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1905-1906 Catalogue of Marshall College, The State Normal School

Marshall University

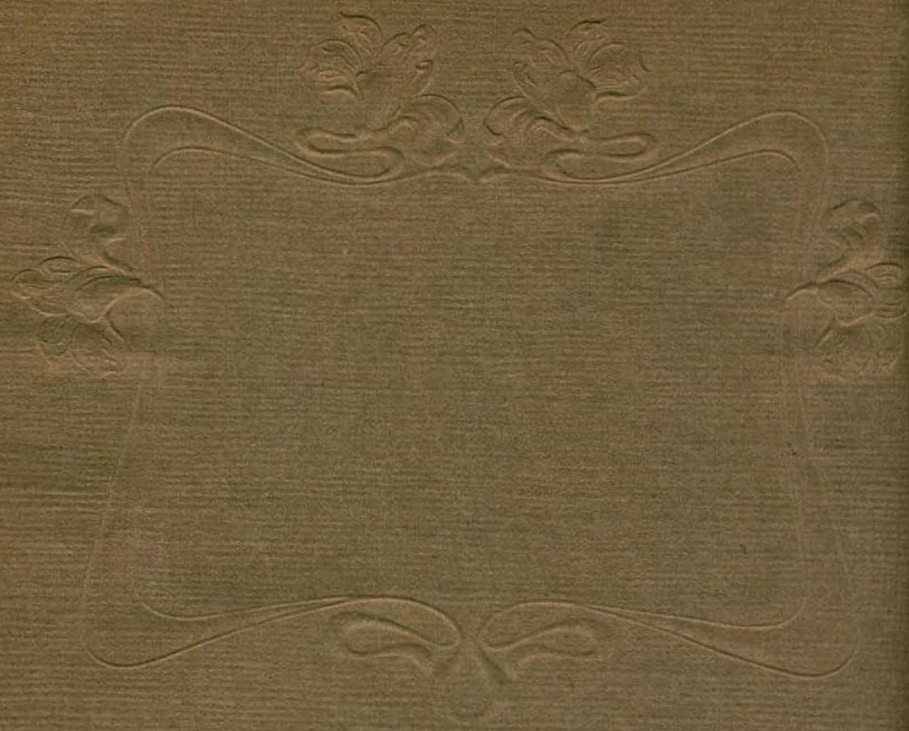
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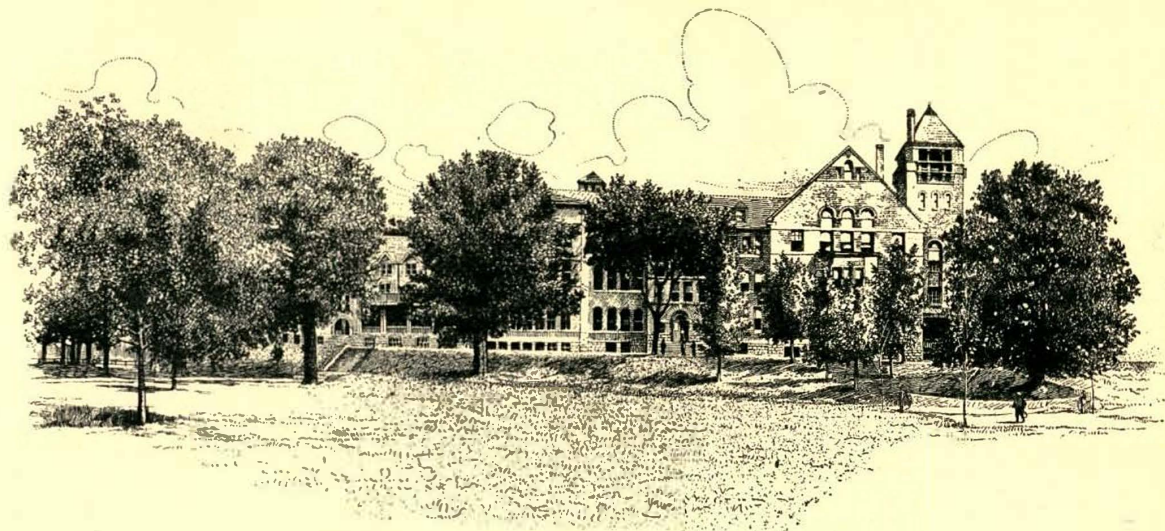


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Marshall College
June 1905





COLLEGE BUILDINGS, THIRD AVENUE FRONT

ANNOUNCEMENTS
FOR
SESSION 1905-'06.

ISSUED

CATALOGUE
MARSHALL COLLEGE
HUNTINGTON, W. VA.

JULY, 1905.

REPORT FOR
SESSION 1904-'05.

CALENDAR.

FALL TERM.

SESSION

1905-'06.

SEPTEMBER, 1905.

S	M	T	W	T	F	S
		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER, 1905.

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER, 1905.

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER, 1905.

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20			

WINTER TERM.

SESSION

1905-'06.

JANUARY, 1906.

S	M	T	W	T	F	S
			3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY, 1906.

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH, 1906.

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15		

S	M	T	W	T	F	S

SPRING TERM.

SESSION.

1905-06.

MARCH, 1906.

S	M	T	W	T	F	S
		20	21	22	23	24
25	26	27	28	29	30	31

APRIL, 1906.

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY, 1906.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE, 1906.

S	M	T	W	T	F	S
					1	2
3	4					

SUMMER TERM.

SESSION.

1905-06.

JUNE, 1906.

S	M	T	W	T	F	S
		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY, 1906.

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10				

ANNOUNCEMENTS.

SESSION 1905-'06.

- FALL TERM:** Opens Tuesday, 9 a. m.,.....September 5, 1905.
Closes Wednesday, 1:15 p. m., December 20, 1905.
- WINTER TERM:** Opens Wednesday, 9 a. m.,.....January 3, 1906.
Closes Thursday, 1:15 p. m.,..... March 15, 1906.
- SPRING TERM:** Opens Tuesday, 9 a. m.,.....March 20, 1906.
Closes Monday, 10:30 p. m.,..... June 4, 1906.
- SUMMER TERM:** Opens Tuesday, 8 a. m.,.....June 5, 1906.
Closes Tuesday, 1:15 p.m.,... July 10, 1906.

THANKSGIVING VACATION: November 30 to December 3, inclusive.

CHRISTMAS HOLIDAYS: December 21 to January 2, inclusive.

SPRING VACATION: March 16 to 19, inclusive.

There will be no Recitations on Washington's Birthday, but there will be Special Exercises.

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PART I.

OFFICERS.

STATE BOARD OF REGENTS.

- HON. THOS. C. MILLER, State Supt. of Schools,
Charleston, W. Va.—President.
- HON. F. W. NESBITT, Attorney at Law,
Wheeling, W. Va.,—Secretary.
- HON. IRA E. ROBINSON,..... Attorney at Law,
Grafton, W. Va.
- HON. E. L. DUNN, Business Man,
Bargers Springs, W. Va.
- HON. S. H. BOWMAN, Attorney at Law,
Philippi, W. Va.
- HON. ELLIOTT NORTHCOTT, Attorney at Law,
U. S. District Attorney, Huntington, W. Va.
- HON. ROBT. S. CARR, Business Man,
Charleston, W. Va.

LOCAL EXECUTIVE BOARD.

- CAPT. A. F. SOUTHWORTH, R. R. Engineer,
Huntington, W. Va.,—President.
- PAUL W. SCOTT, Attorney at Law,
Huntington, W. Va.,—Secretary.
- GEORGE F. MILLER, Cashier First Nat'l Bank,
Huntington, W. Va.,—Treasurer.

FACULTY.

L. J. CORBLY, Principal,
Geology and Psychology.

MRS. NAOMI EVERETT, First Assistant,
French and Literature.

MISS ANNA CUMMINGS,
Superintendent of Teachers Training Department.

MISS LILIAN HACKNEY,
Mathematics.

W. M. MEREDITH,
Science.

MISS HARRIET D. JOHNSON,
Greek and Latin.

J. A. FITZGERALD,
Mathematics.

G. M. FORD,
Civics and History.

B. F. WILLIAMSON,
Latin.

R. J. LARGENT,
English and History.

* W. H. FRANKLIN,
English and German.

MRS. FRANCES CALDWELL,
English and Mathematics.

MISS FRANCES BURGESS,
Political and Physical Geography.

*** MISS FLORA POPE,
Asst. to Supt. of Training Dept.

MISS VIRGINIA RIDER,
English Grammar.

**** MISS MABEL BROWN,**
History and Mathematics.

E. E. MYERS,
Art.

MISS RHODA CRUMRINE,
Head Teacher of Piano.

MRS. C. E. HAWORTH,
Head Teacher of Voice.

**** MISS MAYNIE WARE,**
*** MISS LUCIE BROWN,**
Oratory.

MRS. E. C. McMILLEN,
Mandolin and Guitar.

***** MISS AURA STEVENS,**
***** MISS SALLIE HUMPHREYS,**
Teachers in the Model School.

MISS MARY SHARP,
Assistant in Piano.

MISS DAINTY CRAIG,
Assistant in Art.

*** MRS. BERTHA ROTH WALBURN,**
Violin.

***** F. E. PLUMMER,**
Bookkeeping and Penmanship.

INSTRUCTOR TO BE APPOINTED.
Band Music.

MRS. C. E. HAWORTH, —Soprano,
MISS FLORA E. POPE, —Alto.
GEORGE BAGBY, —Tenor.
AUBURN CARTER, —Bass.
College Quartet.

MRS. ELIZABETH MYERS,
Librarian.

MRS. LAURA J. MEANS,
Matron of College Hall.

MISS MABEL CASSADY,
Dining Room Matron.

**Members of the faculty, session of 1904-'05, but resigned at the close of the session, to continue their studies.

*Appointed for the session of 1905-'06. Were not in the faculty, session of 1904-'05.

*** Resigned at close of session of 1904-'05, and their places are to be filled before September 13, 1905, also two additional Model Teachers.

STANDING COMMITTEES.

CLASS OFFICERS.

CLASS OF 1906.—Mrs. Everett and Mr. Meredith.

CLASS OF 1907.—Mr. Ford and Miss Johnson.

CLASS OF 1908.—Mr. Williamson and Miss Burgess.

CLASS OF 1909.—Mr. Largent and Mrs. Caldwell.

CLASS OF 1910.—Mr. Franklin and Miss Rider.

GENERAL WORK.

LIBRARY.—Mrs. Myers and Miss Cummings.

BOARDING.—Mr. Fitzgerald and Miss Burgess.

CLASS STANDING.—Miss Johnson and Mr. Franklin.

GRADUATION.—Mr. Fitzgerald and Miss Hackney.

INTER-NORMAL CONTEST.—Miss Johnson and Mr. Williamson.

INTER-SOCIETY CONTEST.—Messrs. Franklin and Largent.

ADVISORY TO LITERARY SOCIETIES.—Messrs. Largent and Franklin.

SENIOR EXERCISES.—Class Officers, Class 1906.

JUNIOR EXERCISES.—Class Officers, Class 1907.

STUDENT SOCIALS, &c.—Mrs. Everett and Mrs. Means.

ATHLETICS.—Messrs. Ford, Fitzgerald, and Largent, and Misses Hackney, Caldwell and Rider.

COLLEGE HALL.

DINING ROOM.—Misses Cassady, Hackney, Johnson and Mrs. Corbly.

GOVERNMENT.—Mrs. Means, Mrs. Everett and Misses Hackney and Johnson.

* CLASS WORK AND CREDITS.

ENGLISH.—Mrs. Everett, Mr. Franklin, Mr. Largent, Miss Burgess and Miss Rider.

MATHEMATICS.—Miss Hackney, Mr. Fitzgerald, Mr. Meredith, Mr. Ford and Mrs. Caldwell.

SCIENCE.—Mr. Meredith, Miss Burgess and Miss Hackney.

HISTORY AND CIVICS.—Mr. Ford, Mrs. Everett, Miss Cummings, and Mr. Largent.

ANCIENT LANGUAGES.—Miss Johnson and Mr. Williamson.

MODERN LANGUAGES.—Mr. Franklin and Mrs. Everett.

PROFESSIONAL SUBJECTS.—Mr. Corbly and Miss Cummings.

MODEL SCHOOL.—Miss Cummings and Mr. Corbly.

MUSIC AND ART.—Mr. Myers, Miss Crumrine, and Mrs. Haworth.

* The Principal is, ex-officio, an active member of each sub-committee under this head.

THE FACULTY.

THEIR EXPERIENCE AND THEIR PREPARATION FOR THEIR WORK.

Session 1905-'06.

L. J. CORBLY, Principal,—Geology and Psychology.

Educated in the common schools of West Virginia, Fairmont State Normal School, the West Virginia University, where he graduated in 1890, and at the German Universities of Halle, and Berlin. Taught five years in country schools, three years principal of town schools, Superintendent of schools, Water Valley, Miss., two years, Superintendent of schools, Clarksburg, W. Va., three years, and nine years in present position. Spent four summers in European travel. Has taught 170 months.

MRS. NAOMI EVERETT, First Assistant,—Literature and French.

Educated in the common schools of North Carolina, Tennessee, Steubenville Seminary, and the University of Chicago, where she took her degree in 1902. Principal of the high schools of Clarksburg and Huntington 16 years, in her present position eight years. Has taught 244 months. Mrs. Everett has traveled in Europe.

MISS ANNA CUMMINGS, Superintendent of the Training Department.

Educated in the common schools of Maine, in Colby University, University of Chicago, and Leland Stanford University, Cal. Took her degrees from Colby University, Maine. Teacher in private schools, high schools, academies, Moody's School for Boys, Mt. Vernon, Mass., Lady Principal of Vermont Academy, Vermont, and six years special training for her present position. Miss Cummings is a native of Maine, later a resident of Massachusetts. She has traveled in Europe. Has taught 185 months.

MISS LILIAN HACKNEY, Mathematics.

Educated in the common schools of W. Va., W. Va. University, where she graduated in 1893, at the Ohio Wesleyan University, and Cornell University. Taught in the schools of her native county (Monongalia), city schools of Cleveland, Ohio, and in her present position since 1895, total 135 months. She has traveled in Europe.

MR. W. M. MEREDITH, Science.

Educated in the common schools of Virginia, Emory and Henry College, Virginia, University of W. Va., and Ada, Ohio. Taught several years in the common schools of Virginia, principal of the schools at Lewisburg, W. Va., and in his present position since 1898, a total of 139 months. Mr. Meredith spent the summer of 1903 in European travel.

