, the very careful discipline, all these combine to make Marshall College a place where you may send your sons and your daughters feeling assured that they will be jealously protected from evil, carefully trained, and constantly guarded in all things pertaining to their welfare in whatever way. We solicit your confidence and your patronage and promise you to spare no effort within our reach to make you glad you committed your children to our training.

THE INSTRUCTORS.

1. Principal L. J. Corbly is a native West Virginian. He was educated in the common schools of Tyler county, at the Fairmont State Normal School, and at the West Virginia University where he took his degree. He served as superintendent of the city schools of Water Valley, Miss., two years, three years as superintendent of the Clarksburg, W. Va., schools, after which he went abroad to study in the universities of Halle, Berlin, and Jena, Germany. While at Berlin he was elected to his present position, July 1896. His experience as teacher previously to entering college, covered a period of eight years in the common schools and graded schools. While abroad his post graduate work was in Economics, History and Philosophy, special attention having been given to German and French, particularly to the pronunciation of these languages. Frequent visits were made to the village, town and city schools of Germany to study methods, courses of study, and the German school system in general. The summer of 1899 was spent abroad also, with a view to study by travel.

Mr. Corbly has had an experience as instructor of 149 months.

2. Mrs. Everett is a native of Tennessee, but moved to Harrison county, West Virginia, at the age of 15. She was educated at the Soule Female College, Murfreesboro, Tenn., and at Steubenville Seminary, O., from which institution she was graduated. She has done quite an amount of work on her Ph. B. course at Chicago University, lately. Her experience in teaching has been exceptionally rich, having been principal of the high schools of Clarksburg and Huntington for sixteen consecutive years, in addition to other valuable experience. She was elected to her present position, first assistant, in June, 1897. She will spend the summer (1901) continuing her studies at the University of Chicago. She has had an experience as instructor of 196 months.

3. Miss Hackney is a native of Morgantown, Monongalia county, West Virginia, and was educated in the graded schools of her home town, at the Ohio Wesleyan, and at the University of West Virginia where she took her degree in 1893. She taught in the schools of her native county, in the city schools of Cleveland, Ohio, and has held her present position, since March,

1895. Miss Hackney has done quite an amount of work toward her A. M. degree at the State University, and at Cornell University, N. Y. She will spend part of her summer among the Rockies. She has taught 96 months.

4. Miss McKendree is a native Virginian, was educated at Bellwood Seminary, Ky., at the Marshall College Normal school from which she graduated in 1892, and later studied at the State University. She has held her present position since 1894, and has taught 73 months

5. Mr. Reger is a native of Upshur county, West Virginia, has had several years' experience in the public schools of the state, is a graduate of the West Virginia Conference Seminary, later of the University of West Virginia, and afterward taught in the Fairmont State Normal school till his transference to this normal by the State board of regents at the close of the fall term, 1899 owing to requirements for additional teaching force. Mr. Reger spent the summer of 1899 in European travel. He has taught 49 months.

6. Mr. Simms is a native of this state, was educated in the high school of Charleston, graduated from Marshall College, June 1898, and has spent one full year and a summer session studying in the State University. He has taught 34 months. He will study in the Chicago University this summer.

7. Mr. Meredith was born, reared and educated in Virginia, though he has taught several years in West Virginia. He did his college work in Emory and Henry, Va., and at our state university. He will spend his summer studying in Ohio. He has taught 110 months.

8. Mr. Morris is a native of Harrison county, W. Va., was educated in the common schools of his home county, at the W. Va., Conference Seminary where he graduated from both the normal and classical courses, and studied later at the State University where he will take his degree. He has taught ten terms in the common and select schools of Harrison county and two years in the state normal schools of West Virginia, 56 months in all.

9. Miss Butcher was graduated from the Fairmont Normal, normal department, in 1896, from the academic department of the same school in 1897, took her A. B. degree at the State University after three years additional study in 1900, and will take her A. M. degree after one more term's work. She was elected to her present position February, 1901.

10. Miss Smith's native city is Richmond, Virginia, in which city, at Southern Female Institute, she was educated, having taken honors in French and literature. She served as principal of Georgetown, S. C. graded schools from 1893 to 1895, since which date she has been first assistant in the high school of Huntington, W. Va., till her appointment to her present position, April 15, 1901. She spent the summer of 1900 at Chicago University and will spend the coming summer—1901—in that institution. She has also taken special work in other institutions. Her teaching experience covers a period of 78 months.

11. Mr. Proffitt, Principal of the Business Department, is one of the most capable business educators in the state, and the most practical one, taking an active interest in several business enterprises.

12. W. A. Ripley, who gives the instruction in penmanship and book-

keeping in the normal department, and has charge of these subjects in the business school, has been associated with Principal Proffitt in this school for two years. He is a penman of rare skill, and has had extensive practice in both bookkeeping and shorthand work. He is a graduate of two first class business schools and has taught several years. He is a native of Fayette county, W. Va.

13. Miss Mary Wright a native of Virginia, (Norfolk), is a trained and skillful teacher of stenography, and has proven herself a very competent assistant in the business school. She has taught several years.

14. Miss Feamster is a native of Greenbrier county, W. Va., was trained for her work in the College of Music, Cincinnati, and has had the largest classes ever enrolled in the music department of the school.

15. Miss Ware is a graduate, four years course, of the celebrated Emerson College of Oratory, Boston, Mass., came to her work with excellent preparation, and has proven herself a very capable instructor. She is a native of Cabell county, W. Va.

Miss Lederer, of Mason, W. Va., a member of the senior class, 1901, who speaks and writes German quite fluently, has rendered valuable assistance for the past 15 months in the German classes, having carried a class in this subject the entire time. She had taught 80 months before entering Marshall College.

LATER—June 30.

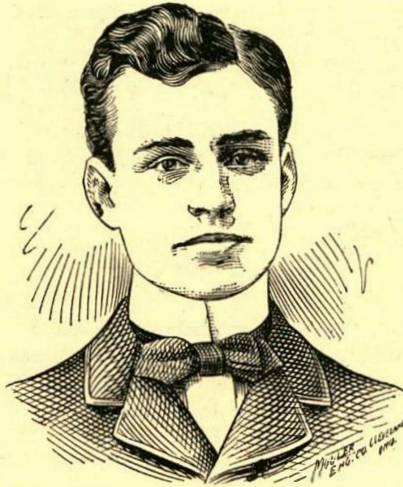
The following have just been elected to our faculty: M. M. Scott and Miss Flora Hayes.

Mr. Scott is a Pennsylvanian by birth and education till he entered Bethany College in 1890, from the classical course of which he graduated in 1894, and again in 1897, taking his second degree. He served as tutor in Bethany College and has taught 36 months in the Glenville normal of this state from which school he was transferred to Marshall College by the state board at their June meeting, 1901.

Miss Flora Hayes comes to us with unusually strong recommendations. She has studied for several years constantly under very fine instructors, and has graduated with exceptional honors, especially as a skilled performer on the piano which she has made her specialty. She is as well a college trained lady and brings this additional classic culture to bear upon her culture in music. Her recommendations show her to be not only the finest piano teacher Marshall College has ever had but a musician of rare skill and a lady of exceptional strength and culture. Miss Hayes proposes to grade the work here, outline the courses, and prepare for graduate work in instrumental music.

HOW DO MARSHALL COLLEGE STUDENTS STAND IN OTHER SCHOOLS?

THIS is an important inquiry for young people to make who contemplate entering this school. We answer: Within recent years our graduates have entered the following colleges of higher grade, and universities: Cornell, N. Y., Yale University, Conn., Chicago University, Oberlin University, Ohio, Georgetown College, Kentucky, Washington & Lee University, Va., and West Virginia University. In all these the work done in Marshall College has been accepted, and in two instances advanced standing has been given, even more than we asked or expected.



W. A. SAYRE, HARTFORD, W. VA.

Student No. 500 on our roll the year Marshall College first reached this mark,
—April 1, 1901.

NECROLOGY

Since the issuing of our catalogue for the session of 1899-1900, two young ladies whose names appeared on our rolls for that session have withdrawn forever from the associations of Marshall College, though kind memories of them will linger here so long as any who knew them are connected with this school.

MISS LORA LEGGETT.

After attending the spring term of the session of 1899-1900, Miss Leggett returned to her home near Pullman, Ritchie county, W. Va., in the best of health seemingly, and in fine spirits. Within a few weeks she fell suddenly and severely ill of typhoid fever and lived only about 7 days. Miss Lora Leggett was born April 19, 1878, and at 2 o'clock, July 11, 1900, the light of her pure, earnest, ambitious, christian life went out.

MISS REBIE WOOD.

Miss Wood, for some time a student in Marshall College, was compelled to quit her studies before the close of the session of 1899-1900, and early in the summer grew dangerously ill of consumption which had been slowly undermining her health for many months. She was born in 1883, and her gentle, loving, noble life was closed at her home in Huntington, 1900. It was not possible to find a photograph from which an electro could be made, hence the omission of her photo in this connection.

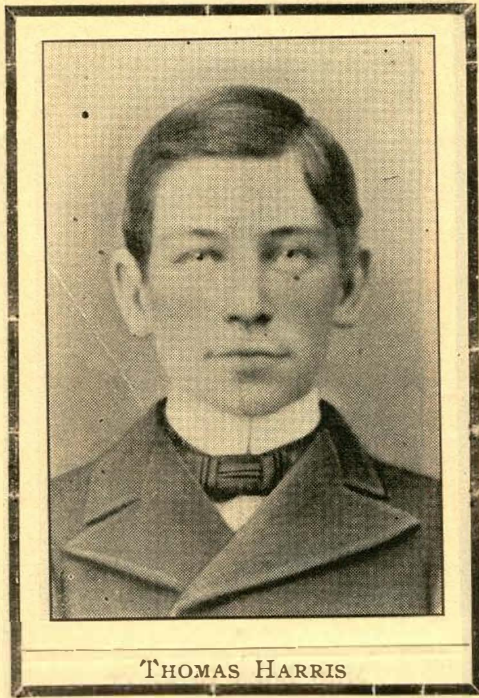
Since the opening of the session of 1900-1901 two very worthy young men have been stricken down in the midst of active and successful student careers.

THOMAS HARRIS

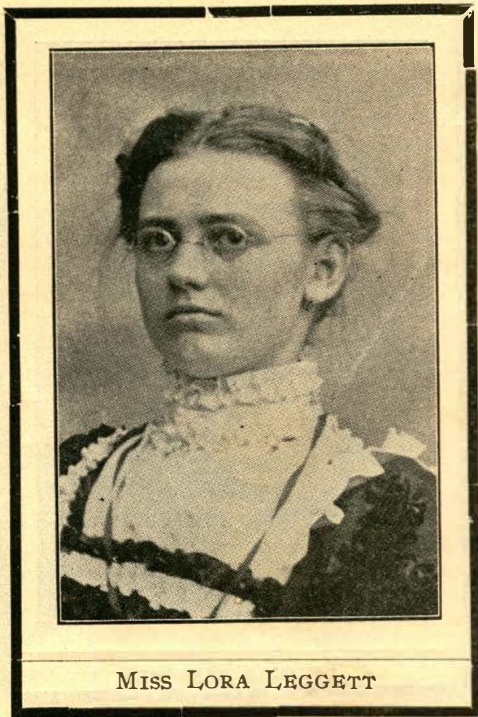
Thomas Harris was born December 18, 1884, and the thread of his promising young life was somewhat suddenly broken by an unusually severe attack of appendicitis, November 5, 1900, at the home of his parents in Central City, W. Va.

JOHN H. STEWART.

Mr. Stewart entered school at the opening of the spring term, 1901, feeling somewhat unwell at that time, so much so that a physician was at once consulted. He grew stronger, however, and his work was exceptionally satisfactory. In every way he gave evidence of an unusually promising student, especially in language. Toward the last of April he grew ill and had to withdraw from school. His half brother came and removed him to the hospital at Parkersburg where death from "Acute Bright's Disease" followed. Mr. Stewart was born July 17, 1880, and his unusually hopeful life was prematurely closed May 5, 1901. He was buried at Hebron, Ritchie county, W. Va., near his home. It was not possible to find a photograph from which an electro for this catalogue could be made. So high was the esteem in which he was held by his fellow students at his boarding club, and so thoughtful and respectful were they of a deceased member that crape was worn by each for a season in memory of the sad event.



THOMAS HARRIS



MISS LORA LEGGETT

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STUDENTS' NAMES

NORMAL AND ACADEMIC DEPARTMENTS.

GRADUATE STUDENTS.

Baker, Jennie (1890)	Cocke, Lillian (1900)	Hay, Addie (1888)	Skeer, Lulu (1899)
Burgess, Fannie (1880)	Doolittle, Maud (1900)	Roe, Blanche (1900)	Thornburg, Frances (1899)
Cocke, Rebekah (1900)	Eisenman, Clara (1895)	Saunders, Edith (1900)	

SENIORS 1901

Chambers, Boyd	Edens, Lillie	Lyons, Joseph	Simms, Harry
Chase, Florence	Kautz, W. C.	Marcum, Roy	Snell, Maybelle
Davies, Althea	Kerr, C. W.	Matics, C. H.	Steinbach, Bertha
Davies, Effie	Kyger, William	Matics, H. L.	Stewart, I. F.
Davis, Comer	Lederer, Anna	Osborne, Romeo	Smith, Emmett
Davis, Benj.	Lowther, Louise	Richmond, Ernest	Wertz, Mayme

JUNIORS 1901

Baker, Nannie	Donaldson, Dwight	Mahan, Jennie	Sayre, W. A.
Bayliss, Garnet	Dougher, L. E.	Maupin, Pearl	Scarff, Dora
Bayliss, Mabel	Enslow, Sadie	McCallister, Anna	Shepherd, Vergie
Bowman, Tacy	Garrison, J. D.	McClintock, Laura	Smith, Louise
Campbell, Harriett	Gibson, Frances	McKendree, George Anna	Senseny, Nelle
Clark, Mollie	Gibson, James	Page, Nighbert	Steed, R. D.
Cole, Herbert	Hager, Lulu	Petry, B. L.	Thompson, Marguerite
Crider, Mazie	Hambleton, Grace	Phelps, Victor	Trent, W. W.
Derbyshire, Minnie	Harper, S. J.	Rece, Virginia	Wall, Florence
Doolittle, Anna	Ingram, Dora	Reese, Rilla	Williams, Cecil
Doolittle, Clyde	Keesee, J. R.	Rowan, Bessie	Wright, Mollie

FIRST AND SECOND YEAR.

Adams, Frances	Freeman, Blanche	Miller, Mary	Rudert, J. B.
Ahern, Mary	Felat, Mabel	Miller, Eddith	Riggs, Caldwell
Archer, Clara	Fields, Rachel	Miller, Blanche	Sawyers, Fornie
Ashworth, Ethel	Fordyce, O. O.	Miller, Rosa	Sarver, Alice
Alderson, Evalena	Garland, Josie	Mitchell, Mayme	Simmons, Shirley
Alderson, Zela	Gast Anna	Mohler, Edith	Simpson, Maude
Anderson, E. J.	Gibson, Anna	Morton, Joanna	Smith, Maude
Ault, Leotis	Gladstone, Vergie	Medford, Clara	Smith, Louise
Baker, Daisy	Gaujot, Clothilde	Morris, Jessie	Southworth, Anna
Baer, Teckla	Grass, Margery	Morris, Marie	Stevens, Mabel
Banks, Katharine	Griffith, Homer	Moore, Effie	Sullings, Blanche
Banks, Mary	Garland, Sargie	McCallister, Anna V.	Shinn, Cora
Berry, Mary	Garred, George	McCallister, Mary	Stone, Mabel
Bess, Laura	Gillespie, Edgar	McLaughlin, Mary	Simmons, Mattie
Bishop, Maude	Gillett, R. R.	McWilliams, Gratia	Simmons, Julia
Blanchard, Mary	Givens, A. D.	McLoughlin, Lou	Simmons, Lona
Bush, Blanche	Godby, M. V.	McClung, Prudence	Sevy, Ida N.
Burks, Helen	Hagan, Beulah	McIntosh, C. D.	Stafford Lura
Ball, Blema	Hall, Essa	McCormick, May	Summers, Lily
Byrnside, Lizzie	Harper, Katie	Morris, Effie	Schon, Douglas
Burns, Adrienne	Hawkins, Nannie	Moran, Clara	Scott, Howard
Burns, Anice	Hereford, Margaret	Moore, Maggie	Sikes, Herbert
Bailey, Dora Belle	Holderby, Emma	Mannon, Homer	Smith, Wyatt
Baldwin, Lucile	Holderby, Isa	Magee, Emerson	Somerville, Chas.
Blamey, Marion A.	Holderby, Sadie	Marcum, Hal	Southworth, Oley
Bailey, Carl	Holderby, Williema	Meadows, Azel	Stoffel Everett
Baker, John	Holton, Lettie	Meadows, O. R.	Summers, Edw. V.
Bonham, Willie	Hall Lulu	Mootz, Edward	Stansill, C. D.
Burns, James	Hamilton, Ida	Midkiff, Clarence	Smith, H. F.
Bannister, Sentz	Hickel, Corda	Maynard, Landon	*Stewart, John H.
Bonner, H. R.	Hogsctte, Myrtle	Morris, F. E.	Tnfts, Mary
Beagle, Alden	Hughes, Mary J.	McClaue, Erskine	Turner, Princess
Carpenter, Mary		McClure, Otto	Toney, Mamie

Carr, Leola
 Conner, J. L.
 Canterbury, J. D.
 Crawford, Lillian
 Creel, Edith
 Crooks, Anna
 Curry, Ada
 Clay, Grace
 Chambers, Helen
 Chafin, Esther
 Coon, Cepha
 Cheuvront, Cora
 Chittum, Blanche
 Caldwell, George
 Chapman, Ottis
 Cox, John
 Cox, R. W.
 Cockill, Howard
 Criser, Carroll
 Curry, H. O.
 Chambers, O. C.
 Casto, E. A.
 Davis, Frances
 Dixon, Sadie
 Donnelly, Julia
 Doolittle, Chloe
 Doolittle, Edna
 Doyle, Mary
 Dilis, Innis
 Dickerson, Grace
 Dodge, Addie
 Dunkle, Maggie
 Davis, Henry
 Diehl, Henry
 Dodge, Raymond
 Drummond, Waldo
 Dwyer, Malley
 Deeds, A. C.
 Dickens, U. S.
 Eggleston, Forrest
 Evans, Gertrude
 Evans, Rose
 Emmons, Bessie
 Ellis, Roscoe
 Enslow, Will E.
 Estep, M. A.
 Foley, Bessie
 Fontaine, Imogene

Hughes, Nellie
 Harvey, Gertrude
 Hall, Deselm
 *Harris, Thomas
 Hawkins, Fred
 Hogsette, C. H.
 Huffman, Carl
 Huffman, Mont
 Humphreys, Orin B.
 Higgins, Chas. F.
 Hatfield, Fletcher
 Holt, Homer E.
 Hagen, Bayard
 Holton, F. B.
 Hickman, Jas. M.
 Harvey, J. W.
 Hedrick, C. C.
 Hunter, A. L.
 Hamilton, Rolla
 Huddleston, C. C.
 Hill, L. O.
 Irwin, Delia
 Jenkins, Carrie
 Jones, Pearl
 Jenkins, Ernest
 Johnson, Percy
 Jones, Kyle
 Justice, John
 Johnson, J. L.
 Jones, Beverly
 Jones, Bennie
 Kanode, Hilda
 Kisar, Gertrude
 Kinsey, Jean H.
 Kanode, Mrs. Grace
 Koontz, George
 Koontz, Beu
 Koontz, Carlton
 Koontz, Lewis
 Keister, Hattie
 Leete, Grace
 Lowry, Bessie
 Lewis, Arvilla
 Lugar, Viola
 Looney, Harry
 Lunsford, Fred
 Mansfield, Nellie
 Massie, Ida

McWilliams, Chester
 McCallister, Clayton
 McCreery, H. M.
 McCarthy, Joseph B.
 McQueen, George
 McCoy, R. H.
 Meadows, Estelle
 Meadows, Roscoe
 Null, Josephine
 Norton, Eugene
 Nickell, R. D.
 Newhart, L. W.
 Osgood, Ida
 Overstreet, Maggie
 Osborne, H. C. jr.
 Osburn, L. W.
 Orr, Robt. M.
 Palmer, Mary
 Parsons, Mary
 Point, Phil
 Pool, Virginia
 Parsons, Edna
 Poage Blanche
 Petry, Ida O.
 Plyboun, Lizzie
 Parsons, Lucile
 Pennington, Gordon
 Parsons, Carroll
 Pritchard, Carl
 Priestley, A. Q.
 Poffenbarger, R. A.
 Parish, Homer
 Plyboun, Walter
 Parker, Errie
 Plymale, J. C. H.
 Pribble, Ida
 Plymale, Ada
 Rece, Lena
 Ritchie, Lizzie
 Rousey, Flossie
 Rowan, Mattie
 Rucker, Willie
 Rucker, Margie
 Rucker, Wawa
 Reitz, Chas.
 Richmond, Fred
 Rogers, Hector
 Rousey, Fitzhugh

Taylor, Clarence
 Taylor, Claude
 Torrance, Andrew
 Turner, Mason
 Toney, P. E.
 Thomas, T. C.
 Thompson, W. E.
 VanBibber, Cyrus
 Walkinshaw, Marion
 Walkinshaw, Eva
 Wall, Inez
 Warnock, Haidee
 Washington, Arvilla
 Wells, Laur
 Wiley, Inez
 Ware, Manie
 Wells, Erna
 Wysor, Ruth
 Wash, Iattie
 Wiles, May
 Wash, Addie
 Webb, Lona
 Wentz, Edith
 Worsham, Katie
 Williams, Lillie
 Walker, Claude
 Warth, A. L.
 Waugh, Ralph
 White, Millard
 White, Ambrose
 Wiley, Floyd
 Wiley, Roscoe
 Williams, Chas.
 Williams, Edwin
 Williams, Sidney
 Wyatt, Wortham
 Wysor, Fred
 Washington, W. C.
 Workman, Seigel
 Walker, T. E.
 Wells, J. W.
 Whaley, H. W.
 White, E. E.
 Wriston, E. N.

*Deceased.

BUSINESS DEPARTMENT.

Apperson, Mrs. E. B.
 Adkins, Asa
 Brake, Delia
 Booth, Gertrude
 Brinker, H. O.
 Brinker, O. G.
 Biederman, Etta
 Barr, James
 Bullock, O. F.
 Chatfield, B. E.
 Clay, Cleo
 Cox, Mabel G.
 Chambers, Frank
 Chambers, Georgia E.
 Chambers, Zella
 Cavendish, Harry A.
 Cavendish, F. T.
 Chittum, Blanche
 Cornwell, Nora Belle
 Childres, Ida
 Crawford, Alice
 Cornwell, Mabel
 Canterbury, J. B.
 Cox, R. W.
 Dickey, W. R.

Gothard, Nona
 Grimes, Vergie
 Humphreys, Mabel
 Hinebaugh, Agnes
 Haberle, Carl
 Hedrick, Nannie
 Horn, Sadie
 Hensley, J. B.
 Holton, Forbes jr.
 Hainor, L. M.
 Higgins, Chas.
 Holstein, E. H.
 Huddleston, C. C.
 Jones, Beverly
 Jones, Sallie
 Johnson, W. A.
 Kenny, Annie M.
 Koontz, Benjamin
 Kautz, W. C.
 Koontz, Lewis
 LeSage, Ethel
 Lawwill, Hugh S.
 Lallance, Lottie
 Lallance, M. F.
 Layne, Mrs. Maggie S.

McCarthy, Joseph B.
 Moore, Samuel
 McCormick, Fred R.
 Morton, Joanna
 Moran, D. T.
 McWilliams, C. D.
 Maynard, Landon
 Motte, Leenah
 Mayberry, W. E.
 Neel, Rudd T.
 Nash, Edna R.
 Neff, O. R.
 Ollom, Olive
 Oppenheim, Reida
 Prose, Brook
 Potts, H. L.
 Porter, Carrie
 Proctor, I. G.
 Pfouts, Cora Lee
 Proffitt, Mrs. Winnie
 Poffenbager, R. A.
 Parsons, Lucile
 Quinn, Ola
 Quinn, Nora
 Rucker, Etta

Sloan, Pearl C.
 Smith, Fritz
 Stanley, Arthur
 Smith, Earl
 Scarff, Clayton
 Seeman, Vance
 Smith, Harry
 Smith, L. G.
 Steinbach, Bertha
 Schreiber, Edson W.
 Sawyers, Fornie
 Smith, H. M.
 Stewart, Ora
 Strachan, Ben. F.
 Sanford, Evefette
 Searls, Mary
 Trimmer, Stella
 Templeton, Chas. F.
 Thornburg, Lenore
 Toney, F. N.
 Thompson, Lyda
 Turner, M. A.
 Workman, Blanche
 Walker, Jessie
 Ward, Robt. jr.

Dean, Cora
Davis,
Evaus, Chas. E.
Erskine, Frank
Eisenman, A. G.
Edwards, C. Fred
Feeley, Minnie
Foley, Mayme
Floyd, R. C.