MISS HARIET D. JOHNSON, Greek and Latin.

Educated in the common schools of W. Va. and Ohio, Denison University, Ohio, where she took her degree, and the University of Chicago. Instructor in Shepherdstown State Normal eight years, and in her present position since 1902, a total of 110 months. Miss Johnson spent the summer of 1903 traveling in Europe.

MR. J. A. FITZGERALD, Mathematics.

Educated in the common schools of W. Va., Marshall College and Georgetown University, Ky., where he took his degree. Principal of the Hurricane schools one year and in his present position since 1902. Has taught, in all, 40 months.

MR. GEORGE M. FORD, History and Civics.

Educated in the common schools of W. Va., and at the University of W. Va., both academic and department of law, where he took his degrees. Taught in the common schools of W. Va., in the Grafton high school, and three years as principal of the Concord Branch of the State Normal School; elected to his present position in June, 1903. Has taught 90 months.

MR. B. F. WILLIAMSON, Latin.

Educated in the common schools of W. Va., Buckhannon Seminary, and at Alleghany College, Pa., where he took his degree. Has taught 39 months. Has been in present position two years.

MR. R. J. LARGENT, English and History.

Educated in the common schools of W. Va., and at the University of W. Va., where he spent six years and took his degree. Elected to his present position, January, 1904. Has taught 16 months.

MRS. FRANCES CALDWELL, English and Mathematics.

Educated in the schools of West Virginia and of Kentucky, in which latter State she did her college work. Has taught in the common schools, in the Charleston City Schools, in the Concord Branch of the State Normal, and one year in Marshall College.

MISS FRANCES BURGESS, Political and Physical Geography.

Educated in the common schools of West Virginia, Shelton College, Marshall College (graduated here), W. Va. University, Colorado Springs Summer School, Colorado, and the University of Chicago. Taught 12 months in the country schools of Kanawha county, W. Va., 12 months in the St. Albans grammar school, three years in the Huntington high school, and ten years as principal of the Holderby school, of this city, a building of fourteen rooms, a total of 138 months. Miss Burgess in attending school at the University of Chicago this Summer. Has held her present position one year.

MISS VIRGINIA RIDER, English Grammar.

Educated in the common schools of West Virginia, in the Buckhannon Seminary, where she also taught, and in Alleghany College. She has taught six months in Marshall College.

MR. W. H. FRANKLIN, English and German.

Educated in the common schools of West Virginia, graduate of the Buckhannon Seminary, also of Alleghany College where he took his A. B. degree. Has taught in the common schools and two years in the Clarksburg High School as instructor in Greek and German.

MISS RHODA CRUMRINE, Piano and Harmony.

A graduate of the University School of Music, where she taught one year before coming to Marshall College. A native West Virginian of German descent. She has held her position since September, 1903.

MRS. C. E. HAWORTH, Voice.

Educated under private tutors in New York and Boston, the best instructors in voice that could be had. Has taught several years. Mrs. Haworth is a Springfield, Mass., lady, has had liberal training and experience as teacher, and has taught three years in Marshall College.

E. E. MYERS, Art.

Educated in the schools of Ohio and Pennsylvania, and trained for his profession in the Art Schools of Pittsburg, Cincinnati, New York and Boston. Called to his present position in 1902. Taught several years, and connected with the Abbott Art Company of Huntington for five years. Lecturer at the Tri-State Chautauqua, on art, summer session of 1904.

MRS. E. C. McMILLEN, Guitar and Mandolin.

Born of a musical family, educated in the schools of West Virginia, and has kept up her work in music since childhood.

MISS AURA STEVENS, Model Teacher, (Division A.)

Educated in the common schools of Greenbrier county, Alderson schools, and Marshall College. Has taught in the public schools of Greenbrier county, in Alderson Academy, and in her present position two years.

MISS MARY SHARP, Assistant in Piano.

Received her training under private instructors and in Marshall College. Called to her present position in the fall of 1904.

MRS. BERTHA ROTH WALBURN, Violin.

Studied under Jose Marien, Belgian violinist, in the College of Music, Cincinnati, also theory in the same school, six years, graduating in 1902. Taught in same institution awhile, later three years in Knoxville, Tenn., and in Huntington, W. Va.

MISS LUCIE BROWN, Oratory.

No data is at hand as we go to press concerning Miss Brown's educational career except that she has taught several years in high grade institutions, and comes to us very strongly recommended.

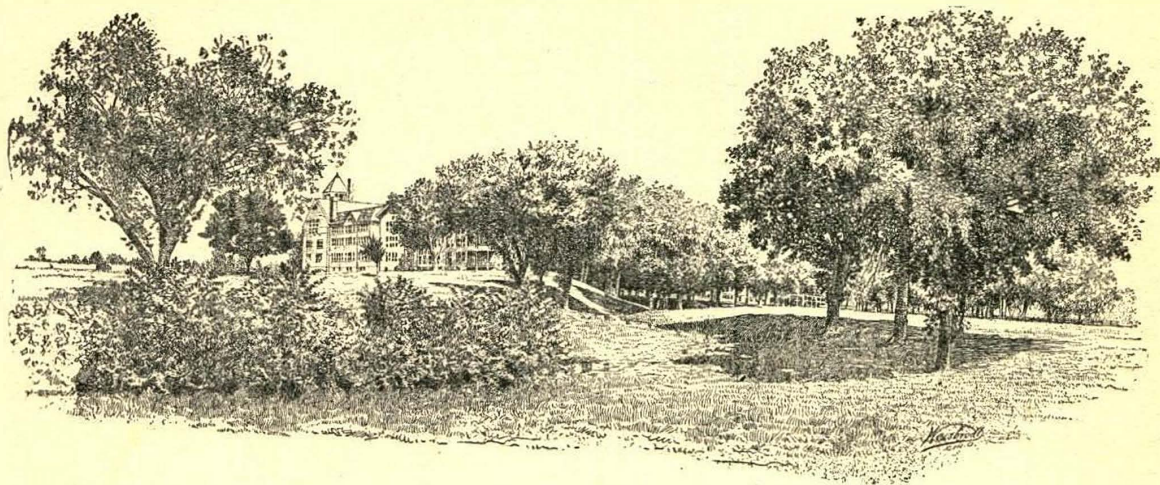
MISS DAINTY CRAIG, Assistant in Art.

Educated in the Marshall College Art School where she has already taught three months with exceptional success.

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

Educated in private schools of Richmond, Va., and Chatham Institute, Va. Trained for her present work in the Dewey system of cataloguing and handling a library, under the state librarian of Pennsylvania. Mrs. Myers could not be called a member of the faculty in a strict sense of the word, though her time is nearly all given up to work for the students, assisting and directing them in their references and reading; and it is doubtful if any member of the faculty has heavier or more responsible duties.

FOUR TEACHERS for the Model Department, and **ONE** for teaching Bookkeeping and Penmanship have not yet been selected at the time we are finishing this catalogue,—July 22, 1905.



VIEW OF GROUNDS FROM S. E. CORNER OF THE CAMPUS.

PART II.

BRIEF HISTORY.

Marshall College was established in the year 1837 under the name of "Marshall Academy" in honor of chief Justice John Marshall of the Supreme Court of the United States.

The first building was erected on the site occupied by the east wing of the new (1897) dormitory.

In the year 1858 the legislature of Virginia changed the academy to a college, and the name to "Marshall College."

That part of Virginia in which the school was located having become a part of the new state, West Virginia, during the Civil War, new treatment at the hands of the legislature of the new state naturally followed, and in 1867 Marshall College became the State Normal School of the new commonwealth under the official name of "Marshall College" which name it has since retained.

Later, "Branch Schools" of the parent normal were established at Fairmont, Concord Church (now Athens), West Liberty, Shepherdstown, and Glenville. In 1871 the legislature decided that "branches" were becoming too numerous on the parent stem, and while they did not resort to pruning, they amended the state constitution so that no more branch normals should be established, (and it might be well to have a similar amendment concerning branches to the state university, so that the state might care better for both these two parent institutions and the branch schools already established).

Gradually the school developed from the "Log Cabin" form to the brick structure, then to the enlarged brick structure, and in 1874, by the addition of a \$28,000 building, to the rather pretentious institution for that date in the history of our State.

In 1895 a \$27,000 building was added, (\$25,000 was appropriated that year and \$2,000 two years later to complete the third story), in 1897 the original brick east wing was torn down and on its site was erected the splendid east wing of the present dormitory, and in 1899 the space between the "1871" and the "1895" buildings—84 x 72 feet—was utilized by erecting a new school building, thus joining in one series, composed of four sections, the several buildings, covering an area 313 feet in length and varying from 40 to 84 feet in width, the entire section three stories high besides basement stories.

The legislature of 1905 appropriated \$40,000 for a new school building which is in progress of erection at this writing on the west end of the high terrace, the structure facing 140 feet on 16th Street and 101 feet on Third Avenue, and containing, besides a large commencement hall, 8 recitation rooms, principal's office and reception room, 5 lavatories, 2 laboratories, 2 cloak rooms, a study hall, a library and a gymnasium.

Meantime the enrollment has passed from the "tens" of the 1838 period to the neighborhood of "eighty times ten," and the faculty, though not proportionate in its increase, has grown to the "two dozen" mark.

The school now offers a regular and complete normal course of study for teachers, an academic course, courses in vocal and instrumental music, in art, and in oratory.

The training department for teachers is to be comfortably and handsomely housed hereafter and still more efficiently officered. This department was regularly organized, under the supervision of Miss Anna Cummings of Boston, Mass., at the opening of the winter term, 1902, and has grown grade by grade till now practically the entire course of study covered by the primary and grammar grades is represented in the "model school", so that members of the normal division of the senior class and student teachers have opportunity to do practice work in the entire public school course. More: Since the lower courses of the normal and academic departments cover the subjects of the high school, teachers in our practice work have opportunity for training in teaching all the subjects from the first primary to the highest grade of the high school, thus making quite complete the extent of the practice work in the "teachers training department."

The growth of the school has been rapid in the last ten years, but not too rapid to combine rapidity and substantialness in healthful proportions. Care has been taken to see that no feature of the growth should be made at the expense of any other feature; as a result, and in view of the rapid growth of the state, the improvement in public sentiment in favor of higher education, and the

greatly improved facilities which our new building now in process of erection will afford, the present outlook for the school is one that promises unparalleled success not only in enrollment, but in the enlarging of the sphere of influence and usefulness of the school in the upbuilding of our State system in West Virginia.

GOVERNMENT.

STATE BOARD OF REGENTS.

TENURE OF OFFICE: Marshall College, the state normal school of West Virginia, and its five branches are under the general supervision and control of a state board of regents, six in number, of which board the state superintendent of schools is, ex-officio, president and active member, thus making a board of seven members. This board is appointed by the governor of the state for a period of four years, the terms of three of them expiring every two years, thus practically assuring three experienced members on the board all the time.

The office of state superintendent of schools is an elective one, hence the president of the normal board is an elective officer, his election occurring at each regular quadrennial state election.

POLITICAL COMPLEXION:—Politically the board is composed of four members and the state superintendent selected from the dominant political party and two from the minority party. The terms of two members of the dominant and one of the minority party expire every second year, thus leaving at least one experienced member of the minority and two of the majority party on the board all the time. At the present time in West Virginia the board stands, therefore, five Republicans and two Democrats.

OFFICERS:—The officers of the state board are president and secretary. As stated above, the state superintendent of schools is, ex-officio, president; the secretary is chosen by the board from among their number.

DUTIES:—Briefly put, the duties of the board of regents consist of the following:

1. To decide upon the number of teachers, appoint them, remove same for cause, and fix salaries.
2. To provide courses of study (or approve same when submitted by the principals), select text books (or approve same when selected by the principals).
3. To adopt by-laws, rules, and regulations for the government of the schools.
4. To appoint an executive board for the normal school and one for each of its branches.
5. To perform all other duties necessary for the discipline, progress and development of these schools.

COMPENSATION:—The sum of \$1500. is appropriated for the annual expenses, traveling and per diem, of the regents, and the secretary is allowed \$200. additional to his traveling and per diem expenses. All or a part of the regents attend the annual commencements of the normal school and its branches.

EXECUTIVE BOARD.

The law prescribes that the state board of regents "shall appoint three intelligent and disinterested persons, residents of the county in which the school is located, who shall constitute an executive committee for the care and immediate management and control of said schools, subject to the rules and regulations prescribed by the board of regents."

It is the duty of these committees to make reports from time to time concerning "the condition, workings, and prospects of said schools", and "to do and perform such other duties in relation thereto as the regents may prescribe."

THE FACULTY.

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

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

when absolutely necessary. Indeed this is so much the case at Marshall College that we should feel humiliated were we compelled to be making frequent appeals to higher authority, thus not only troubling them but confessing our inability to cope with the situation within the limits of the authority vested in us as a faculty.

Government at Marshall College may be said, without semblance of boast or approach to exaggeration, to be reduced almost wholly to self-government on the part of the student body; this is facilitated by the appointment of various standing committees, some selected exclusively from the faculty, some exclusively from the student body, and some from both the student body and the faculty, the number, and the nature of the duties of which, will be found under the head of "Standing Committees", see "table of contents" in the front of this book.

It is a pleasure to record in this connection that it is matter of almost universal comment among strangers and friends alike, that the students of Marshall College are noted for their courtesy to strangers, fellow students and faculty, their respect for authority, and their thoughtfulness for their own good name and that of their school.

Suspensions seldom, very seldom occur, expulsions rarely, and when they do, no cymbals are sounded, no public proclamations are made, and no red flag is hung out to notify the school and the public, stir up public comment, and add unnecessary, if not criminal, humiliation to the expelled and his or her parents and friends. Usually such things are done without the knowledge of any one, at the time, except the principal and the expelled one, and only by degrees do the facts come to the notice of the school, sometimes not at all.

We have but little sympathy with that theory of punishment in school life that has for one of its main objects the deterring of others. Both law and reason, to say naught of charity and humanity, should be satisfied with simple justice to the offender, especially if he or she be young and unhardened to crime, hence worthy of every possible effort to redeem him and to make him useful.

PART III.

ADMISSION.

AGE:—The following are the age requirements for admission to the different departments of the school:

Art Department,—no age limit.

Oratory Department,—no age limit.

Music Department,—no age limit.

Model Department,—from 5 years up.

Normal and Academic Department,—males from 14 years up, females from 13 years up.

Professional Department,—juniors and seniors taking the normal course, those in the most advanced year of the Teachers Preparatory Course, and those outside these classes who have already taught or are mature enough to intelligently grasp the work and expect to teach.