Lively, C. W.
Lombard, Roy J.
McCue, Emma
McLaughlin, Mary
McClure, Talbot
Myers, W. E.
Moore, E. M.
McClure, Ethel
Mannon, Bernie

Russell, Fred S.
Ramsey, J. G.
Robinson, Bernie
Richardson, George
Rucker, J. Wawa
Rogers, H. B.
Robinson, Carl L.
Ripley, Lina
Sayre, Samuel B

Wooten, Fred S.
Williams, Edwin
Wylie, O. B. jr.
Wilson, M G.
Wysor, Jas. M.
Webb, Leona
Williamson, F.M.
Wells' Jessie
Weider, D. F.
Wellington, Jeannie

MUSIC DEPARTMENT.

PIANO.

Gast, Anna
Archer, Clara
Kisar, Gertrude
Mohler, Edith
McKendree, George Anna
Morton, Joanna
Lindsey, Nellie
McCallister, Anna R

Titus, Sadie
Davies, Edith
Clay, Grace
Wells, Laur
Tompkins, Irene
Banks, Mary
Bowman, Tacy
Baldwin, Lucile

Darling, Grace
Ware Manie
Sehon, Douglas
Stafford, Lura
Morris, Jessie
Morris, Marie
Morris Effie
Alderson, Lena

Riggs, Caldwell
Osborne, Romeo
Rucker, Willie
Rucker, Wawa
Sevy, Ida

GUITAR.

Bayless, Mabel
McLaughlin, Mary
Baker, John

Baker, Daisy
Baldwin, Lucile
Wiles, Nickati

Morris, Effie
Alderson Lena
Thompson Marguerite

McClung Prudence
Thompson, Lida

MANDOLIN.

Bayless, Garnet
Love, Louis

Crooks, Loura
Moore, Maggie

Rucker, Margie

Mohler, Edith

ORATORY AND PHYSICAL CULTURE.

Burns, Adrienne
Wall, Inez
Holderby, Emma
Dougher, I. E.
Isabel, Diamond
Miller, Florence
Rowan, Mattie
Doyle, Mary
Leete, Grace
Skeer, Lulu
Hinkle, Ada
Hall, Katie

Christy Ethel
Baker, Mrs. Mattie
Marcum Roy
Ware, Maria
Swann, Mrs. Frank
Lovett, Mrs. H. T.
Thomas, Mrs. A. C.
Isabel, Lillian
Vinson, Maude
Feamster, Daisy
Deeds, A. C.
Kisar, Gertrude

Moore, Miss
Simmons, Miss
Hogsette, Myrtle
Layne, Mrs. Maggie
Thompson, Lida
Alderson, Zela
Mitchell Mayme
Trent, W. W.
Hamilton, Ida
Gibson, Anna
Doolittle Edna
Hawkins, Nannie

Myers, Clara
Hamilton, Rolla
Kautz, W. C.
Westfall, Rev.
Kyger, Wm. C.
Thompson, Marguerite
Godby, M. V.
Matics, H. L.
Chase, Florence
Donaldson, Dwight

Total Number Students Enrolled in all Departments.....	628
Number Counted More than Once.....	95
Total Number Different Students Enrolled.....	533

ALUMNI.

CLASS OF 1870—FOUR.

Cather, Ella E., Mrs. Fletcher, St. Paul, Neb. Marshall, T. Marcellus, Glenville, W. Va.
Crooks, E. W., Belleville, W. Va. Wilson, W. E., Providence, R. I.

CLASS OF 1871—NINE.

Atkinson, Ella R. Mrs. Mick, Charleston, W. Va. Pierpont, Julia, Mrs. Crooks.
*Beane, W. Belle, Sistersville, W. Va. Ricketts, E. S. physician, Cincinnati, Ohio.
Hinkle, J. R., Mt. Freedom, W. Va. Taylor, Kate E., & rs. Ring, Ashland, Ky.
Leary, S. B., Parkersburg, W. Va. Triplett, Sarah S., Mrs. Bagley, Ashland, Ky.
Mason, Nannie J., Mrs. Holland, Clifton, W. Va.

CLASS OF 1872—ELEVEN.

Ayres, Bnenos, lawyer, Broken Bow, Neb. Neff, Ella E., Mrs. Mitchell, Caldwell, Idaho.
Duling, Willie A., Mrs. Canterbury, Alden W. Va. Parsons, Albert S., clergyman, Orville, California.
Eib, Mrs. Lucy. Philips, Robert T., Lynchburg, Va.
*Fisher, William, Gallipolis, Ohio. Prichard, James M.
Holt, Lona, teacher, Ceredo, W. Va. Reynolds, Charles, J. Proctorville, Ohio.
Huxham, Lizzie, Mrs. Dixon, Central City, W. Va.

CLASS OF 1873—NONE.

CLASS OF 1874—NINE.

Blair, S. C. has taught since graduation. Oakes, Geo. W. Huntington.
Bryan, Thomas J., lawyer, Huntington, W. Va. *Peck, C. W. White's Mills, W. Va.
Doolittle, Edward S., Judge, Huntington, W. Va. *Poar, Elias K., Mud Ridge, W. Va.
Hill, Geo. W., farmer, Stevens, W. Va. Reip, David W. merchant, Welch Glade, W. Va.
Oakes, Adelia, Mrs. Wagner, Ironton, Ohio.

CLASS OF 1875—FOURTEEN.

Abbott, Hattie, Mrs. Forsinger, Chicago, Ill. Mallory, Victoria, Mrs. Lyons, Huntington, W. Va.
Cheeseman, Lewis, Altoona, Pa. McGuire, Lewis A., Jackson county, W. Va.
Gallagher, Ella M. Mrs. Holsvade, Huntington, W. Va. Mitchell, Fannie, Mrs. Pennypacker, Huntington,
Johnson, Emma, Mrs. Wood, Central City, W. Va. Poage, Bayless, Huntington, W. Va.
Johnson, Mary, Mrs. Day, Huntington, W. Va. Poage, Anna, Mrs. Shelton, Huntington, W. Va.
Knapp, George W., attorney, Leon, W. Va. Ritchie, Mary, Hanging Rock, O.
Laidley, Mary, Mrs. Chewning, teacher, San Diego, Switzer, Rufus, lawyer, Huntington, W. Va.
Cal.

CLASS OF 1876—FIFTEEN.

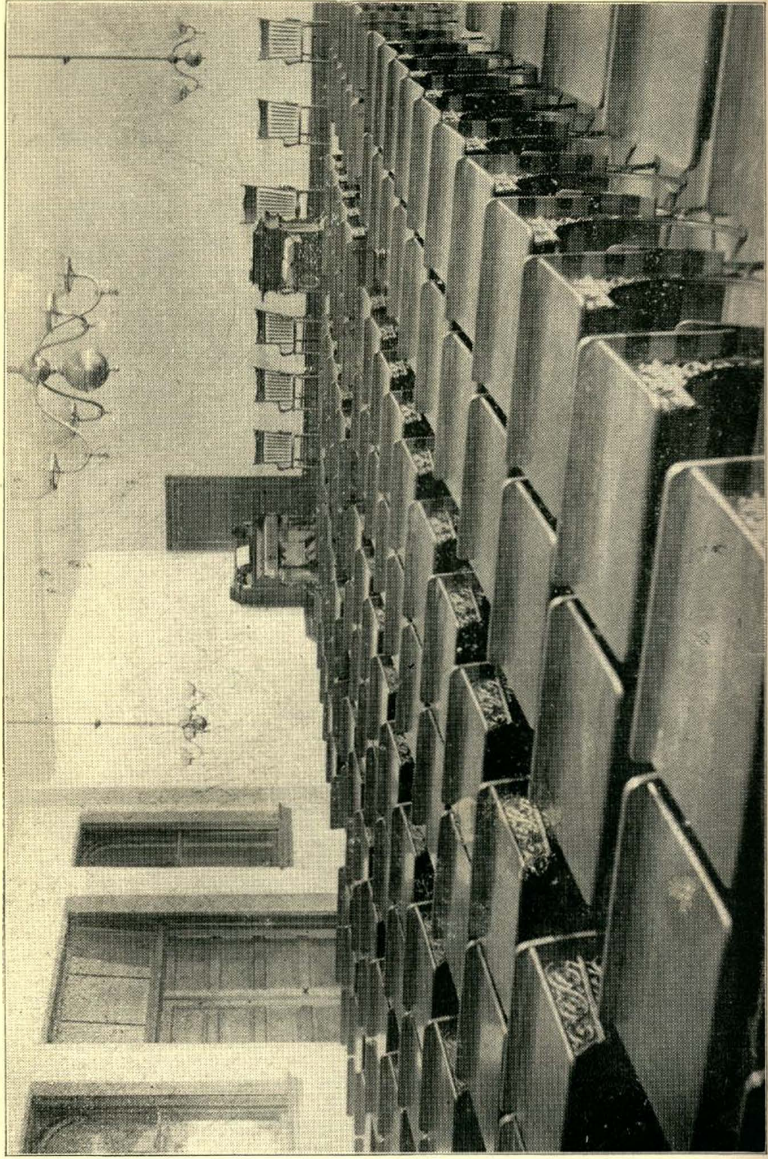
Agee, Joseph B., Minneapolis, Minn. Lynch, Isaac H., lawyer, Speneer, W. Va.
Adkins, Berthold, merchant, Huntington, W. Va. Peyton, Sallie, Prin. Buffington School, Huntington,
Carr, Mary, Mrs. Fitzhugh, Bay City, Mich. W. Va.
Cheeseman, Miriam, Covington, Ky. Peyton, Virginia, Mrs. Ricketts, Huntington, W. Va.
Gwinn, Osthneil E., Huntington, W. Va. Poage, Alberta, Huntington, W. Va.
Hill, Charles, Sewell, W. Va. Shelton, Joseph R., Huntington, W. Va.
Huxham, Lottie, Mrs. Hatten, Kenova, W. Va. Thornburg, Charles L. Prof., C. E. Lehigh University.
Ingham, Aggie, Mrs. Titus, Huntington, W. Va. Wyatt, S. Prichard, teacher, Mossy, W. Va.

CLASS OF 1877—FOURTEEN.

Adams, Kate, Mrs. Chase, Alston, Mass. Massiliott, Flora M.
*Aults, Solomon E. Peyton, T. West, lawyer, Huntington, W. Va.
*Broadhurst, Alice M. Quick, John E.
*Cunningham, Frank, Huntington, W. Va. Rosson, Nellie, Mrs. Shott, Phoenix, Arizona.
*Campbell, Helen M. Shore, Ella M. Mrs. Cunningham, Huntington, W. Va.
Harrow, Virginia F., Mrs. Downey, Anstead, W. Va. Smith, Angie, Mrs. Mahone, Charleston, W. Va.
Hudkins, William E. Stewart, Viola, teacher, Guyandotte, W. Va.

CLASS OF 1878—NINETEEN.

Calvin, Lizzie B., Ceredo, W. Va. Allen, Thomas M., Druggist, Portland Oregon.
Enslow, Linn B. clerk, Richmond, Va. Donella, Emma D., Nurse, New York City.
Jeter, Willie R., Mrs. Bowling, Covington, Ky. Gallaher, Willie R., Mrs. Oney, Huntington, W. Va.
Johnson, Charles F., Supt. Schools, Sherman Co. Gillispie, George L., Editor, Handley, W. Va.
Nebriks. Harper, Thomas S.
Mairs, Adam T., Physician, Sistersville, W. Va. Harrold Charles B., Huntington, W. Va.



IN THE STUDY HALL.

CLASS OF 1878—EIGHT.

Calvin, Lizzie B., Ceredo, W. Va. Mairs, Adam T., Physician, Sistersville, W. Va.
 Enslow, Linn B., clerk, Richmond, Va. McCutcheon, Walter S., teacher, Clifty, W. Va.
 Jeter, Willie M., Mrs. Bowling, Covington, Ky. Simms, Cora A., Mrs. Kirtley, Scary, W. Va.
 Johnson, Charles F., Supt. Schools, Sherman, Neb. Warth, Lou M., Mrs. Douglas, Willow Grove, W. Va.

CLASS OF 1879—TEN.

Abbott, May L., Mrs. Ensign, Huntington, W. Va. Harper, Thomas S.
 Allen, Thomas M., Druggist, Portland, Oregon. Harrold Charles B., Huntington, W. Va.
 Donella, Emma D., nurse, New York City. Keever, L., Francis, Bellville, W. Va.
 Gallaher, Willie R., Mrs. Oney, Huntington, W. Va. McCullough, George L., Mrs. Harrold, Huntington
 Gillispie, George L., Editor, Handley, W. Va. McGinnis, Jennie, Mrs. Stewart, Guyandotte, W. Va.

CLASS OF 1880—FIFTEEN.