RECOMMENDATION:—Every student who wishes to enter any department of the school must first present to the Principal a letter of recommendation for good moral character, reasonably studious habits, at least ordinary intelligence, and willingness to comply with all regulations of the school. This letter must be written by some honorable and influential citizen not related to the applicant for admission, and the name of the writer is entered on the records of the school as the one who vouches for the applicant. Said writer will be duly and promptly notified in case the student recommended fail to verify by his habits here, or by his intelligence, the correctness of the assurances set forth in the recommendation.

CREDITS FOR WORK DONE ELSEWHERE:—Credit is given for work done in any school of recognized standing and known

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

Those holding No. one county certificates issued under the new law, also any experienced teacher holding a No. one certificate or its equivalent, will receive credits on the following subjects, provided he has made 90 per cent or above on these subjects, and provided further that his work as student here indicates that his scholarship is of such proficiency as will justify our giving these credits, and provided finally, that our "Parallel Readings" requirements be complied with: 1. Written Arithmetic. 2. Mental Arithmetic. 3. Geography. 4. U. S. History. 5. General History. 6. Penmanship. 7. Bookkeeping. 8. Physiology. 9. Orthography.

These credits merely excuse the applicant from pursuing these subjects here in school, but do not excuse him from the final examinations on Written Arithmetic, Mental Arithmetic, Geography, U. S. History, English grammar, and Orthography, nor do they excuse him from the required readings on Geography and U. S. History, see "Parallel Readings" on the pages following. Final examinations are required only of those who are candidates for graduation, but "Parallel Readings" apply to all who ask for credits whether they graduate or not.

Credits will not be given on Greek history, Roman history, and English history, unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Greek, Roman, and English history. Our students are required to take all General history and then take separate texts on Greek, Roman, and English history afterwards.

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

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

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

The "Final Examinations" in written arithmetic, mental arithmetic, geography, U. S. History, English grammar and orthography referred to a few paragraphs above are by no means severe, except the one in orthography (which is not a mere pastime). They are brief, simple, straightforward, having in view merely the finding out whether we could recommend those taking them, should occasion arise, for positions of any kind, or to some higher institution. No attempt is made to embarrass the applicant. If, however, the results of these very simple examinations show that any applicant for senior honors is seriously lacking in the fundamentals of these subjects, some additional work may be required; this would depend on how serious the lack of knowledge on these subjects proved to be.

FEES:—The only fee required of West Virginia students for entering the Normal and Academic departments is the "Enrollment Fee", \$2.00, per term, which is payable at the opening of each term, fall, winter, and spring, and is never refunded, no matter how short a time the student may remain in school. This fee is always payable in advance and should be brought when the student presents himself for enrollment, as it is the receipt for this fee which must be presented to the teacher before the student can enter his classes.

The fee for the summer term in the Normal and Academic department is \$5.00, payable in advance, and not returnable except in case of continued and severe illness. The reason the fee for the summer term is more than the fees for the other terms is because the instructors who have charge of the summer term are not salaried for that term by the state, hence receive no remuneration for their services except from this fee.

The fee for entrance to the Model department is the same, \$2.00, and is payable at the same time, in the same way, and under the same conditions, as the fee for the Normal and Academic department.

The fees for entrance to the Normal and Academic, and to the Model department, for the fall, winter, and spring terms, go to help defray the current incidental expenses of the school, while the \$5.00 fees payable at the opening of the summer term go to pay the teachers for that term, they having no other source of remuneration for said term, as stated above.

Students from other states who wish to enter the Normal and Academic department for the fall, winter, and spring terms, pay, in addition to the "enrollment fee" (\$2.00 per term) a "tuition fee" of \$6.00 per term, thus making their total fees for these three terms \$8.00 per term; but they are admitted to the summer term on exactly the same basis as students from West Virginia, \$5.00.

For the amount of the fees in the departments of Art, Oratory, and Music see PARTS V., VI., and VII. of this book.



PART IV.

NORMAL AND ACADEMIC DEPARTMENT.

This Department includes the following courses of work:

1. The NORMAL COURSE.
2. The ACADEMIC COURSE.
3. The MODEL COURSE.
4. The TEACHERS REVIEW COURSE.
5. The TEACHERS PREPARATORY COURSE.

On the completion of either the first or the second of the above courses the student is awarded a "Diploma of Graduation."

On the completion of the Model Course the pupil (for this is a pupil's, and not a student's, course) is awarded a "Grammar School Certificate," or a Certificate of Completion of the Grammar School Course."

Neither Certificate nor Diploma is awarded for the work done in the Teachers Review Course.

On the completion of the Teachers Preparatory Course a "Certificate of Recommendation" is issued. This certificate carries with it neither exemption from state, county, or city examinations, at least not till the law is changed, nor does it entitle the bearer to any special advantages or benefits except to certify that a brief, systematic course of work for teachers has been duly completed, the subjects being printed on the face of the certificate, and the amount of work done in each. It is really a Recommendation for a course of work systematically and well done, recommending the bearer as fairly well qualified to teach in the common schools—not the high schools—of this and other states.

NORMAL COURSE OF STUDY.

FALL TERM.

WINTER TERM.

SPRING TERM.

Upper Grammar Year

Arithmetic 1 *
 Geography 1 *
 Grammar 1 *
 U. S. History 1 *

Arithmetic 2 *
 Geography 2 *
 Grammar 2 *
 U. S. History 2 *

Arithmetic 3 *
 Physiology
 Grammar 3 *
 Bookkeeping

First Year, Normal.

Arith. (Mental) *
 General History *
 Gram. (Advanced) 4 *
 Physical Geog. *

Algebra 1 *
 Greek History *
 Gram. (Advanced) 5 *
 Civil Govt. *

Algebra 2 *
 Roman History *
 Gram. (Advanced) 6 *
 Botany

Second Year, Normal.

Algebra 3 *
 Latin 1 *
 Rhetoric 1 *
 Zoology **

Algebra 4 *
 Latin 2 *
 Rhetoric 2 *
 Eng. History *

Algebra 5 *
 Latin 3 *
 Rhetoric 3 *
 } Geology, or
 } Astronomy *

Junior Year, Normal.

Geometry 1 *
 Latin 4 *
 Amer. Literature
 Hist. of Education

Geometry 2 *
 Latin 5 *
 Eng. Literature 1
 Economics

Geometry 3 *
 Latin 6 *
 Eng. Literature 2
 School Law, (3)
 Moral Education (2)

Senior Year, Normal.

Physics 1
 Trigonometry *
 Biblical Hist. (1)
 Pedagogy—(2)
 Psychology (2)
 Training Work

Physics 2
 Chemistry 1
 Child Study (1)
 Pedagogy (2)
 Psychology (2)
 Training Work

Physics 3
 Chemistry 2
 Ethics (3)
 Psychology (1)
 Educatnl. Psychol. (1)
 Training Work

- NOTE:** 1. All classes recite five times per week except those whose number of recitations per week is indicated by figures in parenthesis.
 2. New classes in all subjects marked thus, *, are organized at the opening of every term if there be calls sufficient to justify it.
 3. New classes in subjects marked thus, **, will be organized at the opening of the fall and spring terms, if the number of calls justify it.
 4. Classes in subjects with no asterisk attached are organized only for the terms indicated, except in special cases, or when the number of calls is large.
 5. The figures attached and not in parentheses indicate the no. of the term or course in subjects covering more than one term. e. g. "Grammar 3" means the third term or course in grammar, and so on. When no figure out of parentheses is attached it means that that subject is completed in one term, or that there is but one course, or unit, of it.

ACADEMIC COURSE OF STUDY.

FALL TERM.

WINTER TERM.

SPRING TERM.

Upper Grammar Year.

Arithmetic 1 *
Geography 1 *
Grammar 1 *
U. S. History 1 *

Arithmetic 2 *
Geography 2 *
Grammar 2 *
U. S. History 2 *

Arithmetic 3 *
Physiology
Grammar 3 *
Bookkeeping

First Year, Academic.

Arith. (Mental) *
General History *
Gram. (Advanced) 4 *
Physical Geog. *

Algebra 1 *
Greek History *
Gram. (Advanced) 5 *
Civil Govt. *

Algebra 2 *
Roman History *
Gram. (Advanced) 6 *
Botany

Second Year, Academic.

Algebra 3 *
Latin 1 *
Rhetoric 1 *
Zoology **

Algebra 4 *
Latin 2 *
Rhetoric 2 *
Eng. History *

Algebra 5 *
Latin 3 *
Rhetoric 3 *
} Geology, or **
} Astronomy *

Junior Year, Academic.

Geometry 1 *
} Latin 4, or *
} French 1
} Greek 1, or
} German 1
Amer. Literature

Geometry 2 *
} Latin 5, or *
} French 2
} Greek 2, or
} German 2
Eng. Literature 1

Geometry 3 *
} Latin 6, or *
} French 3
} Greek 3, or
} German 3
Eng. Literature 2

Senior Year, Academic.

Physics 1
Trigonometry *
} Latin 7, or *
} French 4
} Greek 4, or
} German 4

Physics 2
Chemistry 1
} Latin 8, or *
} French 5
} Greek 5, or
} German 5

Physics 3
Chemistry 2
} Latin 9, or *
} French 6
} Greek 6, or
} German 6

Mediaeval and Modern history, two units, are optional in this course, senior year.

SEE "NOTE" under Normal course of study, page 27.

MODEL COURSE OF STUDY.

See details of the work of this course immediately following the detailed outline of the work of the Academic Course.

TEACHERS REVIEW COURSE OF STUDY.

SUBJECTS.	TEXT BOOKS USED.	TIME SPENT.
Arithmetic, Written *	Any Good Book	3 months
Arithmaetic, Mental *	Brooks	3 months
Bookkeeping	New text to be chosen	3 months
Civil Government *	Willoughby	3 months
Geography, Political *	Any Good Book	3 months
Geography, Physical *	Davis	3 months
Grammar *	<div style="display: inline-block; vertical-align: middle;"> { Patrick's Lessons, or Reed & Kellogg's Higher Lessons } </div>	3 months
History, United States *	Any Good Book	3 months
History, General *	Any Good Book	3 months
Literature	Outlines Prepared for this.	3 months
Map Drawing *	No Text Required	3 months
Orthography *	Text Prepared by the Principal.	3 months
Penmanship *	Slanting Hand	3 months
Physiology	Overton	3 months
Theory & Art of Teach'g.. White.		3 months

NOTE:—1. Any one completing one or all the above studies will get credit for same on his or her Normal or Academic course should he or she decide to graduate.

2. Orthography includes Word Analysis, Diacritical Marks, Synonyms, Antonyms, Homonyms, and the Pronunciation and Spelling of five thousand very carefully selected words.
3. Those taking the Teachers Review course are permitted, indeed expected, to go into the Model Department as often as they can and take notice of how the subjects in the Review course are taught to the children, thus getting the benefit of the Practice Work to that extent.
4. All persons who wish to take only a part of the above course may take one or more studies in any of the other courses without additional fees.
5. See explanations of asterisks under Normal Course of Study, page 27.
6. Nearly all the work of the above course can be had in any term, but to best advantage during the Spring term.

TEACHERS PREPARATORY COURSE OF STUDY.

FALL TERM.

WINTER TERM.

SPRING TERM.

Upper Grammar Grade.

Arithmetic 1 *
Geography 1 *
Grammar 1 *
U. S. History 1 *

Arithmetic 2 *
Geography 2 *
Grammar 2 *
U. S. History 2 *

Arithmetic 3 *
Physiology
Grammar 3 *
Bookkeeping

First Year.

Arith. (Mental) *
General History *
Gram. (Advanced) 4 *
Physical Geography *

Algebra 1 *
Greek History *
Gram. (Advanced) 5 *
Civil Govt. *

Algebra 2 *
Roman History *
Gram. (Advanced) 6 *
Botany

Second Year.

Algebra 3 *
Rhetoric 1 *
Zoology **
{ English History or *
{ Latin

Algebra 4 *
Rhetoric 2 *
Astron'y or Economics *
{ Mediaeval Hist. or
{ Latin *

Geometry 1 *
Rhetoric 3 *
Geology **
{ Modern Hist.
{ or Latin *

Third Year.

Geometry 2 *
Amer. Literature
Hist. of Education
Pedagogy (2)
Psychology (2)
Biblical History (1)

Geometry 3 *
Eng. Literature 1
Child Study (1)
Pedagogy (2)
Psychology (2)
Training Work

School Law (3)
Moral Education (2)
Eng. Literature 2
Ethics — (3)
Psychology (1)
Educa'l Psychol. (1)
Training Work

NOTE:—1. Final examinations on all subjects included in the "State Uniform Examinations" must be passed, with a grade of not less than 75 on every subject, and a general average of 80 per cent, before a Certificate of Recommendation can be had for the work of this course.

2. Drawing, Penmanship, Orthography, Vocal Music, and Map Drawing must be included in this course.

3. By comparison with the Normal Course it will be seen that the following subjects found therein are omitted from this course: Algebra 5, Physics, Chemistry, Trigonometry and one term of Training Work. It will be noted further that Mediaeval and Modern history have been added.

4. The work of both seminars for one year, and active membership in one of the Literary Societies or three Junior Exercises will be required.

See explanations of "asterisks," "figures" &c. under Normal Course of Study, page 27.

5. Latin is optional in this course.

EXPLANATION.

A "UNIT," as used when referring to a single study, means the work in any subject for one term, (3 mos.), recitations coming five times per week.

If the recitations in a study come but once per week, the work in such a study covers only one-fifth unit per term, if twice per week, two-fifths unit, and so on.

THE NORMAL COURSE OUTLINED.

This Course comprehends the following:

1. The Academic part leading up to the Professional Work.
2. The Professional work, which comprehends the following subdivisions:
 - (1). The Professional Studies.
 - (2). The Training Work.
 - (3). The Seminaries.
 - (4). Visiting Schools.
 - (5). Special Lectures.

The above, plus the extras, such as orthography, drawing, vocal music, penmanship, Junior Exercises, Senior Exercises, &c., constitute the work of this course of study.

This Course includes, besides the Seminaries, Visiting Schools, Special Lectures and Extras, 60 "Units" of work divided, for convenience, into 5 years of 3 terms each, each term representing 4 units of work.

The Extras referred to above constitute an essential part of the work of this course. They are not divided into units because the time to be given to them depends upon the progress of the student. Approximately just so much work is required in each regardless of the time required to do it.

Just as in the case of the Extras, all units really are matter of "how well" rather than "how long." A fixed standard of proficiency in all studies is exacted; as a result some students are obliged to spend two or three terms on a unit while the majority complete it in

a term. Again some classes are unable to complete a full unit in certain subjects in one term; in such cases they continue in that unit till it is completed, no matter how long it require.

Some students complete the Normal Course in five years,—the majority do so,—some spend six years, some seven, and a few eight, while some complete it in less than five years, beginning with the "Upper Grammar."

Those who have examined catalogues of this school issued in former years will note the change in the naming of the years of this and the Academic course. By this change what was formally the "First Year" now becomes the "Upper Grammar" and what were formerly the "Second Year" and the "Third Year" now become the "First Year" and the "Second Year. This change is due to the fact that the growth in size and extent of the Practice or Model School has required the full primary and grammar courses of the public schools to be incorporated in our work, and the former "First Year" of the Normal Course coincided so nearly with the Model School "Upper Grammar" (or 8th Grade) that that year has been incorporated in the Model School course as the upper grade of that course, thus making its further connection with the Normal Course as "First Year" a second naming for the same year's work. Hence the change.

CLASS WORK, ACADEMIC PART OF NORMAL COURSE.

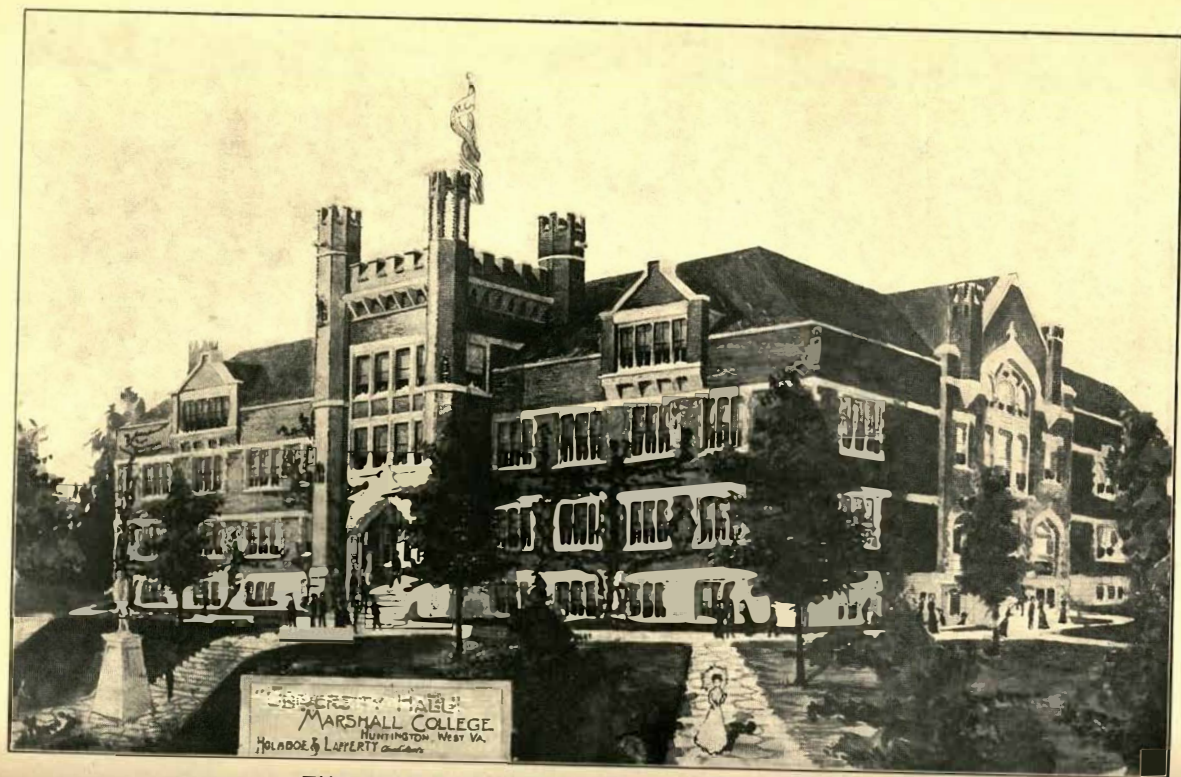
Again we remind students that it is not the time in hours, days, weeks, months, or even years, that he spends upon a subject, nor yet the amount of hard work he puts on it, which decides when he may be said to have completed it. It is neither one nor both of these that decide the question, but **how much he knows about it.**

Let the student not forget when he enters this school, that the time to be given to each study in the course, as indicated on preceding pages, depends altogether on how well he does his work, and how rapidly. The number of terms named as the time to be devoted to various subjects means the time required by the average class. Some complete part of the work in considerably less time than that given, while others spend twofold and threefold as much time before they know enough about the subjects to drop them.

MATHEMATICS.

WRITTEN ARITHMETIC:—There are three units of work in this subject known as Arithmetic I, Arithmetic II, and Arithmetic III.

Arithmetic I. extends from page 7 to page 144. to Decimal Fractions.



THE NEW COMMENCEMENT HALL, 101x140 FEET

Arithmetic II. extends from page 144 to page 262, in Interest.

Arithmetic III. extends from page 262 to page 438,—the end.

Milne's Standard Arithmetic is the text book used.

MENTAL ARITHMETIC:—The work in mental covers but one unit and extends from the 100dth page to the end of the book. Younger students who may be unable to begin the work at the 100dth page will go in the preparatory seventh grade class.

Mental Arithmetic is arithmetic, and we emphasize its importance as being of the very highest order. No one who comes here to complete a course, or who wants to take algebra or geometry, is permitted to enter these classes without completing mental arithmetic either here or elsewhere, and in a better text than Ray's Intellectual Arithmetic, which is the only text many study.

Brook's Normal Mental is the text used.

ALGEBRA:—The work in this subject covers five units, two in Elementary Algebra and three in Academic Algebra, known as Algebra I, Algebra II, Algebra III, Algebra IV, and Algebra V.

Algebra I. extends from page 1 to page 116 in Milne's Elements of Algebra, to Equations.

Algebra II. extends from page 116 to the end of this book and thence from page 90 in Milne's Academic Algebra to page 132, including Factoring, H. C. D., and L. C. M.

Algebra III. extends from page 132 to page 221 of same book,—to Evolution.

Algebra IV. extends from page 221 to page 325,—to Ratio and Proportion.

Algebra V. extends from page 325 to the end of the book.

GEOMETRY. This covers three units, geometry I, geometry II, and geometry III.

Geometry I. covers Books I. and II.

Geometry II. covers Books III., IV., V., and VI.

Geometry III. covers Books VII., VIII., IX., and X.

Plane, Solid, and Spherical geometry are included.

Books I. and II. of the text book used in Geometry cover triangles and circles. Books III., IV., V., and VI., are given up to surface mensuration, while Books VII., VIII., IX., and X., cover Solid and Spherical Geometry.

Milne's Plane and Solid Geometry is the text used.

TRIGONOMETRY: One unit is given to Trigonometry, covering the entire text, which is Wentworth's Plane and Spherical Trigonometry.

ENGLISH.

ENGLISH GRAMMAR: Three texts are used in this course, the whole covering six units.

Grammar I., II., and III., are covered by the first book, Buehler's **Modern English Grammar**.

Grammar I. extends from page 1 to page 109, to Part II.

Grammar II. extends from page 109 to page 207,—to Adjectives.

Grammar III. extends from page 207 to end of the book and covers a complete review of the entire book.

Grammar IV. and V., are covered by the text book, **Patrick's Lessons in Grammar**.

Grammar IV. extends from Part I, page 1, to Part II, page 121.

Grammar V. extends from Part II, page 121, to the end of the book and covers a complete review of the entire book.

Grammar VI. covers the entire text of **Reed & Kellogg's Higher Lessons in English**.

The object of this unit is to study the Sentence in its various forms, to review the whole subject of Grammar, and to learn a good system of diagramming for the convenience of students in city, county, state, and other examinations.

The work in grammar includes not simply a study of the grammar of the English language, but composition with reference to force, brevity, and purity, correct speech and the value and desirability thereof, idioms and other peculiarities; the study of models, &c. receive a liberal share of the time spent on English grammar.

The Classics are read and studied in class, including the grammar, the literary, and the historical points of view.

Each student is also assigned definite readings selected from the various classes of literature, which are required to be done at his own room or in the library, and on which he is examined to test his accuracy and thoroughness. Outlines of each reading are also required.

The number studying grammar and the various other subjects in which compulsory parallel readings are assigned makes it necessary that these readings include a very large list of books; otherwise there would be much waiting for certain books to "get round," or many duplicate numbers would be essential, which is not necessary when the field of good literature bearing upon these various subjects is so wide and so well filled with good books. These parallel readings are required in almost all subjects in the course. They were catalogued last year and the year before, but took so much space that the list will be found in a separate pamphlet hereafter, both to prevent unduly enlarging the catalogue and as matter of greater convenience to the student.

RHETORIC: This study includes three units and covers the entire book, *Quackenbos's Practical Rhetoric*.

Rhetoric I. covers pages 1 to 135,—to Part III., Literary Style.

Rhetoric II. covers pages 135 to 321,—to Part V., Functions and Technic of Standard Prose Forms.

Rhetoric III. covers pages 321 to the end of the book.

A large amount of original work is done in this subject, the aim being to make the course as practical and as thorough as it can be made in a year,—the time given to it.

LITERATURE: The work in this subject covers a period of one year, (three units), one unit being given to American Literature and two to English Literature.

American Literature, or unit 1, is regularly taught in the fall term only, and includes the entire text book used in this subject, Hawthorne & Lemon's *American Literature*.

English Literature I. comes regularly in the winter term and extends from the time of Chaucer to that of Milton.

English Literature II. includes the rest of the text used, which is Halleck's *English Literature*.

The work in this course aims to develop in the student a love for good literature by studying literature, and by developing in him an interest in the lives of the authors and the circumstances under which their writings were produced.

LATIN.

The work in Latin in the Normal Course covers two years or six units.

Latin I. covers the first 34 chapters of Smiley & Storke's *Beginners Latin*, or up to the Passive voice of the verb.

Latin II. covers chapters 35 to 66 inclusive, or up to "Review of the Subjunctive Mode."

Latin III. covers the rest of the *Beginners Book* from chapter 66 on, and the first twenty chapters, Book I., of *Caesar's Gallic War*.

Latin IV. covers the rest of Book I from chapter 20 on, and all of Book II., *Caesar's Gallic War*.

Latin V. covers Books III. and IV. of the *Gallic War*.

Latin VI. covers the first three orations of *Cicero Against Catiline*.

Latin Composition is begun with the beginning of Latin 4 and extends through Latin 4, 5, and 6. The text on composition in Latin 4 and 5 is Riggs' in *Latinum (Caesar)*. In Latin 6 the same author's *In Latinum (Cicero)* is used.

Harkness & Forbes's text on Caesar's Gallic War is used, and Forbes's text on Cicero's Orations.

Allen & Greenough's Latin Grammar is the standard with the class, though other grammars are used.

HISTORY AND CIVICS.

The Normal Course in history covers the following:

U. S. HISTORY,	Text Book, Montgomery,....	2 units.
GENERAL HISTORY,	Text Book, Myer,.....	1 unit.
GREEK HISTORY,	Text Book, Botsford,.....	1 unit.
ROMAN HISTORY,	Text Book, Morey,.....	1 unit.
ENGLISH HISTORY,	Text Book, Montgomery,....	1 unit.
CURRENT HISTORY,	no Text Used,.....	3 units.
BIBLICAL HISTORY,	no Text Used,.....	1-5 unit.

U. S. History I. extends to Washington's Administration.

U. S. History II. covers the rest of the book.

The work in civics covers two units.

CIVIL GOVERNMENT,	Text Book, Willoughby,....	1 unit.
ECONOMICS,	Text Book, Laughlin,	1 unit.

In both history and civics quite an amount of parallel reading is required.

For the work in Current History Seminary see under "Additional Subjects" a few pages further over.

SCIENCE.

The work in science in this course includes:

PHYSIOLOGY,	Text Book, Overton,.....	1 unit.
BOTANY,	Text Book, Andrews,	1 unit.
ZOOLOGY,	Text Book, Holder,	1 unit.
GEOLOGY,	Text Book, LeConte,	1 unit, or
ASTRONOMY,	Text Book, Young,	1 unit.
PHYSICS,	Text Book, Avery,	3 units.
CHEMISTRY,	Text Book, Storer & Lindsay, ..	2 units.
POLITICAL GEOGRAPHY, ..	Text Book, Mitchell,	2 units.
PHYSICAL GEOGRAPHY, ..	Text Book, Davis,	1 unit.

IN PHYSIOLOGY a number of casts of the various organs of the body are used to illustrate the subject, also the vital organs of animals, (and other parts of their bodies) procured at the butcher shop, chemical experiments, and a human skeleton.

IN BOTANY Gray and Wood are used to supplement the text, field excursions are made under the direction of the teacher, and a

herbarium must be prepared by every student. These herbariums include mounted specimens, flower, stem, leaf, and root, of fifty wild species belonging to southern West Virginia, and are mounted in books made to order, the analysis of each specimen appearing on the page facing the specimen.

IN ZOOLOGY fifty specimens of beetle, butterfly, &c., &c. are prepared by each student and are carefully mounted in a separate box.

IN GEOLOGY quite a collection of specimens has been made to illustrate the work of this subject and a large additional collection has been lately ordered, which will be available for the class during the session of 1905-06.

IN ASTRONOMY the laboratory work has been limited so far, but will be enlarged hereafter. A good telescope is to be placed at the disposal of the classes in this subject at an early day.

IN PHYSICS the work covers three units, as stated above.

Physics I. covers Chapter I. (matter), and Chapter II. (mechanics), pages 10 to 201.

Physics II. covers Chapter VI. (Electricity and Magnetism), pages 412 to 590.

Physics III. covers Chapter III. (Acoustics), Chapter IV, (Heat), and Chapter V. (Radiant Energy), pages 201 to 412.

Avery's School Physics is the text used.

IN CHEMISTRY the work covers two units, see statement above.

Chemistry I. covers pages 7 to 166, extending to Carbon.

Chemistry II. covers pages 166 to 388, extending to Atomic Weights of the Elements which is but an exactly tabulated review of what the student has already learned of Atomic Weights, hence is not included in the course except as a reference table.

Storer & Lindsay's Manual of Chemistry is the text used.

IN POLITICAL GEOGRAPHY there are two units.

Geography I. covers the work up to Europe.

Geography II. completes the book.