*Aultz, Adam E. *Higgins, Lou L.
 *Beuhring, Henry H. Hubbard, Thos. H. B.
 Beuhring, Mary, Mrs. Davis, Huntington, W. Va. McGinnis, Maggie F., Mrs. Beale, Guyandotte, W. Va.
 Beuhring, V. E., Mrs. Hawkins, Huntington, W. Va. Peyton, F. Ora, Mrs. Beuhring, Huntington, W. Va.
 Bond, Friend, Clerk, T. & S. F. R. R. Topeka, Kas. Ramsey, William H., agent C. & O. Ry. Handley,
 Cunningham, Geo. F., lawyer Spencer, W. Va. Thornburg, Addie M. Huntington, W. Va.
 Enslow, A. Blanche, teacher city schools, Hunting- Trice, Jennie M. Mrs. Rolfe, Huntington, W. Va.
 ton, W. Va. Wilcoxon, Julia F. teacher city schools, Huntington,

CLASS OF 1881—NONE.

CLASS OF 1882—FOUR.

Adkins, Annie C., Mrs. Johnson, Huntington, W. Va. Reece, William S., physician, Putnam county, W. Va.
 McComas, Geo. J. Lawyer, Huntington, W. Va. Sikes, Ida M. Mrs. Johnson, Huntington, W. Va.

CLASS OF 1883—FOUR.

*Beuhring, Fred A. Thornburg, Victoria, Mrs. Dr. Vickers, Huntington,
 Steele, Lillian L., Mrs. Frank Trotter, Buckhannon, Unsel'd, Cora E. Mrs. Johnson, Detroit, Michigan.

CLASS OF 1884—EIGHT.

Beckley, John H., teacher, Dickson, Wayne W. Va. Lesage, Isaac R. physician, Huntington, W. Va.
 Beuhring, Lee D., letter carrier, Huntington, W. Va. Looney, John W. Looneyville, W. Va.
 Beuhring, Nora B. Mrs. Hawkins, Lancaster, N. Y. Shannon, Mrs. M. L., teacher, Whites Creek, W. Va.
 Hayslip, Ruby K., Guyandotte, W. Va. Stephenson, Ella, Mrs. Johnson, Detroit, Michigan.

CLASS OF 1885—EIGHT.

Barse, Mattie, Mrs. Williamson, Charleston, W. Va. Hayslip, Okey K., Huntington, W. Va.
 Cammack, L. H. Huntington, W. Va. Lafley, Theodore, Orange, California.
 Duffy, Anna, Mrs. Peoples, *emphis, Tenn. DeLaughlin, Maggie, Mrs. Woodworth, Huntington.
 Gallaher, Sallie, teacher city schools, Huntington. Prickett, C. M., druggist, New York.

CLASS OF 1886—FIFTEEN.

Peckett, O. F. L., Mt. Savage, Ky. Love, Charley, Huntington, W. Va.
 Burdette, F. L., principal public schools, Clarksburg. McLaughlin, Hattie, Mrs. Newman, Huntington.
 Carroll, Mamie, teacher, Guyandotte, W. Va. Morris, Fred, lawyer, Hamlin, W. Va.
 Davis, Anna, Huntington, W. Va. Remmele, Lulu, Mrs. Huff, Huntington, W. Va.
 *Eggers, John. Sedenger, Harry, Guyandotte, W. Va.
 Flowers, Edgar, Guyandotte, W. Va. Wallace, Lulu, Williamsville, W. Va.
 Lallance, Anna, Mrs. Cuppelt, Iquique, Chili. Wellman, Lulu, Mrs. Mossman, Huntington, W. Va.
 *Love, Anna, Mrs. Love, Milton, W. Va.

CLASS OF 1887—SIX.

Miller, Leona, teacher city schools, Huntington W. Va. *Thornton, Amy, Mrs. Harris
 Reece, Frank S., New York City. Thornburg, J. Harvey, Huntington, W. Va.
 Smith, Linnie, Mrs. Wigal, Guyandotte, W. Va. Wright, Ada, Mrs. Poage, Huntington, W. Va.

CLASS OF 1888—TWELVE.

Beardsley, Lola, Mrs. Northcott, Huntington, W. Va. Hennen, Samuel, mechanic, Guyandotte, W. Va.
 Boyer, Minnie D., Mrs. Hutchinson, Huntington. Hunsaker, Olive M., Macon, Ga.
 Burks, Ida L. Mrs. Wilson, Huntington W. Va. McDade, Georgia, Baltimore, Md.
 Goff, J. L. J., merchant, Glen Elk, W. Va. Mitchell, Demma, Mrs. Nichols, Huntington, W. Va.
 Grogan, Eugene. Vaughn, Kate, Mrs. Harris, Selma, Alabama.
 Hay, Addie, teacher city schools, Huntington, W. Va. Wilcoxon, Hattie, Huntington, W. Va.

CLASS OF 1880.—NINE.

Adkins, Nancy, teacher, city schools, Huntington, W. Va.
 Burgess, Fannie C. principal Holderby school, Huntington, W. Va.
 Ritz, Harrold, A., lawyer, Bluefield, W. Va.
 Cyrus, W. E. bookkeeper, Central City, W. Va.
 Shelton, Stella M., Mrs. Southworth, Huntington, W. Va.
 Knight, Irma, Mrs. R. L. Archer, Huntington, W. Va.
 Shirkey, Lessie, teacher, Sissonville, W. Va.

CLASS OF 1880—SIX.

Burks, Mary C., teacher Academy of music.
 Wilson, Willis L., county surveyor, Ceredo, W. Va.
 Freeman, Alice, teacher city schools, Huntington, W. Va.
 Wyatt, Hallie J., Mrs. Washington, Huntington, W. Va.
 Talley, Cora M. teacher city schools, Huntington, W. Va.
 Wyatt, Mattie B., Mrs. Williams, Beswick, Pa.

CLASS OF 1881—SEVEN.

Enslow, J. M. farmer, Huntington, W. Va.
 Staley, Sybil, teacher city schools, Huntington, W. Va.
 Knight, Ruby R., assistant teacher in Montgomery Preparatory school.
 Tauber, Anna, Guyandotte, W. Va.
 Rymer, A. L., Co., Superintendent, Putnam Co.
 Ware, Nellie, Mrs. Murrill, Huntington, W. Va.
 Ware, Sue, Mrs. H. T. Lovett, Huntington, W. Va.

CLASS OF 1882—EIGHT.

Ellis, Lottie, Mrs. Wallis, Ben Lomond, W. Va.
 Middleton, J. E. Charleston, W. Va.
 Isbell, Lillian C. teacher city schools, Huntington, W. Va.
 Peters, Frank M. Iaeger, W. Va.
 McKendree, Mary, assistant teacher Marshall College.
 Vinson, Maud teacher city schools, Huntington, W. Va.
 McCurdy, Azel, Huntington, W. Va.
 Ware, Kate B., Huntington, W. Va.

CLASS OF 1883—TEN.

Adkins, Vadah, teacher, Huntington, W. Va.
 Morris Gertrude, teacher at Milton, West Va.
 Booten, William T., Wayne W. Va.
 Schmauch, Anna L., Huntington W. Va.
 Davis, Leon M., clerk, Wayne, W. Va.
 Smith, Eddie B., Proctorville, Ohio.
 Delabar, Carrie M., Huntington, W. Va.
 Summers, Webster N., teacher Mason county W. Va.
 Mitchell Maud S., Mrs. Dudley, Huntington, W. Va.
 Wyatt, Marion, teacher city schools, Huntington, W. Va.

CLASS OF 1884—FIVE.

Baker, Anna, teacher, Guyandotte, W. Va.
 Robertson, Lillian, teacher Logan, W. Va.
 Graham, Laura, teacher Central City, W. Va.
 Southworth, Nettie, Mrs. Points, Huntington, W. Va.
 Northup, Mamie, Charleston, W. Va.

CLASS OF 1885—SEVEN.

Adkins, Ceres, teacher city schools, Huntington.
 Eisenmann, Clara, teacher city schools, Huntington.
 Baker, Mamie, Mrs. Adams, Central City, W. Va.
 Peterson, Florence, Mrs. Brooks, Brooklyn, N. Y.
 Childress, Emma, Huntington, W. Va.
 Wallace, Daisy, Spencer, W. Va.
 Davies, Stella, teacher city schools, Huntington.

CLASS OF 1886—SEVENTEEN.

Agnew, Martha, Mrs. Eakin, Huntington, W. Va.
 Pollock, Margaret, Huntington, W. Va.
 Dixon, J. C., teacher, Wayne county, W. Va.
 Ramsey, Lelia, Mrs. McDanald, Va.
 Dixon, E. E. teacher, Wayne county, W. Va.
 Rousey, Lulu, teacher, Huntington, W. Va.
 Hagan, Dora teacher city schools, Huntington, W. Va.
 Smith, C. H. Huntington, W. Va.
 Hinkle, P. A., teacher.
 Smith, W. W., student West Virginia University.
 McDowell, Rosa, Huntington, W. Va.
 Stout, Pernie, teacher Ripley, W. Va.
 Moore Elizabeth, teacher city schools, Huntington.
 Wertz, Edna, student W. Va. University.
 Norton, Eugenia, teacher city schools.
 Wilson, Grace, teacher Central City W. Va.
 Peterson, Grace, teacher, Philippine Islands.

CLASS OF 1887—NINETEEN.

Aten, L. G., civil engineer, Letart, W. Va.
 Lewis, M. C., teacher, Beech Hill, W. Va.
 Bourne, Julian, student in Paris.
 Lily, Mary, Huntington, W. Va.
 Castor, Laura, teacher city schools Huntington.
 Lindsay, Nellie, teacher, Guyandotte, W. Va.
 Chapman, Launa, teacher, Hurricane, W. Va.
 Loving, Beulah, Mrs. Hank, Hinton, W. Va.
 Christian, Lulu, Huntington, W. Va.
 McClung, C. V., teacher, Hurricane, W. Va.
 Cooper, P. W. student in the W. Va. University.
 McClung, Cary, teacher, Rupert, W. Va.
 Deitz, Henry, Palestine, Texas.
 Saunders, Lucy, teacher, Chase City, Va.
 Fitzgerald, J. A. student, Georgetown, Ky.
 Shepherd, Cora, teacher city schools, Huntington.
 Fleshman, H. F. Supt. city schools, Hinton, W. Va.
 Stitzer, Viola, Clarksburg, W. Va.
 Johnston, Maud, teacher, Central City, W. Va.

CLASS OF 1898—TWELVE.

Carpenter, Martha, Mrs. Miller, Huntington, W. Va. Miller, Coelina, Barboursville, W. Va.
 Derbyshire, Charles, teacher, Philippine Islands, Patterson, Earle, Cheeseman, Colorado.
 Easley, Frances, teacher, Bluefield, W. Va. Potts, Emma, student W. Va. University.
 Gibbs, Bertha, teacher in Kansas. Prose, Brook, Huntington, W. Va.
 Hitt, Ottie, teacher in Ohio. Simms, H. M., teacher, Marshall College.
 Marrs, Leola, teacher, city schools, Huntington. Strachan, Anna, Huntington, W. Va.

CLASS OF 1899—ELEVEN.

Adkins, Asa, teacher, Huntington, W. Va. Peters, Viola, teacher Bluefield, W. Va.
 Baker, Jennie, teacher, Central City. Sayre, M. I., teacher, Evans, W. Va.
 Gosling, Lenore, New Martinsville, W. Va. Sayre, T. J., teacher, Hartford, W. Va.
 Gotshall, Alice, student Oberlin University, Ohio. Skeer, Lulu, graduate student Marshall college,
 McClintock, Emma, teacher city schools, Huntington, W. Va.
 Norton, Mary, teacher city schools, Huntington. Thornburg, Frances, teacher, Central City, W. Va.

CLASS OF 1900—TWENTY.

Bossinger, E. L., student Cornell University. Osgood, Nellie, teacher city schools Huntington.
 Cocke, Rebekah, teacher Guyandotte, W. Va. Pabody, Earl, Huntington, W. Va.
 Cocke, Innis, graduate student Marshall College. Parsons, Delos, student W. Va. University.
 Doolittle, Maud, graduate student Marshall College. Patterson, Nelle, Mrs. H. M. Simms, Huntington,
 Green, Lalia, Huntington, W. Va. Roe, Blanche, graduate student Marshall College.
 Hagan, Maude, teacher city schools Huntington. Saunders, Edith, teacher, Central City, W. Va.
 Hill, L. B., Prin. Schools, Guyandotte, W. Va. Smith, Anna, teacher, St. Mary's, W. Va.
 Henley, L. S., teacher, Fayetteville, W. Va. Strain, Hassie, teacher, Kanawha Co., W. Va.
 McClintock, Mabel, teacher city schools, Huntington. Taylor, D. W., Prin. schools, East Bank, W. Va.
 Miller, B. B. Blackburg, Va. Warth, H. C., student Oberlin University.

CLASS OF 1901—TWENTY-FOUR.

Chambers, Boyd, Huntington, W. Va. Marcum, Roy, Huntington, W. Va.
 Chase, Florence, Illinois. Matics, C. H., Alderson, W. Va.
 Davies Althea, Huntington, W. Va. Matics, H. L., Alderson, W. Va.
 Davies, Effie, Huntington, W. Va. Osborne, Romeo, Griffithsville, W. Va.
 Davis, Comer, Huntington, W. Va. Richmond, Ernest, New Richmond, W. Va.
 Davis, Benjamin, Huntington, W. Va. Simms, Henry, Huntington, W. Va.
 Edens, Lilly, Central City, W. Va. Smith, Emmet, Guyandotte, W. Va.
 Kautz, W. C. Penbro, W. Va. Snell, Mabel, Huntington, W. Va.
 Kerr, C. W., Ohio. Steinbach, Bertha, Pt. Pleasant, W. Va.
 Kyger, Win. C., Kyger, W. Va. Stewart, I. F., Mole Hill, W. Va.
 Lederer, Anna, Mason, W. Va. Wertz, Mayme, Huntington, W. Va.
 Lowther, Louie, Pullman, W. V.
 Lyons, Joseph, Huntington, W. Va.

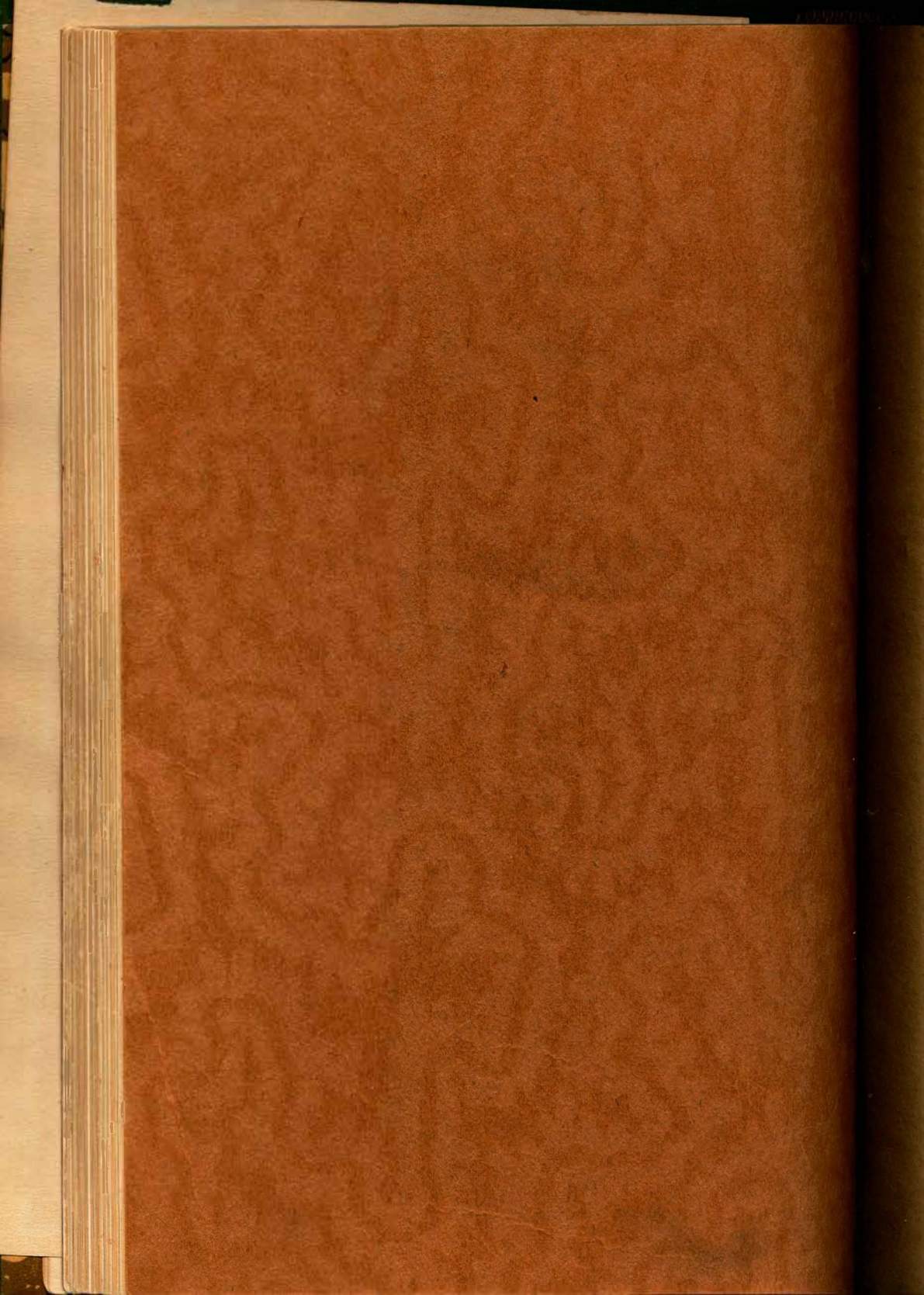
*Deceased.

ERRATA

PAGE 57: In reading the names of "First and Second Year" students, read down the first column to "Carpenter, Mary," then turn to page 58, and so with each of the four columns.

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TEXT BOOKS USED

The following is a list of the text books used. In some cases, such as U. S. History, General History, and a few other subjects, teachers who enter for review work are permitted to use any good text book they may already have; younger students, however, and all taking the course as it is laid down must use the text required for class. Only by doing this can satisfactory work be done

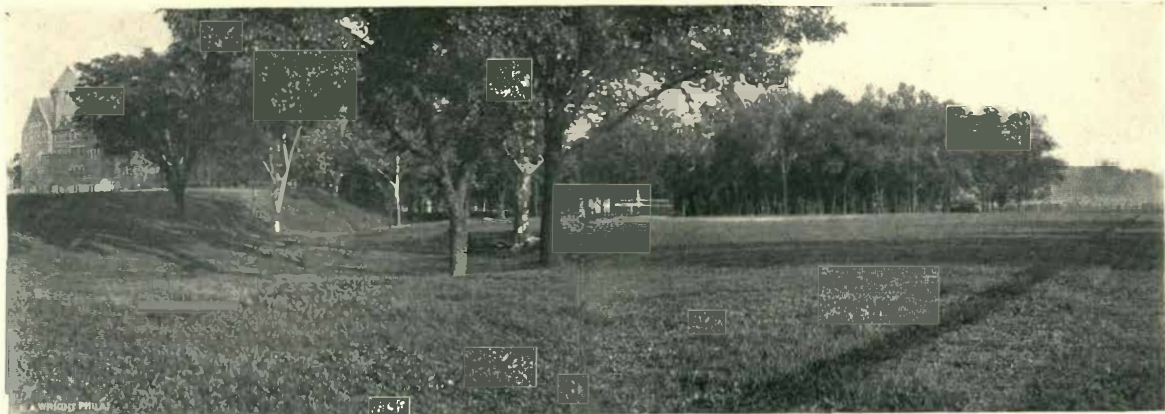
SUBJECT.	TEXT BOOK.	NUMBER OF WEEKS STUDIED.
Written Arithmetic.....	<i>Milne's Standard</i>	88
Mental Arithmetic.....	<i>Brooks's Normal</i>	15
Review Arithmetic.....	<i>Any good book</i>	12
Algebra.....	<i>Milne's Elements of</i>	88
Algebra.....	<i>Miln.'s Academic</i>	88
Geometry.....	<i>Milne's Plane and Solid and Spherical</i>	88
Trigonometry.....	<i>New Text to be Selected</i>	15
Bookkeeping.....	<i>Bryant & Stratton</i>	12
U. S. History.....	<i>McMasters</i>	15
Review U. S. History.....	<i>Any good book</i>	12
English History.....	<i>Montgomery</i>	11
General History.....	<i>Swinton</i>	12
Review General History.....	<i>Any good book</i>	12
Greek History.....	<i>Botsford</i>	15
Roman History.....	<i>Morey's Outlines</i>	11
Medieval History.....	<i>Adams</i>	11
Modern History.....	<i>Adams</i>	12
History of Education.....	<i>Szeley</i>	15
Psychology.....	<i>Halleck, also James</i>	26
Logic.....	<i>Fezou</i>	11
Ethics.....	<i>McKenzie</i>	11
Pedagogy.....	<i>Bover</i>	12
Practice in Teaching.....	<i>Langhlin</i>	12
Economics.....	<i>Buchler</i>	88
English Grammar.....	<i>Patrick</i>	20
English Grammar.....	<i>Reed & Kellogg</i>	18
Masterpieces of English.....	152
Rhetoric.....	<i>Quackenbos</i>	88
English Literature.....	<i>Halleck</i>	28
American Literature.....	<i>Hawthorne & Lemon</i>	15
Beginners' Latin.....	<i>Smiley and Storke</i>	26
Latin Composition.....	<i>Riggs</i>	78
Cæsar.....	<i>Any good text</i>	28
Cicero.....	<i>Any good text</i>	27
Virgil.....	<i>Any good text</i>	28
Latin Grammar.....	<i>Hadley & Allen</i>	78
Beginners' Greek.....	<i>White</i>	26
Greek Composition.....	<i>Jones</i>	88
Xenophon.....	<i>Goodwin & White</i>	27
Greek Grammar.....	<i>Goodwin</i>	50
The Iliad.....	<i>Seymour</i>	28
Beginners' French.....	<i>Cook's Otto</i>	28
French Grammar.....	<i>Cook's Otto</i>	50
French Classics.....	<i>Varied each year</i>	50
Beginning German.....	<i>Cook's Otto</i>	28
German Grammar.....	<i>Cook's Otto</i>	50
German Classics.....	<i>Varied each year</i>	50
Political Geography.....	<i>Mitchell</i>	26
Review Political Geography.....	<i>Mitchell</i>	12
Physical Geography.....	<i>Davis</i>	15
Physiology.....	<i>Overton</i>	12
Zoology.....	<i>Holder</i>	12
Astronomy.....	<i>Young</i>	15
Geology.....	<i>Le Contr</i>	15
Botany.....	<i>New text to be chosen</i>	12
Physics.....	<i>New text to be chosen</i>	26
Chemistry.....	<i>Storer & Lindsay</i>	12
Civics.....	<i>Willoughby</i>	11
Drawing.....	<i>Different texts Combined</i>	11
Vocal Music.....	<i>Mason</i>	12
Penmanship.....	<i>Slating hand</i>	27
Spelling.....	<i>Modern Speller</i>	152
Composition.....	152
Masterpieces of English and American Literature.....	152



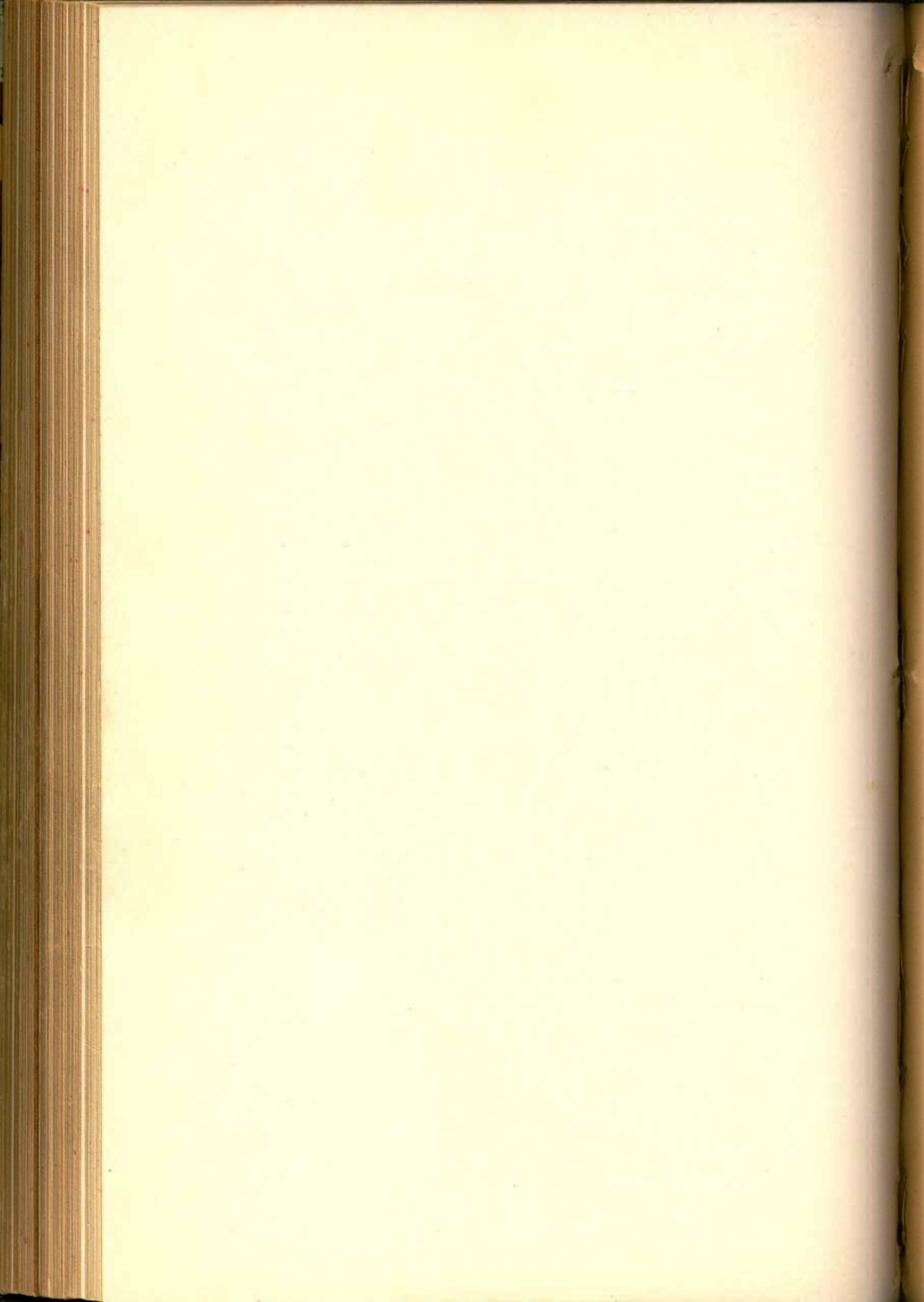
MISS ANNA CUMMINGS,
Superintendent of Teachers' Training Department

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LOOKING NORTH ACROSS WEST SECTION OF ATHLETIC GROUNDS ;
THE COLLEGE BUILDING ON THE LEFT, WITH BROOKLET BETWEEN.