Excellent progress has been made to bring this very valuable but generally poorly taught, subject, up to its proper place in a course of study. While Mitchell is used as a text, it is merely as a general guide to the work; several other texts are liberally used, map-drawing is emphasized, and the political, commercial, social, economic, climatic and kindred phases of the work are made of equal importance with any other feature of it.

IN PHYSICAL GEOGRAPHY as in political geography, every reasonable effort is being made to put this subject on the high plane where the scientific men of the day recognize it should be. A department of geography is the purpose in view in thoroughly reorganizing the work in these two subjects.

Not only is quite an amount of reading outside the text required in all the sciences but the laboratory feature is made a very important part of the work. Up to the present time, session 1905-06, room has been so limited that our laboratory work has been seriously cramped and our collections have been limited because there were no proper places for preserving and caring for them. But on the completion of the new building a suite of rooms is to be set apart for the work in Botany, Geography (Political and Physical Geography), Geology, and Astronomy, and a separate suite for the work in Physiology, Zoology, Physics and Chemistry.

In each of these suites one room is to be devoted to class-room work proper, another, provided with cases for housing apparatus and tables for laboratory work, is to be devoted to the practical work in the sciences.

Apparatus suited to illustrating every phase of the work in all our sciences is to be placed in the cases and on the shelves of the science laboratories where it will be kept clean, and these rooms are to be made attractive and interesting as well as useful, not only to the school but to all who may visit them.

Specimens of all the woods, stones, oils, coals and other natural products of the state will be found in these laboratories before the close of the session of 1905-06, besides the apparatus for illustrating the work in physiology, zoology, &c., &c.

In short, this much neglected branch of work in this school is hereafter to have its share of attention, now that we have room to do the work properly and take care of the apparatus as it should be cared for.

BOOKKEEPING.

The normal requirements in this subject cover one unit, and include both single and double entry. The class recites Mondays, Wednesdays, and Fridays, from 10:15 to 11:00 o'clock, and the subject is taught by a professional bookkeeper from one of the business colleges of the city.

ADDITIONAL SUBJECTS.

The work not scheduled in the regular normal course of study on a preceding page, but which is required before a student can graduate, is as follows:

ORTHOGRAPHY. PENMANSHIP. DRAWING.
 VOCAL MUSIC. SEMINARY WORK. JUNIOR EXERCISES.
 SENIOR EXERCISES. SPECIAL LECTURES. VISITING SCHOOLS.

IN ORTHOGRAPHY the requirements are:

1. Ability to pass the final test on spelling,—500 words selected from a list of 5000.
2. Ability to pronounce, by the use of Webster's diacritics, 80 out of 100 words selected from the vocabulary of the man of average culture and education.
3. A fair knowledge of words in the way of word analysis, synonyms, homonyms, and antonyms, and of vowels, consonants, mutes, liquids, and phonetics.
4. An intelligent use of words in ordinary composition.

IN VOCAL MUSIC the student must be able to pass a good examination on the elements of music, to be familiar with simple tone production, and to read simple music at sight—not necessarily to sing it, for with some (very few) that seems well nigh impossible.

IN PENMANSHIP the student is expected to be at least a fair penman, the degree of "fairness" depending on his natural talents as a penman. Lessons in this subject are given the year round, or will be beginning with the winter term of 1906, by a specialist.

There are Two Seminaries, the Pedagogy Seminary and the Current History Seminary.

THE PEDAGOGY SEMINARY: This seminary has to do with the pedagogical work of the class. It is held each alternate Thursday from 2 to 4 p. m., and includes, in the scope of its work, school law, school administration, school supervision, courses of study, the value of the various studies in the course, child study, moral education, school systems, the observations made by the class in their visits to the schools of the surrounding towns, cities and rural districts under the direction of the superintendent of the "training department," and all kindred subjects deemed valuable in the education of the teacher.

The discussions are opened by some member of the class who has been assigned the task of making out a full analysis of the subject. Copies of this analysis or syllabus are prepared by this person for all members of the seminary and are distributed at the opening of the meeting. The one appointed for making out the syllabi is required to have it done in a special form on the typewriter, and he must

go through the discussion, speaking not from a prepared paper, but from the notes of the syllabus only, one object being to train the class in extemporaneous speaking. He may be interrupted by permission of the superintendent, but most of the criticisms are made after the close of the leader's discussion.

The Seminary is one of the best features of the training work, especially from the standpoint of cultivating habits of research, intelligent observation and criticism, and ease, grace and brevity in oral discussion.

THE CURRENT HISTORY SEMINARY: The plan of the work in this seminary is similar to that done in the pedagogy seminary except that the topics discussed are not immediately concerned with the study of pedagogy, but rather with the current events of the day.

While congress is in session and during the sittings of our own state legislature, special reports are made of the doings of these bodies, also of the doings of other legislative and executive bodies in this and other countries. All matters of current history deemed of such importance that they are history-making in their nature or in their effect are noted and discussed. These topics are assigned long enough in advance to permit those preparing papers to make proper research in periodicals, books, and other sources, so that the discussion may not only be full enough but drawn from enough sources to assure accuracy. The papers are not limited to mere current events but are expected to trace causes and connections no matter how many years or centuries may be involved.

Every syllabus is accompanied with a good bibliography so that not only may the members of the seminary verify the statements submitted but may read the details if they wish.

The Current History Seminary may well be called the medium by which the senior class is put in touch with world history in the course of its transactions, put in sympathy with the movements of the world, taught to search for the facts underlying world movements, taken out of themselves and put in touch with mankind in its broadest sense.

A thorough examination is given at the close of each year's work on the history of the world for the 12 months preceding. This examination is made out by the principal to test the thoroughness with which the work of this department has been done.

It was expected that this seminary would induce wider and more intelligent reading and develop a wider field of observation for the seniors, and not only has this been the result attained, but the success of the work from other points of view has been very marked, indeed.

JUNIOR EXERCISES: Every member of the Junior class, both normal and academic, will be required, hereafter, to prepare a Junior Essay, Oration, Debate, or other manuscript, as the Junior committee may decide, of not fewer than eight hundred words, and may be required to deliver the same on some public occasion. But if a member (or members) of the Junior class take part in either the Inter-Normal Contest or the Inter-Society contest during his or her Junior Year, such an one (or ones) will be excused from his or her Junior exercise, provided such contest be either essay, oration, or debate.

SENIOR EXERCISES: Every member of the Senior class, both normal and academic, will be required, hereafter, to prepare a Senior Essay, Oration, Debate, or other manuscript, as the Senior committee may decide, such exercise to contain not fewer than 1000 words, and to be delivered in public sometime within the year. Seniors, however, who take part in either the Inter-Normal contest or the Inter-Society contest will be excused from this duty of preparing his or her Senior Exercise, provided such contest exercise be either essay, oration or debate.

Juniors and Seniors who are not members of either Literary Society in regular attendance during the entire year, and do not take such part in the work of said society as naturally falls to their lot, will be required to prepare one exercise each term instead of one for the entire year, said exercises to be of such kind and length as indicated in the Junior and Senior Exercise mentioned in sections 4 and 5 above, and under the same requirements.

SPECIAL LECTURES: Beginning with the session of 1905-06 several special lectures on different subjects of interest and importance to the upper grades of class work will be delivered before the junior and senior classes of both the normal and academic courses. Some of these will be limited to the period set aside for the recitation, others will be arranged for special occasions when the public will be invited.

DRAWING: The work in this subject is not so much a matter of time as a matter of application and skill. The nature of the work is such as intended to better equip those who go out to teach, for presenting the various subjects in which a knowledge of drawing is of special value,—almost of so great value as to be practically indispensable—in vivid, attractive, and graphic style.

CLASS WORK, PROFESSIONAL PART OF NORMAL COURSE.

PROFESSIONAL STUDIES.

The Professional Studies cover four and four-fifths units be-

sides the Training Work, the Pedagogy Seminary, Visiting Schools, and the Special Professional Lectures. The studies are:

HISTORY OF EDUCATION, ... Text Book, **Seeley**, 1 unit.
PSYCHOLOGY, Text Book, **Halleck & James**, 1 unit.
PEDAGOGY, Text Book, **Boyer**, 4-5 unit.
SCHOOL LAW, Text Book, **The Code**, 3-5 unit.
MORAL EDUCATION, Text Book, **White**, 2-5 unit.
CHILD STUDY, Text Book, **Tracy**, 1-5 unit.
ETHICS, Text Book, **McKenzie**, 3-5 unit.
EDUCATIONAL PSYCHOLOGY Text Book, **By Lectures**, 1-5 unit.

Quite an amount of required readings and reference go with the professional studies, and the student is expected to do quite an amount of work on his own initiative, to make observations, and to lead in discussions. While text books are used most of the time in some of the subjects they are meant chiefly as guides and not as a chief reliance.

Nearly all the instruction in Psychology and Educational Psychology is given by lectures, quizzes, references, discussions, and parallel readings.

THE TRAINING WORK.

Briefly stated, this is the practice the teacher student or prospective teacher gets in the "Model School" where he or she is required, if wholly inexperienced as a teacher, to teach children in all the eight grades of public school work and in all the subjects represented in those grades, for ten months. If the student be one who has already taught more or less the time required for teaching in the Model School is shortened to meet the requirement.

The student at first teaches under the critical eye of the superintendent of this department and under her personal direction. Lessons for teaching the various subjects are outlined and methods suggested. The superintendent sees that there is no haphazard effort, no coming before the children poorly prepared to teach the subject, no irregularity,—no shirking and no sham. It is work; genuine, hard work.

After the student has proven himself, more liberty of preparation and more freedom from oversight is allowed; but the superintendent invariably knows how things are going under each student, and the children know about as soon, for they have learned what good teaching is.

THE SEMINARY.

See under heading "Additional," a few pages preceding this, for discussion of the work in the Pedagogy Seminary.

VISITING SCHOOLS.

All students of the normal senior class are required to spend a number of days visiting the city, town, village, and rural schools, with a view to studying the work done therein, the system, the course of study, the discipline, &c., &c. Some of these visits are under the direction of the superintendent of the training department, some with the students divided into small sections so as not to disturb any more than possible.

Personal comment when it would reflect upon the teacher of the room visited is not permitted, but discussions in the seminary are allowed to be carried on freely without personal references to the teacher. These are permitted because it is the only way to gauge the ability and judgment of the student as to his own ideas of school work.

Much good results from these visits and the discussion they provoke, pro. and con.

SPECIAL LECTURES.

These are divided into two classes; those purely of an academic nature and those on professional subjects. The speakers are invited by the principal and the subject named by him, on which the lectures are to be delivered, for he, after consulting with the superintendent of the training department, knows best the kind of lectures needed most. This prevents haphazardness and overdoing some themes at the expense of neglected ones.

The list of parallel readings bearing on the professional studies will be found in the booklet printed for the students and containing lists of parallel readings on all subjects in all the courses.

DIVISION OF THE WORK.

The work in the various subjects included in the normal and academic department has grown to such proportions that it has become impracticable for the entire faculty to look after the details and pass upon the general merits of a student's work, or for the principal to do so, the vast majority of students having work under present conditions with not more than one-fifth to one-fourth of the members of the faculty.

Much time, sometimes a little patience, is lost in faculty meetings by discussions arising from certain phases of individual work among the students, discussions on which only those who come in contact in recitation with them can either intelligently take part in or vote on. The large part of this work will be thrown where it belongs hereafter,—with those who have to do with the students in class, whose work is under discussion, save in so far as the ruling of the entire faculty seems necessary.

To this end the work in this department,—the normal and academic,—will hereafter be better systematized by grouping the work under several heads, appointing to supervise the work of these several groups sub-faculties or committees, making them responsible for the work they do to a still greater extent than now, and requiring them to report to the principal when work done below in the courses is good, bad, or indifferent, to pass upon work done by students coming in these divisions over which they are appointed to supervise and to promote the higher classes or recommend for graduation, thus locating responsibility more definitely, saving time, and assuring better class work.

Division I.,—English.

Subjects: American and English literature, rhetoric, grammar, composition, senior and junior exercises, and orthography.

Division II.,—Mathematics.

Subjects: Trigonometry, geometry, algebra, mental arithmetic, practical arithmetic, bookkeeping and penmanship.

Division III.,—Science.

Subjects: Chemistry, physics, astronomy, geology, zoology, botany, physical geography, political geography, and physiology.

Division IV.,—History and Civics.

Subjects: Current history, mediaeval history, modern history, Biblical history, English history, Roman history, Greek history, general history, U. S. history, economics, and civics.

Division V.,—Ancient and Modern Languages.

Subjects: Latin, Greek, German, and French.

Division VI.,—Professional Subjects.

Subjects: The training work, psychology, educational psychology, pedagogy, pedagogy seminary, ethics, moral education, child study, school law, history of education, visiting schools, and special lectures.

Division VII.,—Vocal Music and Art.

Subjects: The normal work in vocal music and in drawing.

Division VIII.,—The Model School.

Subjects: The entire course of work covered by the model school,—eight grades.

THE ACADEMIC COURSE OUTLINED.

The first three years of this course are exactly the same as the corresponding years of the Normal Course, and, as in that course, what has heretofore been known as "First Year" will hereafter be known as the "Upper Grammar," and what have been known as "Second Year" and "Third Year" will hereafter be known as "First Year" and "Second Year," see course of study on page 28.

In the Junior and Senior Years, the Normal and the Academic courses differ as follows:

1. In the Junior Year French may be substituted for Latin, and Greek or German is substituted for the Economics, History of Education, School Law, and Moral Education of the Junior Normal course.
2. In the Senior Year French or Latin, and German or Greek, are substituted for the Psychology, Educational Psychology, Pedagogy, Biblical History, Child Study, Ethics, and Training Work of the Senior Normal course.
3. Mediaeval and Modern History may be called for as extra studies by the seniors of this course, and when the class is organized the Normal Seniors may take them as extras if they wish.

CLASS WORK, ACADEMIC COURSE.

For a discussion of the class work of the first three years of the Academic Course, also the work in Geometry, Trigonometry, Physics, Chemistry, Literature, Latin, I., II., III., IV., V., and VI., the Seminary Work, Orthography, Penmanship, Special Lectures, Junior Exercises, and Senior Exercises, see under "Class Work, Academic Part of Normal Course."

The following is a brief outline of the class work of that part of the Academic Course not found in the Normal Course:

ANCIENT LANGUAGES.

LATIN: There are nine units of Latin in this course the first six of which are outlined under the Normal course. The other three units cover the following:

Latin VII. covers the fourth Oration against Catiline, the "Oratio pro Archia Poeta," and the "Oratio pro M. Marcello; also the first 410 lines of Book I. of the Aeneid.

Latin VIII. covers Book I. from line 410 to the end, and Books II. and III. of Vergil's Aeneid.

Latin IX. covers Books IV., V., and VI., of the Aeneid.

Forbes's text in Cicero is used and Knapp's Vergil..

Allen & Greenough's Latin Grammar is the standard, though other grammars are used, Bennett's quite freely.

Latin composition is continued throughout the Latin course.

GREEK: There are six units of work in Greek in this course.

Greek I. covers the first 41 Lessons in White's "First Greek Book," which takes the student to "Stems in Sigma of the consonant Declension."

Greek II. covers Lessons 42 to 72 of the First Book, or to the "Second Passive System."

Greek III. covers First Book from Lesson 72 to the end of the book, and the first 8 chapters of the Anabasis.

Greek IV. covers the remaining Chapters of Book I. of the Anabasis and all of Book II.

Greek V. covers Book III. of the Anabasis and Book I. of the Iliad.

Greek VI. covers Book II. of the Iliad (omitting the Catalogue of Ships), Book III., and selections from Book IV.

Prose Composition is continued, once per week, with the work in Greek III. and IV.

Harper & Wallace's text in Anabasis is used, Seymour's in the Iliad, Bonner's in Prose Composition and Hadley & Allen's Grammar.

MODERN LANGUAGES.

FRENCH: The work in this language covers six units—two years.

French I. covers the first 204 pages (Part I.) of Bocher's Otto's French Grammar.

French II. covers the remainder of the Grammar, Part II., page 205 to the end.

French III. is given up to reading the classics, to composition, grammar, and conversation.

French IV. is a continuation of the work begun in French III.

French V. is a continuation of the same work as in French IV.

French VI. is a continuation of work in French V. with sight translations from simple French, and oral readings in French to the class with a view to training the ear.

Throughout the French course composition is kept up, and conversation is especially emphasized, French being the language of the class.

The classics read are changed from year to year for reasons best known to the teacher.

GERMAN: The work in this language covers six units—two years.

German I. covers the first 135 pages of Cook's *Otto's German Grammar*—up to the Passive Voice. More space could easily be covered, but this term's work is regarded as the time to drill thoroughly on pronunciation, the declensions, the conjugations, and to acquire a good class work vocabulary, for the conversational feature is especially emphasized throughout this course. The class moves slowly, therefore, during the first term, thoroughness being much preferred to amount, especially during the beginning period.

German II. covers the remainder of Part I. of the Grammar—pages 135 to 305—or to Syntax. The reading of simple German such as "Studien und Plaudereien," *L'Arrabbiatta*, &c., is begun in this term. Quite an amount of original composition work is done during the term, also.

German III. The work of this term includes the reading of the classics, a study of the Syntax of the grammar, original composition, and conversation, special emphasis being laid upon the idioms of the language, and the translation of English idioms into German.

German IV. The work of this term covers practically the same lines of work as German III., oral reading by the teacher before the class coming in for a small share of time to train the "German ear" of the class.

German V. is a continuation of the same kind of work as German IV., more and more attention being given each term to the idioms of the language, selecting, on the one hand all the leading ones from the reading exercises and incorporating them in some modified form in the original compositions.

German VI. is a continuation of the work in German V. and includes also a general review of the work of the two years of the course.

HISTORY.

In addition to the work in the Current History Seminary of the Senior Year, Mediaeval and Modern History are optional studies.

MEDIAEVAL HISTORY, ... Text Book, Adams,1 unit.

MODERN HISTORY,Text Book, Adams,.....1 unit.

OUTLINE OF THE WORK IN THE MODEL SCHOOL

READING.

The work in reading commences with word and sentence building. The first lessons are given in script from the board, with concrete illustrations of the meaning of the words, then the child passes by gradual transition to the reading book. The text used through the first six years is Arnold and Gilbert's Stepping Stones to Literature. Constant attention is given to sight and silent reading throughout the grades. Supplementary Material is gathered from all sources, from myth, fable and folk-love, geography, history and the best classics. Much emphasis is placed upon committing poems and memory gems from the choicest authors.

ENGLISH.

It is being surely proved both by our own experience in this country and by the just criticism of visiting foreigners that no subject in our school is so neglected or so abused in the teaching as that of English. Because of this conviction, practice in English is given a most important place in the curriculum.

First of all, because most necessary, every ungrammatical expression used by the children is noted by the teacher and the mistake corrected, regardless of the time consumed. In this way the early habit of speaking correct English is formed and the proper foundation laid for later training. Original sentence work commences with the second year and original composition with the third year. Every effort is made to encourage the expression of thought first orally and then in writing. Stories, poems and descriptions are reproduced, varied by simple exercises in the construction of sentences. Every composition and exercise written is carefully reviewed by the teacher and then corrected by the pupils themselves. All examination papers are treated in the same manner thus making them an exercise in English as well as a test of scholarship.

When the first text book is used, in the fifth year, it is still supplemented by original work, designed to develop thought and its ex-



OF A WRIGHT PHILA

LOOKING EAST IN FRONT OF COLLEGE HALL

pression. Patrick's Lessons in Language is the first book used and this is followed by Buehler's Grammar in the sixth and seventh years and by Patrick's Grammar in the eighth year. From the first a combination is made with the drawing lessons, whereby the children do their own illustrating. This is varied by pictures cut from periodicals, only those pictures being used which are copies from the best in art. This union of the drawing and English, resulting in really artistic compositions, adds greatly to the interest in the lessons and serves as an inducement to the best effort.

ORTHOGRAPHY.

Practice in spelling supplements the reading of the first year and is a daily exercise throughout all the grades, not only in connection with the reading and English but also by means of separate lessons. The simplest sounds of the letters are learned during the first year, and exercises in phonics and the marking of quantity form a part of the regular lessons.

Recitations are both oral and written and include the spelling of geographical and historical names. The first written work is made a part of the writing exercise upon especially prepared paper. After the first year The Modern Spelling Book is introduced and used throughout the grades.

WRITING.

The vertical slant system of writing is used. During the first two years all English work is done upon paper especially ruled for the purpose, in order that regular habits in penmanship may be formed from the beginning.

Much objection is made to any system of handwriting which does not vary among adults.

This system, while it insures a certain uniformity, until the child has learned to properly estimate the relations between spaces and the letters occupying them, does not prevent the development of an individual hand later.

ARITHMETIC.

The number work of the first year is largely objective, that of the second and third years includes practice in the fundamental rules, the multiplication table, the tables of weights and measures and problems especially designed to cultivate thought power. It is believed that mental exercises cannot be introduced too early. The subject of

weights and measures is concretely presented by means of a full cabinet, containing measures and scales, so that the pupils can actually test the tables for themselves.

Every good device known is available for the number work and by this means it is prevented from becoming monotonous and tedious.

Ray's Elementary Arithmetic is used throughout the fourth and fifth year but this book furnishes only a basis for supplementary exercises taken from the newest and best texts of the day. In the sixth and seventh years Milne's School Arithmetic is used and in the eighth arithmetic is reviewed. Supplementary problems and Mental drill continue throughout the course.

MODERN LANGUAGE.

We have undertaken to give children in the model school one modern language because we believe that in childhood, when the verbal memory is strongest, languages are most easily acquired. It is a matter of observation that a child taken abroad by his parents for the purpose of learning a foreign tongue will speak it fluently before the parents have mastered the irregular verbs.

We do not aspire to have the children speak French fluently, since they can have only one period each day for this work and since they do not hear the language spoken outside the class room, but we have succeeded in a large measure with those who have been with us longest in teaching them to write, to translate and to pronounce the French language. We consider the practical value and the cultural value of this knowledge to be great enough to justify the time bestowed upon it.

ELEMENTARY SCIENCE.

The work in elementary science includes nature study for all grades, health talks, simple physiology and hygiene.

For the little ones Anna Thomas' First School Year is the basis of the lessons. With the older ones the best books are read and discussed and all the children are encouraged to watch and investigate animal life as they see it around them. During the first three years the course in drawing is based on the nature study and both correlate with the English. The drawings of the children are used to illustrate their compositions and the ideas which are developed by pencil and crayon are gained largely from the observation of animals, fruits and plant life. This is supplemented by stories, pictures and descriptions.

Elementary talks are given in physiology and hygiene, intended to prepare the way for the test later.

DRAWING.

The purpose of drawing in this department is fourfold, viz:

- 1st. To awaken interest.
- 2nd. To stimulate observation.
- 3rd. To develop memory.
- 4th. To cultivate expression.

All children are interested in drawing and this interest is deepened by fixing their attention upon the common things with which they come in contact: they thus develop a keen and unerring observation of created things with reference to form, color, action, feeling, weight, effect and source.

When they have observed these facts for themselves they next proceed to give expression to their knowledge, and this process (drawing) compels perception, conception, observation and reflection: it also develops imagination, judgment and reason.

The work in the first three grades is based upon and correlates with nature study and English and includes memory and imaginative drawing. In the higher grades the same work is carried to a greater degree of perfection with the addition of map-drawing, the study of color and of natural and artificial objects.

MUSIC.

Song-singing, when properly related to sight-reading, is of greater value in the musical development of the child than the study of technique alone. While technique is abstract and beyond the comprehension of children, songs are to them realities, attractive and interesting. The study of songs alone, however, cannot bring about necessary growth in musical understanding. We recognize the importance of thorough drill in the elements of music and in sight singing. Hence, the combination of simple melodies with interval practice and sight-reading is followed throughout the course.

GEOGRAPHY.

Lessons in geography commence in the second year. A fine globe, suspended from the ceiling by a weight, gives the children their first ideas of the shape of the earth, the zones, the continents and main bodies of water with other forms. As soon as they are in possession of a few fundamental facts, such as those of direction,

distance, the shape and motions of the earth, changes in climate and the forms of land and water, they are taken on an imaginary journey around the globe.

Everything is made as realistic as possible; pictures are used in profusion, descriptions of places and people are read or presented orally, and an earnest effort is made to develop and fasten the idea that the study of geography primarily means the study of real places and real people.

The history and English of the second year are united with the geography. A visit to Rome, for example, furnishes a chance to tell the story of Horatius at the Bridge and to read the poem. Then the story is reproduced as a part of an English exercise.

All through the course the geography, history and English are made to correlate. Frequent stories and descriptions familiarize the pupils with the habits and customs of the peoples of the different countries.

No maps are used until the fourth year, but a large sand table furnishes abundant chance for concrete illustration of the surface of the earth.

Rand and McNally's elementary geography is studied in the fourth and fifth years, supplemented by outside readings, pictures and descriptions. In the sixth and seventh years Mitchell's Geography is used. Chalk modeling is introduced with the first map drawing and large dissected maps of all the countries supplement text and globe.

Until the sixth year history and geography alternate with each other.

The eighth year pupils have the opportunity for rapid review of Mitchell's Geography.

HISTORY.

As has been noted, the history of the second and the third year correlates with English and geography. Biography, story and description, read, written and illustrated, hold the interest and prepare the way for the text. In the fourth and fifth years Montgomery's Elementary History is used, with outside readings. In all cases, when a text is furnished, fully half of the recitation period is spent in reading over and discussing the next day's lesson. The recitation proper is considered of less importance than the preparation of the lesson.

In the sixth and seventh years Montgomery's History is studied and in the eighth year the work is reviewed, if needed. Tests are frequent and every test is made also an exercise in English.

MANNERS AND MORALS.

It is believed that the simple lessons growing out of the daily experiences of child life accomplish more than any set instruction in morals, and constant effort is made to help the children understand that truly polite manners spring only from a pure and unselfish heart. The everyday life of a school furnishes abundant opportunity for developing the spirit of the golden rule and the culture which is the result of that spirit rather than of any outside effort.

TEACHERS REVIEW COURSE OUTLINED.

This course has been arranged for the following reasons:

1. To accommodate those who wish to become more proficient in the subjects required to be taught in the common schools.
2. To accommodate those who wish to prepare for the "state uniform examinations," and for such other teachers examinations as the towns and cities of the state may require.

It is, in no sense of the word, a "teachers cramming" or "teachers stuffing" course. The school that tolerates such a theory of education as that which is carried out in some counties prior to the times of the state uniform examinations, sending out its circulars claiming to teach **anything** a teacher wants, "**anything**," and emphasizing the "review for examination" scheme, such a school not only loses sight of the real purpose of education, but is a reproach to the cause of education, because "getting ready for examinations," and **not** "getting ready to teach a good school," is the motive of the teacher, and money the sole purpose of those who open such a school.

There are some good schools open for summer terms wherein thoroughness, preparation for good teaching and not simply cramming for examination, is the motive of those who conduct them. Such schools, under thoroughly equipped teachers, will do good.

Our "teachers review course" aims solely to make teachers thorough in the subjects they must teach and to illustrate to them the best methods of teaching these subjects; for the latter reason they are permitted, expected even, to visit the Model School and notice how children are taught these subjects; for the former reason,—to make them thorough,—our best instructors are selected to teach the subjects in the Review Course.

In short, the Teachers Review Course with us aims exclusively at thoroughness in, and learning how to teach, the subjects named in this course, and **thoroughness** is the only safe, sensible, honest road to a good examination, the only true assurance for the teacher in his hope

and determination to get a good certificate. All who wish to teach and wish to teach on a high grade certificate should remember that only by becoming thoroughly grounded in the subjects on which they must pass examinations for a certificate can they get an honest certificate and teach an honest school.

Our plan is to insist on becoming thorough in the examination subjects and to learn how to teach them, then the examination will take care of itself.

The subjects covered by the Teachers Review Course will be found on page 29, also the text books used and the time given to each subject.

The subjects named in the course are exactly the same as they appear in the normal and the academic courses except the following:

1. Arithmetic, Geography, Grammar and U. S. History cover but three months in the Review Course, while they cover two to three times that much time in the other courses.
2. Theory and Art of Teaching and Literature are especially arranged for this course, also the work in Orthography.

No study in the Review Course covers more than one term (three months).

TEACHERS PREPARATORY COURSE OUTLINED.

This course, see page 30, is an entirely new one, being a rearrangement of a part of the studies of the Normal and the Academic Courses.

It differs from the full normal course in the following particulars:

1. Algebra 5, trigonometry, physics 1, 2, and 3, chemistry 1 and 2, and one term of the training work, 8 units in all, which belong to the normal course have been omitted from this course.
2. Mediaeval history and modern history which do not belong to the normal course have been included in this course. The object of this course is, to provide for the following:
 1. To make the work of those who feel that it is practically impossible for them to graduate, less haphazard than they are disposed to make it, in fact, to systematize their work for them and reduce it to a definite course.