STUDENTS' NAMES

NORMAL AND ACADEMIC DEPARTMENTS
GRADUATE STUDENTS

Baker, Jennie (1899)	Green, Laila (1900)	Marcum, Roy (1901)	Smith, Emmet (1901)
Burgess, Fannie (1889)	Hill, L. B. (1900)	Richmond, Ernest (1901)	Wertz, Mayme (1901)
Chambers, Boyd (1901)	LeJerer, Anna (1901)		

SENIORS 1902

Baer, Ira	Emerick, Jennie	Parker, Walter	Scarff, Dora
Bayliss, Garnett	Garrison, J. D.	Petry, B. L.	Senseny, Nellie
Bowman, Tacy	Harper, S. J.	Phelps, Victor	Smith, Louise
Brady, Nora	Ingram, Dora	Porter, Dorothy	Steed, R. D.
Carmichael, Isabel	Myers, Clara	Porter, Leonard	Trent, W. W.
Clark, Mollie	McClintock, Laura	Reese, Rilla	Wall, Florence
Donaldson, Dwight	McGinnis, Abbie	Rece, Virginia	Williams, Cecil
Doolittle, Anna	McKendree, Georgeanna	Rowan, Bessie	Wright, Mollie

JUNIORS 1902

Baer, Teck'a	Donaldson, Will	Hartzell, Sadie	McKown, D. M.
Baker, Nannie	Derbyshire, Minnie	Harshbarger, Hattie	Page, Nighbert
Banks, Katharine	Enslow, Sadie	Jackson, Florence	Poindexter, Sallie
Bannister, Seutz	Enslow, Will	Johnson, W. C.	Proctor, Eunice
Blanchard, Mary	Foley, Bessie	Jones, Bennie	Quesenberry, Hallie
Bush, Blanche	Ferguson, Elizabeth	Johnson, Ada	Riley, R. H.
Baumgardner, Edna	Garrod, George	Kisar, Gertrude	Rowan, Mattie
Bayliss, Mabel	Gibson, Frances	Lallance, Bertie	Taylor, Clarence
Cole, Herbert	Graybeal, Livonia	Mahan, Jennie	Thompson, Marguerite
Crumrine, Veve	Graybeal, Jennie	Maupin, Pearl	Walkinshaw, Eva
Crider, Mazie	Hagan, Beulah	Morton, Joanna	Wysor, Ruth
Curry, H. O.	Hamilton, Ida	McCallister, Anna R.	Wysor, Fannie

FIRST AND SECOND YEAR

Adams, Frances	Beckner, Gertrude	Cummings, Carroll	Evans, Georgia
Anderson, Ethel	Brown, E. W.	Crickenberger, Laura	Evans, Gertrude
Anderson, Stella	Brown, Lizzie	Clay, S. E.	Evick Thomas
Anderson, Ollie M	Bailey, C. B.	Davis, Frances	Elcessor, M. M.
Ashworth, Ethel	Bias, W. M.	Davis, Henry	Elswick, W. H.
Andrews, Chessie	Bobbitt, W. O.	Davis, Towns	Ferguson, Harold
Ankrom, B. W.	Brackman, J. A.	Deeds, A. C.	Feurt, Valancy
Arbogast, J. G.	Bright, Geo. W.	Denton, Merrill	Fontaine, Imogene
Baker, Daisy	Bright, Mary C.	Diehl, Henry	Freeman, Blanche
Baker, Edgar	Browning, B. A.	Dickey, Goldie	French, Moss
Ballard, Hattie	Buck, L. F.	Dils, Innis	Frizzell, Edward
Ballard, Mamie	Caldwell, George	Dobyns, Emily	Fuller, Anna
Ballard, Juanita	Carpenter, Mary	Dobyns, Myrtilia	Ferguson, Mabel
Beach, Conway	Chambers, Lee	Doolittle, Chloe	Faber, H. O.
Burger, Chas.	Chambers, Inez	Drummond, Waldo	Fetty, Jas. E.
Berry, John	Chapman, Ottis	Dudding, Waldo	Fitzgerald, Thos.
Berry, Mary	Cheuvront, Homer	Dugan, Fannie	Garland, Sargie
Biern, Arthur	Clay, Grace	Dunbar, Abbie	Gautier, C. V.
Biggs, Susie	Creel, Edith	Duncan, Owen	Gibson, Annie
Blair, Edna	Cross, Selina	Dunkle, Harry	Graham, May
Blake, Clyde	Cullen, E. W.	Dwyer, Malley	Graham, Cecil
Blake, Earl	Curtis, John	Dunbar, W. O.	Grass, Margery
Blake, Louise	Chafin, J. E.	Davis, L. H.	Grass, Roy
Bonham, W. A.	Chambers, O. C.	Dearing, Lizzie	Grass, Frank
Buckner, McVea	Cole, J. S.	Dickerson, Alice	Godby, M. V.
Burks, Helen	Cunningham, H. E.	Dickey, W. R.	Gorrell, R. E.
Burns, Jas.	Chafin, Don	Dobbins, Emma	Gibson, Bertie
Burns, Anice	Crider, F. C.	Dorsey, Henry	Gibson, Minnie
Barrett, T. R.	Casto, E. A.	Dye, G. A. Jr.	Gibson, Lizzie
Beswick, Addie	Chambers, Okey	Day, Cora	Gill, Jarrell
Blankenship, G. C.	Cleavenger, Bessie	Eggleston, Forrest	Givens, A. D.
Buskirk, Robt. R.	Coffman, Lillie	Ellison, Ophia	Goodrich, Chas.
Bobbitt, E. M.	Craig, J. S.	Emmons, Bessie	Goff, W. R.

Correll, Effie	Herold Minnie L.	Mullins, Bertha	Sharitz, Boyd C.
Griffin, Harry	Herold, Laura	Myles, Bettie	Sharitz, Claude H.
Groves, Allie	Hickman, Jas. H.	Martin, C. A.	Shiveley, Joseph
Groves, H. D.	Hobbs, Jennie Lind	McClare, Erskine	Simmons, Loua
Hager, C. F.	Hogsette, Myrtle	McClure, Otto	Smith, Mabel
Hall, Lulu	Hoke, Bessie	McCormick, Mercedes	Smith, Wiatt
Hall, Lillian	Hoke, Bertie	McCormick, May	Snedegar, Harry
Hall, Deselm	Hughes, Nellie	McCullough, L. M.	Southworth, Anna
Hambrick, Vada	Hunter, Bertie	McPherson, Cleo	Southworth, Oley
Hamilton, Okey	Hunter, Gertie	McCoy, R. H.	Sullings, Blanche
Hamilton, Rolla	Irwin, Bertha	McCue, Jennie	Swentzel, Mabel
Hammat, Rose V.	Ingalls, India	Nichols, Clara	Shannon, Andrew T.
Hardman, Paul	Jarvis, Chas.	Northcott, Amy	Smith, Chas. S.
Harper, Chas. A.	Jenkins, Carrie	Newman, Verne	*Shamblen, O. G.
Harper, Bertie	Johnson, J. C.	Nash, Annie L.	Shinn, Cora
Harper, Macey	Johnson, Mason	Nichols, W. O.	Simmons, Gertrude
Harper, Sylvanus	Jones, Annie M.	Nickell, R. D.	Simms, Alma
Harris, Walker	Jordan, Albert H.	O'Neill, Chas.	Somerville, Grace
Hatteu, Catherine	Justice, John	Oney, Jas.	Smith, H. S.
Harshbarger, Maude	Kanode, Hilda	O'Dell, Minnie	Snodgrass, Rufus
Hartzell, Ollie	Kenyon, Earl F.	Overstreet, Maggie	Somerville, J. W.
Hatfield, Edna	Knapp, Mattie	Owen, Chas. W.	Stalnaker, Jas.
Hawkins, Alice	Koontz, Carlton	Parsons, Mary	Sullings, Bessie
Hawkins, Nannie	Koontz, Blanche	Point, Ethel	Stafford, U. G.
Hawkins, Fred	Kise, C. W.	Pool, Virginia	Starcher, W. P.
Hedrick, C. C.	Keefe, George A.	Pritchard, Edmond	Stanton, David
Hedrick, C. E.	Keenan, E. Burke	Painter, M. L.	Tanner, Lizzie
Hickel, Mabel E.	Keller, J. B.	Parish, Homer	Taylor, Harvey
Hickel, Corla	Keller, Will D.	Parker, E. P.	Thomas, C. R.
Hickman, Nellie	Knapp, Ada	Patman, Norma	Tipton, Clarence
Hogg, Hannah	Kyger, Flode	Patterson, J. N.	Tufts, Marie
Hogg, Edna	Leslie, Ethel	Patterson, Romola G.	Turner, Princess
Hogsett, C. H.	Leete, Grace	Patterson, Sulla L.	Turner, May
Holt, Homer	Love, Edward	Perkins, C. G.	Thomas, T. C.
Holderby, Emma	Lunsford, Fred	Rece, Lena	Thompson, W. E.
Holten, Lettie	Lively, C. W.	Reitz, Chas.	Thacker, Loua
Hopkins, Archie	Lively, J. W.	Rhoads, Aaron	Thomas, Jennie
Huddleston, Bessie	Long, Luther	Richmond, Ered.	Thompson, Lulu
Huddleston, Harlowe	Lively, E. L.	Riggs, Caldwell	Thacker, L. E.
Hutchinson, Cora E.	Lee, H. B.	Riggs, Florence	VanBibber, Cyrus
Hadley, Hattie	Mannon, Homer	Riz, Effie	Vanden, Katie
Horan, T. B.	Meadows, Azel	Robinson, Grace	VanVleck, Stathard
Hager, A. G.	Meadows, Estelle	Reid, Harry	Walker, Claude
Hopkins, H. H.	Nick, Oreta	Rogers, Blanche	Walton, Mary
Huff, N. C.	Miller, Edith	Rolph, Fay	Welch, Frances
Humphreys, H. C.	Miller, Blanche	Rolph, Guy	Wellman, Nada
Humphreys, Sallie	Miller, Mary	Rousey, Flossie	Wells, Laur
Horan, Alice	Miller, Rosa	Rogers, Grace	Wells, L. W.
Hoffman, T. J.	Miller, Zollie	Rousey, Fitzhugh	Wiley, Inez
Hundley, J. H.	Mitchell, Ella	Ramsey, T. G.	Wiley Roscoe
Hamrick, J. M.	Mitchell, H. K.	Riggs, Eunice	Williams, Charley
Harvey, Gertrude	Mobus, Anna	Rodes, Olive	Wilson, Rena
Harvey, Maude	Mobler, Edith	Rodes, Minnie	Wilson, Maude
Hatfield, Ira F.	Moyle, Laura	Rollyson, T. P.	Wyatt, Wortham
Hatfield, Alex. L.	Manikin, Speed	Ruttencutter, Paul	Wilkinson, A. J.
Henson, Cordelia	Meredith, Harry	Sanders, Arthur	Wade, Charlotte
Henley, Jessie	Moran, Clara	Scott, Howard	Washington, Arvilla
Hern, Lulu	Morris, F. E.	Sehon, Douglass	Williams, Hortus

UNGRADED

Crawford, Lillian	Higgins, Chas.	Pfouts, Cora	Trice, R. L.
Cox, Robert	Huddleston, J. R.	Rutherford, Lafa	Toney, P. E.
Chatfield, B. E.	Haddad, Samuel	Spicer, Rosa	Varnum, C. R.
Cornwell, Nora B.	Hamilton, Dora.	Sikes, Herbert	Williamson, F. M.
Dameron, Retta	Jarrell, Frank	Stewart, James E.	Williamson, B. C.
Ferguson Harriett	Myers, Pearl	Stewart, Ora	Wiles, May.
Hinchman, Jas.	Northcott, Mamie	Smith, M. V.	