2. To encourage such students as feel that a complete course is out of the question to take an abbreviated course, which, while omitting a number of very valuable subjects, leads none the less directly and logically to the professional work of the normal course.
3. To encourage larger and more thorough preparation on the part of teachers who think it impossible for them to graduate.
4. Finally, to outline such a course of work as will logically lead up to and cover the professional work, thereby admitting very many to the full benefits of the training work who otherwise would not be able to do this work intelligently, and to give them some sort of recognition in the form of a "Certificate of Recommendation," so that the work they have done can be recognized by trustees and boards of education when those who complete this course apply to such for positions.

The course is not recommended to any one who can find it at all possible to complete the full normal course, for nothing will take the place of a diploma when applying for a position, to say nothing of the great advantage to be derived from completing the 8 units omitted from this course and from the influence and feeling of assurance of an established school friendship that comes with being an alumnus of a school of recognized standing in a state. By all means take the full course and graduate, is our sincere and earnest advice; and be sure, when counting the cost, whether it really is impossible, or even practically so, for you to graduate, for such cases are very, very rare if only young persons have the will to find the way and the skill to keep in it. But there are cases, a few of them, where conditions of a domestic character, such as a widowed mother with no other dependence than the son or daughter who would like to graduate, really make it virtually impossible for said son or daughter to complete our normal course. For these, and for many who think it impossible to complete a full course, this Preparatory Course is intended. Year after year, as teachers salaries go up and terms of school are lengthened, the necessity for this shortened course will disappear, and may the time come quickly; for the teacher of English and of orthography, to say nothing of the sciences, who leaves physics, chemistry, and other subjects omitted from this course, out of his training, will know, when he has later studied these subjects, how largely and how richly they add to the teacher's equipment; we speak not from theory, but from the experience of one who for years taught without a knowledge of these subjects, thinking graduation utterly out of the question, but who found that as soon as the wish became decided the will was present and the way discoverable.

But, if graduate you can not, my young friend, this Teachers Preparatory Course is the next best thing. By all means take it. In so doing two very distinct and decided advantages will be yours and the public's: First, after you have completed this course your services to the public will be worth tenfold what they are without it. Second, if you finish this course you will almost surely go one year further, sooner or later, and finish the full normal course.

For detailed discussion of the work of this course see pages 31 to 43 under "the normal course outlined."

EXAMINATIONS.

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

We sometimes devote a week at the close of each of the three terms to examinations, and would always were it not for the following conditions that exist here.

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



IN A RECITATION ROOM.—No. 15



MASON COUNTY RANKED NEXT TO FAYETTE AND WAYNE.—32

2. The spring term is the term which is most largely attended by the teachers of the state, and as their time here is brief at most, and since they wish to do as much work as possible, we usually have our spring term examinations in the form of class tests during the term and continue recitations up to the very last of the term.

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

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

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

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

It may be well to remind new students who enter here that class attendance is compulsory; that every absence from class is investigated; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet every afternoon at 2:00 and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student must be in school and must be here regularly and promptly unless his excuse will bear investigation; that we want no students

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

Attending school is a business here, not a pastime.

GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal or the Academic course with an average per cent of 80, and do not fall below 75 on any subject.

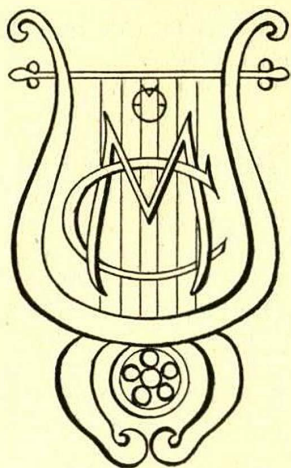
No one is permitted to graduate, however, who has not spent at least one full year at the normal from which he wishes his diploma, and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry about graduating. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to take care of your health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health. Take what work you can do thoroughly well and you will like it better, will like school better, it will like you better, and you and it will get very much more out of each other.

Make haste slowly and do your work well, thoroughly well. Get all possible out of your school life that can be of value to you afterward.

A much greater honor is it to graduate than most persons realize, and vastly more to the credit of those who do so. Graduation means labor, hard, persistent, continuous, systematic labor; it means courage also, determination, order, system; it means doing, completing something valuable and noble; and men and women who do and complete things, valuable, useful things, are the men and the women needed most in the world.

To have it said of a young man or young woman, indeed a man or woman of any age, that he or she has graduated at a school of standing in a city, community, county or state, is to have one victory recorded to his or her credit which cannot but be worth vastly more than it cost.



PART V.

MUSIC DEPARTMENT.

"Music can noble hints impart,
Engender fury, kindle love;
With unsuspected eloquence can move,
And manage all the man with secret art."
Addison.

"Music's force can tame the furious beast,
Can make the wolf or foaming boar restrain
His rage; the lion drop his crested mane
Attentive to the song."

Prior.

"Music!—O! how faint, how weak,
Language fades before thy spell!
Why should Feeling ever speak,
When thou canst breathe her soul so well?
Friendship's balmy words may feign—
Love's are even more false than they;
Oh! 'tis only music's strain
Can sweetly sooth, and not betray.

Moore.

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

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the city of Huntington and the state than could have been possible otherwise. This is but natural; for the school that does not have music in its soul, and does not in some way appeal to the musical in other men's souls, is essentially as lacking in complete life as is the individual, and Shakespeare has described the latter in very strong terms—perhaps a little too strong—in his "Merchant of Venice," act V., scene I.:

"The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus:
Let no such man be trusted."

MUSIC FACULTY.

L. J. Corbly,
Principal.

Miss Rhoda Crumrine

Piano, Organ, Harmony, and History of Music.

Mrs. C. E. Haworth,
Voice, and Choir Music.

Miss Mary Sharp,
Assistant in Piano and Organ.

Mrs. E. C. McMillen,
Mandolin and Guitar.

Mrs. Bertha Roth Walburn,
Violin.

Instructor to be selected in
Band Music.

EQUIPMENT.

Lack of room to comfortably house the music department has been more or less a source of embarrassment heretofore, but with the addition of our new and commodious building ample space will be set apart for this work, thus adding decidedly to its efficiency and, beyond question, to its influence both upon the school and upon the community, as well as to the patronage of the department.

In the studios and practice rooms of this department are placed, for the benefit of students of music, the following instruments:

Practice Clavier,	1
Organs	2
Pianos	9
Band Instruments	16

ENROLLMENT.

The number of different students enrolled in the music department during the session of 1904-05 was:

Piano and Organ	91
Voice	21
Choral Work	80
Total	192

Miss Fannie Canterbury, of Kanawha County, W. Va., completed the course in piano during the session of 1904-05, and is the first to do so. Miss Canterbury, who is an exceptionally gifted performer, received her diploma at the June commencement, 1905. Judging by the interest taken in music the number of graduates from this department will soon rival the number in any other department.

INSTRUMENTAL MUSIC.

PIANO:—This is much the largest division of the work in music, in part naturally so, in part because Miss Hayes,—a former teacher, now studying in Berlin,—Miss Pope, and Miss Crumrine have made

it not a matter aside from, or even a small part of, themselves, but a matter second to nothing else—their very life work. Unsparingly and untiringly have they given of themselves to it till it has become a splendid success. Miss Hayes, during the two years she was at the head of the work, first put it "on its feet," on a substantial basis. In September, 1903, Miss Pope assumed general management of the entire department, with Miss Crumrine as assistant, and under this management the department continued to grow. In September, 1905, Miss Crumrine came to the head of the piano division and the work still grew and prospered under her management, the enrollment running still higher in piano for the session of 1904-'05 than for the session 1903-04.

COURSE OF STUDY.

The course of study has been extended from four to five grades so that graduates from this division may stand the test of criticism when compared with the work done in still more pretentious schools than ours. The following is the course which will be in force hereafter:

Grade I.

Emery's Foundation Studies, Lynes' Advancement Studies, Gurlitt First Lessons, Gurlitt Opus 187, Little pieces, (selected).

Grade II.

Studies by Czerny, Heller, Loeschorn, and Krause, Kunz, Canons, Schumann Album for the Young, Clementi's Sonatinas, Compositions selected to the need of the pupil.

Grade III.

Czerny's Forty Daily Studies, Emery or Turner Octave Studies, Kullak's Octave Studies, Bach's Little Preludes and Fugues, Bach's Two Part Inventions, Mendelssohn's Songs Without Words, Sonatas by Mozart and Haydn. Selected compositions.

Grade IV.

Moscheles Op. 70; Kullak's Octave Books II and III., Clementi's Gradus ad Parnassum, Bach's French Suites and Three Part Inventions, Chopin's Nocturnes, Easier Sonatas by Beethoven. Selected Compositions.

Grade V.

Bach's "Well Tempered Clavichord," the Greater Sonatas of Beethoven, Studies by Chopin, Henselt, and Liszt. Tausig's "Daily

Exercises." Concertos by Masters of the Classic, Romantic, and Modern Schools. Composition by Schubert, Weber, Chopin, Grieg, Moszkowski, and others.

REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS.

Elementary Work in Harmony and in the History of Music are required as a part of the work of the Third Grade.

Students completing the Fourth Grade will be awarded a certificate.

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

FEES.

All fees are payable by the term, in advance. The rates for piano lessons differ according to whether given by the head teacher in piano or by an assistant.

Head Teacher's Rates:

Fall Term,	\$15.00
Winter Term,	14.00
Spring Term,	15.00

Assistant Teacher's Rates:

Fall Term,	\$14.00
Winter Term,	13.00
Spring Term,	14.00

Charges for Piano Practice:

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

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

Students wishing to pay their practice fee for the full year in advance, will be given 10 per cent discount from the "in advance" rates, making them \$1.80, \$2.70, \$3.60, \$4.50, \$5.40 and \$6.30.

Students wishing to pay for their lessons in music for the year in advance, instead of by the term in advance, will be allowed a discount of \$4.00 on the amount for the year under the head teacher and \$3.00 on the yearly amount under an assistant teacher. If paid in advance for the entire year the amount will be \$40.00 under the head teacher and \$38.00 under an assistant teacher, according to these discounts.

There is no extra charge for the work in Elementary Harmony and Elementary work in the History of Music.

The fee for the work in Advanced Harmony, Theory, and History of Music is\$5.00

ORGAN: The charges for private lessons on the organ are the same as those for piano and also the fees for practice are the same.

A movement is on foot at the time of the writing of this book to place a \$5000. pipe organ in the new college chapel as soon as the new building is complete. Lessons on this instrument as well as the fee for practice will be higher than the charges for lessons and practice on the common cabinet or church organ.

VIOLIN:—The work in this line of music is yet in its infancy with us because we have had no permanent instructor to "work it up," to put some life and energy, some heart and soul into it, as well as musical skill and talent.

Recently there came to our city from Cincinnati a Miss Bertha N. Roth who has, by her musical ability and winsome social qualities, made a place for herself among our people which promises much for both us and her.

Wherever she has appeared in public she has won the plaudits of the critic as well as the layman in music. Her manipulation of the "bow" clearly shows that she possesses something of the skill, soulful sympathy and delicate technique of a Paganini.

Like most good women who come to our city before they have passed beyond the marriageable age, especially if they be musical, Miss Roth has, since coming to Huntington, become "Mrs. Walburn."

Arrangements have been made by which Mrs. Bertha N. Walburn, (nee Miss Roth) becomes teacher of Violin at Marshall College for the session of 1905-06.

We are glad to offer the services of so accomplished an instructor to the students of this school, and feel assured that the sweetest of all musical instruments is now to have a liberal and permanent place in the music department of the college.

Mrs. Walburn's charges are regularly

—Seventy Cents Per Lesson—

when two lessons per week are given.



Raleigh Co.
one Absent



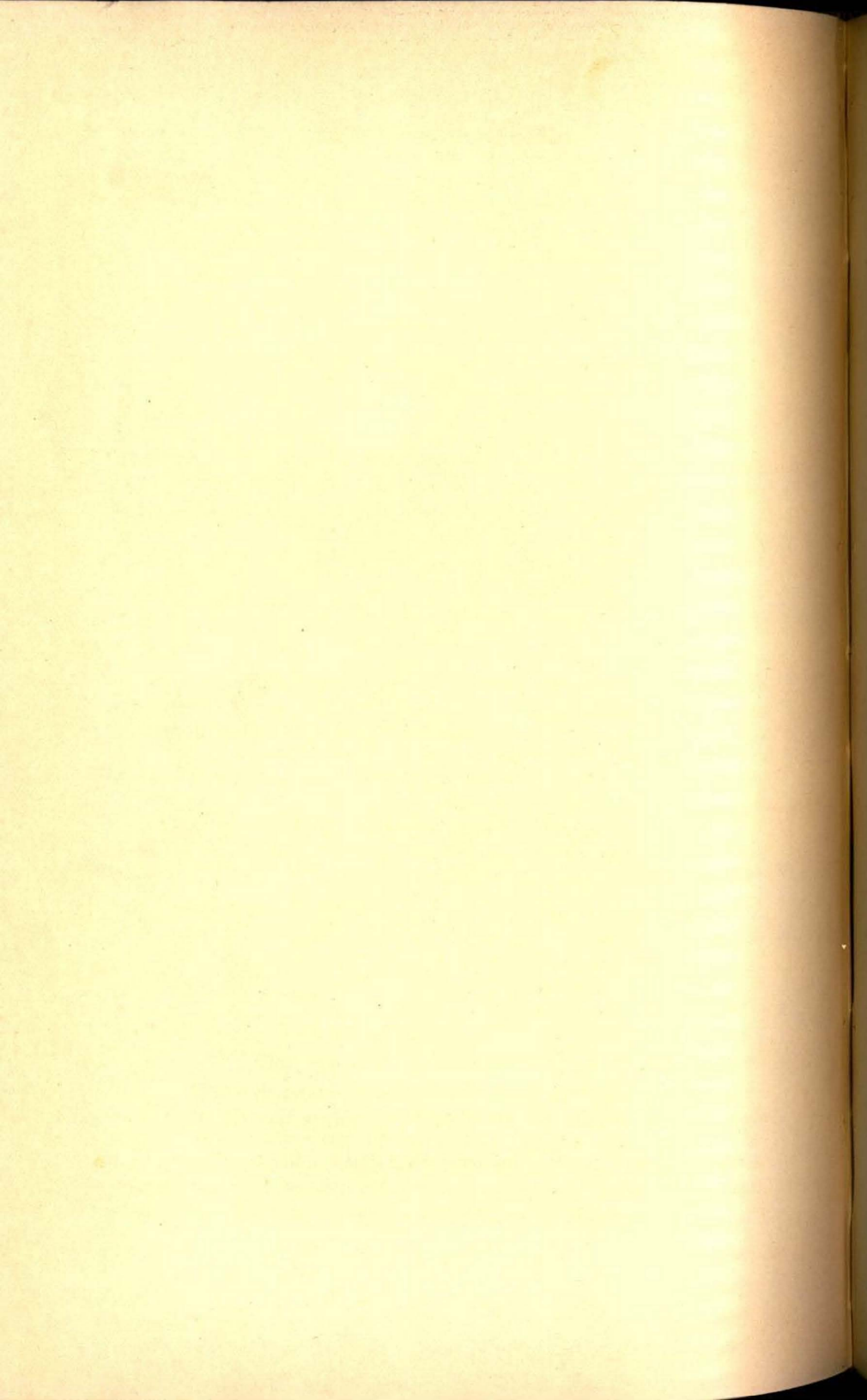
Raleigh Co.
7 Absent
COUNTY GROUPS



Ritchie Co.
5 Absent



Summers Co.
7 Absent



MANDOLIN AND GUITAR:—Mrs. E. C. McMillen has been the regular instructor on these instruments for several years, and will continue her relations with the college, as such.