VOCAL MUSIC

Anderson, Ethel	Burk, Helen	Dameron, Retta	Point, Ethel
Anderson, Stella	Brown, Stella	Emmons, Bessie	Simmons, Gertrude
Baker, Daisy	Caunmack, L. H.	Ferguson, Harriet	Thompson Mar-
Banks, Katherine	Castor, Laura	Huff, Katharine	guerite
Baer, Teckla	Doolittle, Clyde	Johnson, Warren	Ware, Mamie

INSTRUMENTAL MUSIC

Anderson, Stella	Guthrie, Kathaleen	Rutherford, Lona	Graybeal, Livonia
Anderson, Ethel	Graham, C. N.	Saxton, Mrs. Shipley	Hunter, Jennie
Ashworth, Ethel	Harper, Bertie	Simmons, Gertrude	Horan, Alice
Baker, Daisy	Harper, Macey	Tuning, Mrs.	Hickel, Corda
Crawford, Lillian	Huddleston, Bessie	Ware, Mayme	Hogsette, Myrtle
Cross, Lena	Hawkins, Nannie	Woodyard, Mrs. N. S.	Miles, Bettie
Davis, Edna	Knapp, Mattie	Berry, Mary	McCallister, Anna
Denton, Merrill	Miller, Zollie	Beuhring, Lucile	Nash, Annie
Dobyns, Myrtila	Mohler, Edith	Coleman, Garnet	Northcott, Amy
Dobyns, Emily	Morton, Joanna	Doolittle, Chloe	Woodyard, Mrs. N. S.
Derbyshire, Minnie	Jarvis, Edith	Evans, Gertrude	
Ellison, Ophia	Riggs, Florence	Ferguson, Harriet	

ELOCUTION AND ORATORY

Baumgardner, Edna	Evans, Nellie	Humphreys, H. C.	Carmichael, Isabel
Berry, John	Ferguson, Harriet	Hundley, J. H.	Radcliff, Anna
Burns, Adrienne	Freeman, Olive	Hogsette, Myrtle	Riggs, Collie
Conley, Ruth	Groves, Allie	Jones, Bennie	Rowan, Mattie
Clay, Graec	Hamilton, Ida	Koontz, Blanche	Steed, R. D.
Corbley, Lizzie	Hadley, Hattie	Leete, Grace	Trent, W. W.
Crider, Julia	Hager, C. F.	McDonnie, Victoria	Tults, Helen
Curry, H. O.	Hamilton, Okey	McCormick, Mae	Turner, Princess
Dils, Innis	Hamilton, Rolla	Mitchell, Ella	Wall, Florence
Deeds, A. C.	Hatfield, Edna	McCue, Jennie	Wall, Campbell
Donaldson, Dwight	Hogsett, H. H.	Painter, M. L.	Wysor, Ruth
Doyle, Mary	Huddleston, H. H.	Phelps, Victor	Wysor, Fannie
Evans, Gertrude	Huddleston, Bessie	Brady, Nora	Williams, Hortus

ART

Colter, Pearl	Harvey, Agnes L.	Hollandsworth, Della	Skeer, Lulu
Darrte, Alice	Henley, Jessie	Hutchinson, Mrs. R. L.	Williams, Harry

BUSINESS

Adkins, Asa	Colley, Nellie	Knight, Alice	Robinson, Bernie
Apperson, Mrs. Lulu	Claypool, E. E.	Layne, Mrs. Maggie,	Rutherford, Lafe
Ahern, Mary	Davis, S. F.	Lawill, Hugh S.	Rardin, Garnet
Avis, Chas.	Dameron, Retta	Lloyd, J. W.	Rutherford, Lona
Bobbitt, W. O.	Dwyer, Mallie	Lallance, Lottie	Sanford, T. E.
Brammer, O. E.	Edwards, C. F.	Lively, J. W.	Steinbach, Bertha
Barr, J. P.	Erskine, F. V.	Motte, Lenah	Searls, Mary
Barr, Cordelia	Eiseman, Andrew	Mayberry, W. E.	Stanley, Arthur
Bullock, O. T.	Ellis, Hallie	Moore, Samuel	Sikes, Herbert
Brinker, H. O.	Foley, Mayme	Myers, Pearl	Smith, Emmett
Brinker, O. C.	Feeley, Minnie	Moran, D. T.	Spicer, Rosa
Bledsoe, Benjamin	Farr, A. G.	Morton, Joanna	Spahr, Lillian
Baldwin, Mrs. Annie	Fitzgerald, Thomas	Mannon, Bernie	Smith, Bernice.
Bogges, Emma G.	Gothard, Nona	McPherson, Cleo	Strachan, Ben.
Ballard, Juanita	Green, Barber M.	McLanghlin, Margaret	Smith, M. V.
Bailes, Bertha	Gould, V. W.	Mitchell, Ella R.	Saunders, Nina
Beagle, Alden	Gerlach, Chas. V.	Muenz, Alice	Seaman, Vance
Buskirk, Mrs. Martha	Humphreys, Mabel	Moorefield, J. L.	Shelton, David
Burgess, Kate	Horn, Sadie	Meadows, Azel	Smith, Leo G.
Brown, Lizzie	Higgins, Charles	Mannon, Homer	Stewart, Ora
Brown, Effie	Hudleston, C. C.	Malcom, W. H.	Stewart, J. E.
Barr, W. Fred	Harshbarger, Clyde	Neff, O. R.	Turner, H. M.
Cauterbury, A. B.	Hinchman, J. J.	Nash, Edna	Turner, Mason A.
Cornwell, Mabel R.	Huddleston, J. R.	Niel, R. T.	Taylor, Harvey
Cox, R. W.	Holton, Forbes Jr.	Nixon, C. H.	Toney, F. N.
Chambers, Zella	Hutchinson, K. D.	Ollum, Olive	Thompson, Lyda
Chittum, Blanche	Hutchinson, Will B.	Pfouts, Cora Lee	Toney, P. E.
Childers, Maude	Hambrick, Hattie V.	Proctor, L. G.	Trice, Robert L.
Collins, A. C.	Harvey, J. W.	Price, H. V.	Thornburg, Robert
Chatfield, B. E.	Huff, Ewart,	Potts, H. S.	Thornburg, Frank
Carter, Shannon	Hogg, Hannah	Pierpoint, L. L.	VanFleet, Nettie
Castor, George	Hollandsworth, J. M.	Pritchard, E. F.	Varnum, Carl R.
Cornwall, Nora B.	Johnson, W. A.	Pugh, G. L.	Williamson, Forrest M.
Cavedish, Leslie M.	Johnson, Ora	Phelps, Victor	Williams, Edwin
Coleman, Garnet	Jarrell, Frank H.	Patterson, J. L.	Wysor, James M.
Cox, John	Kee, Alice	Rogers, Willie	Wooten, Fred
Crider, Floyd	Kuhn, Willie.	Ramsey, J. G.	Webb, Lona

IV

THE MARSHALL COLLEGE

Wellington, Jeannie	Williams, Cecil	Workman, Siegal	Williams, Hortus
Wells, Jessie	Wall, Ernest H.	Walker, H. B.	Washington, W. C.
Weider, D. F.	Ward, Robert Jr.	Witzgall, Louis	Young, Howard, C.
Williams, Lillie A.	Williamson, B. C.	Poffenbarger, R. H.	Bragg, Martha
		Dement, Ruby	

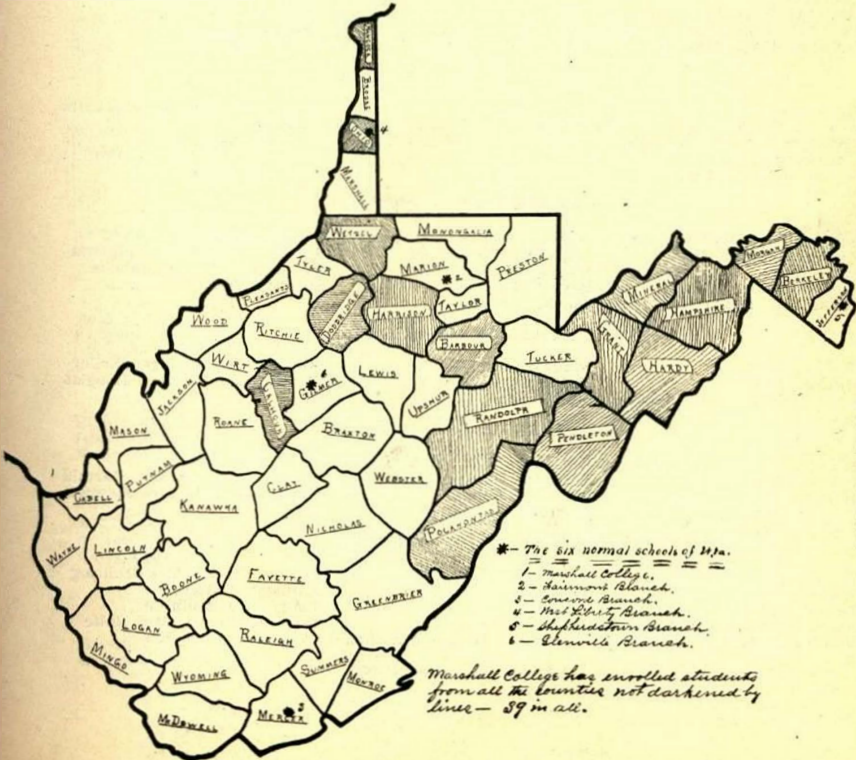
Total Enrollment in all Departments.....772

Number Taking Work in More Than One Department.....133

Total Number of Different Students in Attendance for the
year 1901-2.....639



SULLA PATTERSON
Our First No 600 Student



Where our students come from—the 39 counties through which no lines are drawn

ALUMNI

CLASS OF 1870—FOUR.

Cather, Ella E. Crooks, E. W. Marshall, T. Marcellus
Wilson, W. E.

CLASS OF 1871—NINE.

Atkinson, Ella R. Mrs. Mick Leary, S. B. Ricketts, E. S.
*Beane, W. Belle Mason, Nannie J. Mrs. Holland Taylor, Kate E. Mrs. Ring
Hinkle, J. R. Pierpont, Julia Mrs. Crooks Triplett, Sarah S. Mrs. Bagley

CLASS OF 1872—ELEVEN.

Ayers, Buenos *Fisher, William Neff, Ella E. Mrs. Mitchell
Duling, W. A. Mrs. Canterbury Holt, Loua Parsons, Albert S.
Eib, Mrs. Lucy Huxham, Lizzie Phillips, Robert T.
Prichard, James M. Reynolds, Charles J.

CLASS OF 1873—NONE.

CLASS OF 1874—NINE.

Blair, S. C. Hill, G. W. *Peck, C. M.
Bryan, Thomas J. Oakes, Adelia Mrs. Wagner *Poar, Elias K.
Doolittle, Edward S. Oakes, G. W. Reip, David W.

CLASS OF 1875—FOURTEEN.

Abbott, Hattie Mrs. Forsinger Knapp, George W. Poage, Bayless
Cheeseman, Lewis Laidley, Mary, Mrs. Chewning Poage, Anna Mrs. Shelton
Gallaher, E. M. Mrs. Holswade Mallory, Victoria Mrs. Lyons Ritchie, Mary
Johnson, Emma, Mrs. Wood McGuire, Lewis A. Switzer, Rufus
Johnson, Mary, Mrs. Day Mitchell, F. M. Mrs. Pennypack'r

CLASS OF 1876—FIFTEEN.

Agee, Joseph B. Hill, Charles Peyton, Virginia, Mrs. Ricketts
Adkins, Berthold Huxham, Lottie Mrs. Hatten Poage, Alberta
Carr, Mary Mrs. Fitz-hugh Ingham, Maggie Mrs. Titus Shelton, Joseph R.
Cheeseman, Miriam Lynch, Isaac H. Thornburg, Charles L. Prof.
Gwinn, Osthsneil E. Peyton, Sallie Wyatt, S. Prichard

CLASS OF 1877—FOURTEEN.

Adams, Kate Mrs. Chase Harrow, V. F. Mrs. Downey Rosson, Nellie, Mrs. Shott
*Aults, Solomon E. Hudkins William E. Shore, Ella, Mrs. Cunningham
*Bradhurst, Alice M. Massiliott, Flora M. Smith, Angie, Mrs. Mahone
*Cunningham, Frank Peyton, T. West Stewart, Viola
*Campbell, Helen M. Quick, John E.

CLASS OF 1878—EIGHT.

Calvin, Lizzie B. Johnson, Charles P. Simms, Cora A. Mrs. Kirtley
Enslow, Linn B. Mairs, Adam T. Warth, Lou M. Mrs. Douglas
Jeter, Willie M. Mrs. Bowling McCutcheon, Walter

CLASS OF 1879—TEN.

Abbott, May L. Mrs. Ensign Gallaher, Willie K. Mrs. Oney Keever, L. Francis
Allen, Thomas M. Gillispie, George I. McCullough, G. L. Mrs. Harrold
Donella, Emma D. Harper, Thomas S. McGinnis, J. M. Mrs. Stewart
Harrold, Charles B.

CLASS OF 1880—FIFTEEN.

*Aultz, Adam E. Cunningham, Geo. F. Peyton, F. Ora Mrs. Behring
*Behring, Henry H. Enslow, A. Blanche Ramsey, William H.
Behring, Mary Mrs. Davis *Higgins, Lou L. Thornburg, Addie M.
Behring, V. E. Mrs. Hawkins Hubbard, Thos. H. B. Trice, Jennie M. Mrs. Rolfe
Bond, Friend McGinnis, Maggie Mrs. Beale Wilcoxen, Julia F.

CLASS OF 1881—NONE.

CLASS OF 1882—FOUR.

Adkins, Annie C. Mrs. Johnson	McComas, George J. lawyer Reece, William S.	Sikes, Ida M. Mrs. Johnson
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CLASS OF 1883—FOUR.

*Beuhring, Fred A.	Steele, Lillian L. Mrs. Trotter Thornburg, V. Mrs. Dr. Vickers	Unsel, Cora E. Mrs. Johnson
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CLASS OF 1884—EIGHT.

Beckley, John H.	Hayslip, Ruby K.	Shannon, Mrs. M. L.
Beuhring, Lee D.	LeSage, Isaac R.	Stephenson, Ella Mrs. Johnson
Beuhring, Nora Mrs. Hawkins	Looney, John W.	

CLASS OF 1885—EIGHT.

Barse, Mattie Mrs. Williamson	Gallaher, Sallie	McLaughlin, M. Mrs. Woodworth
Cammack, L. H.	Hayslip, Okey K.	Prickett, C. M.
Duffy, Anna Mrs. Peoples	Laidley, Theodore	

CLASS OF 1886—FIFTEEN.

Beckett, O. F. L.	Flowers, Edgar	Morris, Fred
Burdette, F. L.	Lallance, Anna Mrs. Cuppett	Remele, Lulu Mrs. Huff
Carroll, Mamie	*Love, Anna Mrs. Love	Sedenger, Harry
Davis, Anna	Love, Charley	Wallace, Lulu
*Eggers, John	McLaughlin, H., Mrs. Newman	Wellman, Lulu Mrs. Mossman

CLASS OF 1887—SIX.

Miller, Leona	Smith, Linnie Mrs. Wigal	Thornburg, J. Harvey
Reece, Frank S.	*Thornton, Amy Mrs. Harris	Wright, Ada Mrs. Poage

CLASS OF 1888—TWELVE.

Beardsley, Lola Mrs. Northcott	Grogan, Eugene	McDade, Georgia
Boyer, Minnie Mrs. Hutchinson	Hay, Addie	Mitchell, Demma Mrs. Nicholas
Burks, Ida Mrs. Wilson	Hennen, Samuel	Vaughn, Kate, Mrs. Harris
Goff, J. L. J.	Hunsaker, Olive M.	Wilcoxon, Hattie

CLASS OF 1889—NINE.

Adkins, Nancy	Knight, Irma, Mrs. R. L. Archer	Ritz, Harrold A.
Burgess, Fannie C.	Martiu, Pearl	Shelton, Stella Mrs. Southworth
Cyrus, W. E.	Myers, Mary L.	Shirkey, Leslie

CLASS OF 1890—SIX.

Burks, Mary C.	Talley, Cora M.	Wyatt, Hallie Mrs. Washington
Freeman, Alice	Wilson, Willis L.	Wyatt, Mattie B. Mrs. Williams

CLASS OF 1891—SEVEN.

Enslow, J. M.	Rymer, A. I.	Ware, Nellie Mrs. Murrill
Knight, Ruby R.	Staley, Sybil	Ware, Sue Mrs. H. T. Lovett
	Tauber, Anna	

CLASS OF 1892—EIGHT.

Ellis, Lottie Mrs. Wallis	McCurdy, Azel	Vinson, Maud
Isbell, Lillian C.	Middleton, J. E.	Ware, Kate B.
McKendree, Mary	Peters, Frank M.	

CLASS OF 1893—TEN.

Adkins, Vadah,	Delabar, Carrie M.	Smith, Eddie B.
Booten, William T.	Mitchell, Maud S. Mrs. Dudley	Summers, Webster N.
Davis, Leon M.	Morris, Gertrude	Wyatt, Marion
	Schmauch, Anna L.	

CLASS OF 1894—FIVE.

Baker, Anna	Northrup, Mamie	Southworth, Nettie, Mrs. Points
Graham, Laura	Robertson, Lillian	

CLASS OF 1895—SEVEN.

Adkins, Ceres	Childress, Emma	Peterson, F. Mrs. Brooks
Baker, Mamie Mrs. Adams	Davies, Stella	Wallace, Daisy
	Eisenmann, Clara	

CLASS OF 1896—SEVENTEEN.

Agnew, Martha Mrs. Eakin	Moore, Elizabeth	Smith C. H.
Dixon, J. C.	Norton, Eugenia	Smith, W. W.
Dixon, E. E.	Peterson, Grace	Stout, Pernie
Hagan, Dora	Pollock, Margaret	Wertz, Edna
Hinkle, P. A.	Ramsey, Lelia Mrs. McDonald	Wilson, Grace.
McDowell, Rosa	Rousey, Lulu	

CLASS OF 1897—NINETEEN.

Aten, L. G.	Deitz, Henry	McClung, Cary
Bourne, Julian	Fitzgerald, J. A.	Loving, Beulah Mrs. Hank
Castor, Laura, Mrs. Hensley	Fleshman, H. F.	McClung, C. V.
Chapman, Launa	Johnston, Maud	Saunders, Lucy
Christian, Lulu	Lewis, M. C.	Shepherd, Cora
Cooper, P. W.	Lilly, Mary.	Stitzer, Viola
	Lindsay, Nellie	

CLASS OF 1898—TWELVE.

Carpenter, Martha Mrs. Miller	Hitt, Ottie	Potts, Emma
Debyshire, Charles	Marrs, Leola	Prose, Brook
Easley, Frances	Miller, Coelina	Simms, H. M.
Gibbs, Bertha	Patterson, Earle	Strachan, Anna

CLASS OF 1899—ELEVEN.

Adkins, Asa	McClintock, Emma	Sayre, T. J.
Baker, Jennie	Norton, Mary, Mrs. Wilson	Skeer, Lulu
Gosling, Lenore	Peters, Viola	Thornburg, Frances
Gotshall, Alice	Sayre, M. L.	

CLASS OF 1900—TWENTY.

Bossinger, E. L.	Henley, L. S.	Roe, Blanche
*Cocke, Kebekeh	McClintock, Mabel, Mrs. Ritter	Saunders, Edith
Cocke, Innis	Miller B. B.	Smith, Anna
Doolittle Maud	Osgood, Nellie	Strain, Hassie
Green, Lalia	Pabody, Earl	Taylor, D. W.
Hagan, Maude	Parson, Delos	Warth, H. C.
Hill, L. B.	Patterson, Nelle Mrs. Simms	

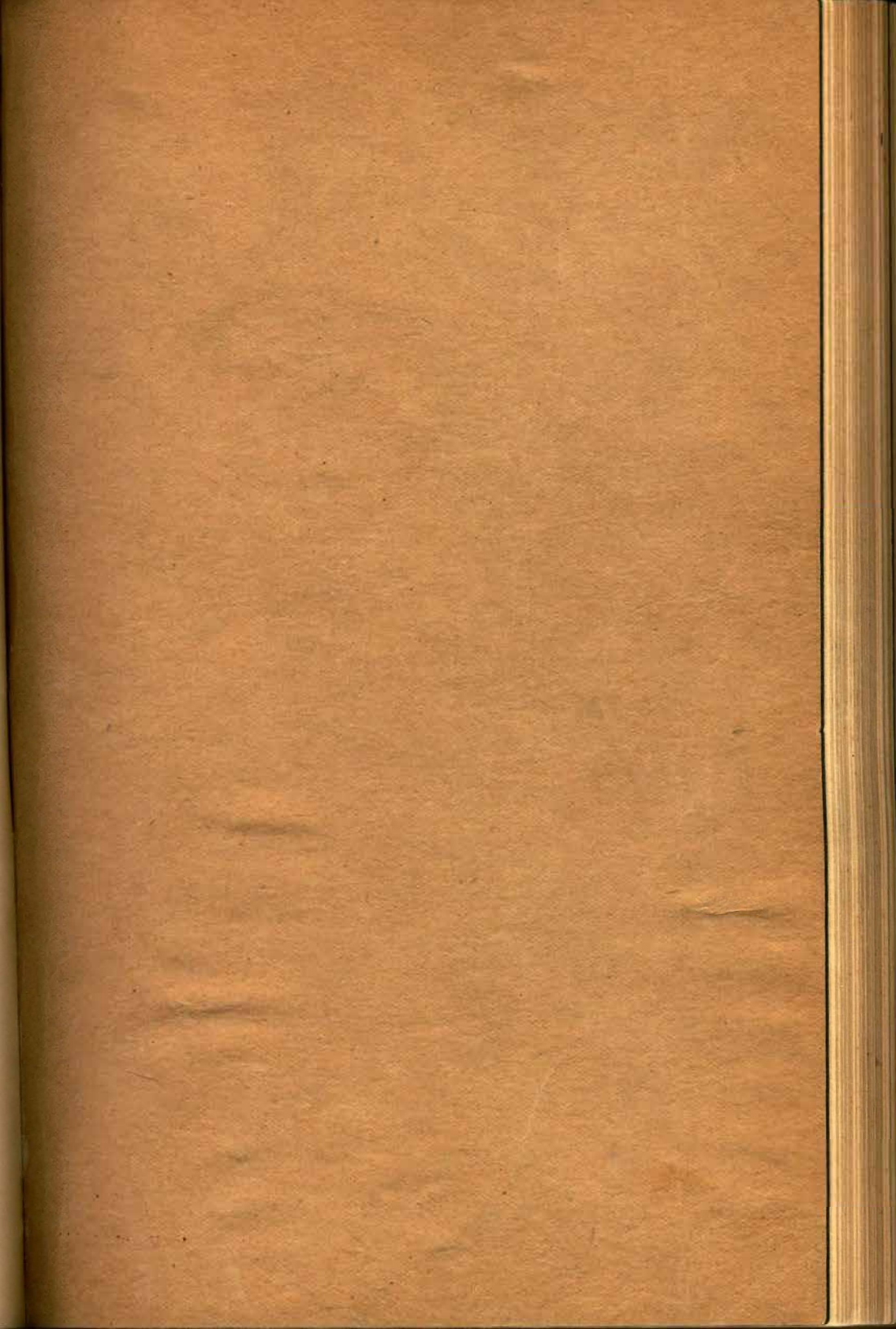
CLASS OF 1901—TWENTY-FOUR

Chambers, Boyd	Kerr, C. W.	Osborne, Romeo
Chase, Florence	Kyger, Wm. C.	Richmond, Ernest
Davies Althea	Lederer, Anna	Simms, Henry
Davies, Effie	Lowther, Louie,	Smith, Emmet
Davis, Comer	Lyons, Joseph	Snell, Mabel
Davis, Benjamin	Marcum, Roy	Steinbach, Bertha
Edens, Lilly	Matics, C. H.	Stewart, I. F.
Kautz, W. C.	Matics, H. L.	Wertz, Mayne

CLASS OF 1902—THIRTY-TWO.

Baer, Ira	Ingram, Dora	Rece, Virginia
Bayliss, Garuett	Myers, Clara	Rowan, Bessie
Bowman, Tacy	McClintock, Laura	Scarff, Dora
Brady, Nora	McGinnis, Abbie	Senseney, Nellie
Carmichael, Isabel	Parker Walter	Smith, Louise
Clark, Mollie	Petry, B. L.	Steed, R. D.
Doolittle, Anna	Porter, Dorothy	Trent, W. W.
Donaldson, Dwight.	Phelps, Victor	Wall, Florence
Emerick, Jennie	Porter, Leonard	Williams, Cecil
Garrison, J. D.	McKendree, Georgeanna	Wright, Mollie
Harper, S. J.	Reese, Rilla	

*Deceased



Enrollment
OF 637
DURING SESSION 1901-02