Mrs. McMillen does much of her work in classes, hence can offer entirely satisfactory rates.

Private lessons on these instruments come at 50c. when there are several taking the work.

BAND INSTRUMENTS:—The College Band was organized in the year 1902. The school purchased over \$430.00 worth of instruments and we loan them to young men who will go into the band for the purpose of making a success of it. An instructor is employed, thus giving the band instruments free and instruction low. It is a rare opportunity for a young man. Several musical students whom we could not furnish instruments got their own and swelled the organization. Lessons on these instruments come lower than on most other instruments because of the number required to make up the band, and most, if not all, usually take lessons.

VOCAL MUSIC.

CLASSES IN SIGHT READING:—In these classes students are taught the intervals by the use of numerals, thorough understanding of time, rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound vocal culture, and will qualify them for singing ordinary music at sight and for teaching it to others.

This work includes the normal course of music in the model department and the instruction given to the senior class of the teachers training department,—teachers and prospective teachers.

CHORAL CLUB:—The object of this work is to train all students who are interested in vocal music to sing to accurate time under a director, to familiarize them with the best hymns and songs, to prepare the young men for their glee club work and the student body for chapel singing. Some anthem work is done, also.

The Choral Class is a very effective influence in developing good chapel music and in diffusing a music spirit throughout the school.

CHOIR SINGING:—Only those students whose voices and vocal training come up to a certain standard of excellence are admitted to the class in choir singing. The object of the work of this class is to have a good choir for our chapel exercises which serves not only as a lead in the chapel singing, but which spends quite an amount of time in choir practice preparing anthems for chapel and other

public occasions and gives some time to hymn singing, as well, responses, &c. The training a student gets in this work abundantly repays him for the time spent, and the choir is a very potent influence in giving interest, dignity, and inspiration to our chapel worship.

PRIVATE LESSONS:—This work, as well as all the rest of our vocal work, is under the management and direction of an exceptionally competent, gifted, and well trained vocalist, who has the ability in a remarkable degree to do what her profession stands for as well as to teach that rare art.

Voice placement is perhaps the form in which her work shows to best advantage, aside from her own singing, and certainly nothing is so important in the training of the human voice in song.

EXPENSES:—No charges are made to either "The Class in Sight Reading," "The Class in Choir Singing," or "The Choral Class." The charges for "Private Lessons" in voice are:

Fall Term,	\$15.00
Winter Term,	14.00
Spring Term,	15.00

Tuition is payable at the opening of each term. If paid for the full year in advance, a discount of \$4.00 is made from the \$44.00, making the amount even \$40.00 for the year.

VOCAL AND PIANO RECITALS.

One of the most enjoyable and profitable features of the Music Department consists in the Recitals given by students and teachers. Class room recitals are held once every month, to which all music students are invited. Even young pupils, not far advanced, are given something to do on these programs as soon as practicable. Three important ends are served by these recitals:

First, they are a source of pleasure and encouragement to the students, thus increasing their interest.

Second, young and timid or self conscious pupils improve greatly in their ability to perform before listeners.

Third, a wholesome spirit of emulation incites to greater effort.

Besides these class room recitals, it is our plan to have three public recitals during the year, in which only the advanced pupils and teachers take part.

Each year these recitals grow more popular with the public and audiences grow larger. During the session of 1904-05 the large commencement hall was practically filled on each occasion of these re-

citals. Indeed they are becoming quite a feature of our school life.

The teacher of Oratory takes part in these public recitals by adding selections from her department.

A WORD TO THE CARELESS.

NO TUITION WILL BE RETURNED except in cases of severe illness when the student has to leave school for the year. Otherwise the lessons lost during sickness will be made up to the student instead of returning the fees. "Sickness" here, means "sickness," not "head-ache."

PLEASE TO REMEMBER, that those students of voice or of piano and organ who are absent from regular lessons simply to suit their conveniences for visiting, receiving visitors, or other interferences with regular work which are quite too common with more than a few, need expect no allowances at the end of the term for their absences nor any lessons made up to them. This is a thing quite unknown in well organized schools of any kind, and it is unknown here.

If a student be unable to take a lesson at the time appointed, that hour is lost to the teacher. It has been difficult to arrange hours enough during the past year and we can afford to lose none by a student's indifference, carelessness, or petty "illness."

When an absence is absolutely unavoidable—and the teacher must use her judgment as to this—the student may, by promptly reporting the matter, have that hour made up, but that will depend altogether on how scarce spare hours are and the cause of the absence. In well organized schools of all kinds there is a time for such recitation and **BUT ONE TIME**. Emergency alone can modify this.

A college charges tuition. A student may miss one-third or more of his time out of necessity, or he may miss two-thirds, three-fourths, or even all of it out of indifference or carelessness; not one dollar and not one recitation is made up to him.

Hereafter the music department is to be conducted on exactly the same plan as the rest of the work of this school, namely, all fees and tuitions will be paid in advance, the work will be appointed to each student, and if he is not there at the time it will be his loss.

SPECIAL RATES.

Special rates will be made in the following cases:

1. When more than one person from the same family takes work in either piano or voice, full time.

2. When a student takes both vocal and piano work, full time. By "full time," is meant "full terms."

Instead of charging so much per term of twenty-four lessons as heretofore, the charges will hereafter be so much per term, and two lessons per week are given. The number of lessons per term varies from 22 to 26 lessons. Whether the pupil enter early or late, the charges are the same, unless the lateness be absolutely unavoidable.

AWARDS.

The "Crumrine award," offered annually by Miss Crumrine, head instructor in the piano and organ department, is given, at the close of each year, to the student who excels in playing the classics..\$15.00.

The "Beethoven award," offered annually hereafter by L. J. Corbly, as a means of encouraging the study of the history of music and the biography of musicians, a gold piece, \$10. An examination on these subjects will be given the contestants for this prize early in May, and will be open only to students of the music department, instrumental and vocal, and only to those taking music "full time," the entire year.

The "Mozart award," offered by L. J. Corbly, to the student of the music department who excels in the following lines:

1. Attendance and Promptness to music lessons.
2. Progress in music studies.
3. General decorum as a student. In short, to the best all-round music student. This award will be a handsome gold medal valued at not less than \$5.00 and will be given only to students who are in the music department the entire year.

PART VI.

ART.

Under this head there will be two courses given; a Normal course, and a special course.

THE NORMAL COURSE.

The Normal Course has been designed to meet the growing need of the times in educational matters, not for the special purpose of making artists any more than is the study of English for the special purpose of making orators. (It may help an artist to find himself, for which we offer a Special Course in Art.)

But the Normal Course is distinctively Educational in its purpose, and is so planned that the interest will be aroused, the observation stimulated, the impressions deepened, the mental image made more definite, the taste cultivated, skill of hand and time-saving developed.

Drawing is correlated with Nature Study, Geography, Botany, Zoology, Geometry, and Physics.

First Year.

Map drawing, chalk modeling correlated with geography, nature, and color study.

Second Year.

Botanical drawing, color analysis, color synthesis, elements of landscape painting. This years' work correlates with, and will greatly assist in, the study of Botany.

Third Year.

Freehand drawing, type forms and natural forms, Geometrical drawing preparatory to the study of Geometry,—of inestimable value to the student in the saving of time and in thoroughness of work.

Fourth Year.

Geometrical drawing and mechanical drawing preparatory to the study of Physics. The value of this years work scarcely needs comment.

SPECIAL COURSE IN ART.

This course offers an exceptional opportunity to those who wish to turn their attention in the direction of Art for the purpose of becoming artists, for the purpose of becoming special Art teachers in public schools.

Subjects taught under drawing and painting; a thorough course in color; a thorough course in design, object drawing, cast drawing, study of landscape, composition in line, tone, and color, still life painting, clay modeling, and constructive drawing. Mediums used, Water Color, Pastel, Pencil, Charcoal, Oil and Clay.

TUITION:	Day Class-Work, per term,	\$14.00
	Night Class-Work, per term,	8.00
	Day and Night Class-Work, per term, ...	17.00

These rates include both the Enrollment Fee and the Tuition for this department. In cases where students have already paid their Enrollment Fee in order to enter some other department the Tuition in Art is:

Day Class Work, per term,	\$12.00
Night Class Work, per term	6.00
Day and Night Class Work, per term,	15.00

ENROLLMENT, Session 1904-'05,.....	65
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PART VII.

ORATORY.

Courses in the following are given:

1. VOCAL CULTURE.
2. PHYSICAL CULTURE.
3. RENDERING.

1. VOCAL CULTURE: The voice is a natural avenue of expression, and when freed from physical limitation will reveal all the different shades of thought and emotion.

Proper training seeks to establish right direction of tone, fullness, volume, smoothness, flexibility, power, and brilliancy.

2. PHYSICAL CULTURE: The body is trained by means of a system of exercises to become responsive to the state of mind. True gesture does not consist of a series of calculated movements, but is the natural and free response of the body to the thoughts and feelings produced by a definite working of the mind.

3. RENDERING: The rendering of the various forms of literature is taught by the use of texts on "Evolution of Expression" and "The Perfective Laws of Art."

The sixteen steps in the Evolution of Expression are arranged in accordance with the natural laws of the development of the mind and are in harmony with the accepted principles of psychology as taught by leading educators.

The Perfective Laws of Art are given the student that he may finally perfect his powers as an orator, expressive reciter or reader.

These texts contain selections from the works of Shakespeare, Milton, Browning, Tennyson, Wordsworth, Scott, Byron, Shelly, Keats, Burns, Goldsmith, Moore, Bryant, Longfellow, Whittier Holmes, Lanier Trowbridge, Hugo, Eliot, Dickens, Macaulay, Carlyle, Burke, Emerson, Prescott, Irving, Cooper, Beecher, Webster, Phillips and others.

For the completion of the Evolution of Expression, which requires from four to five terms of work, certificates will be awarded.

More advanced work will be given to those who desire it.

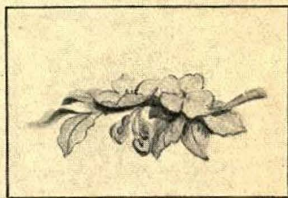
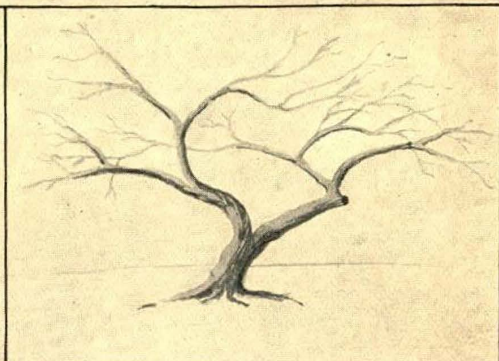
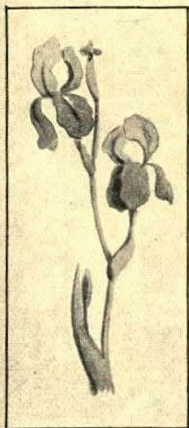
A course for graduation has been arranged for, and students will be prepared to take advanced standing at Emerson College.

The study of one or more of Shakespeare's plays each year will be made a feature of the work.

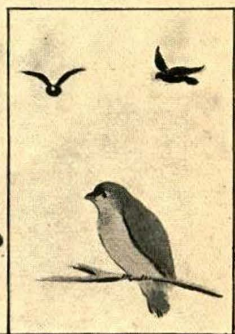
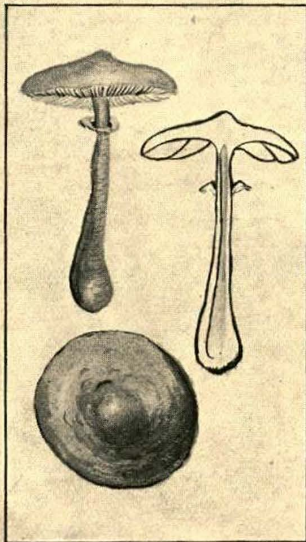
TUITION—\$15 per term. This includes two private lessons each week, and one or two class lessons per week.

ENROLLMENT—Session 1904-'0538

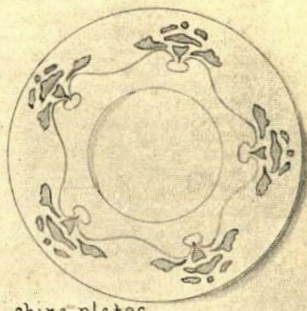
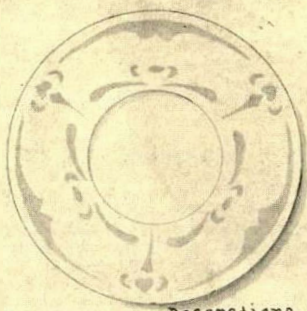




NATURE STUDY.



APPLIED DESIGN.



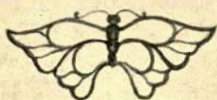
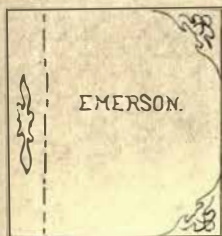
Decorations for china plates.



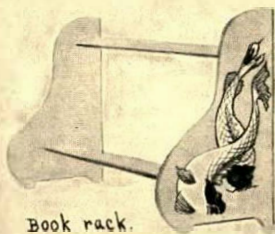
Card case.



Book rest.



Buckle.

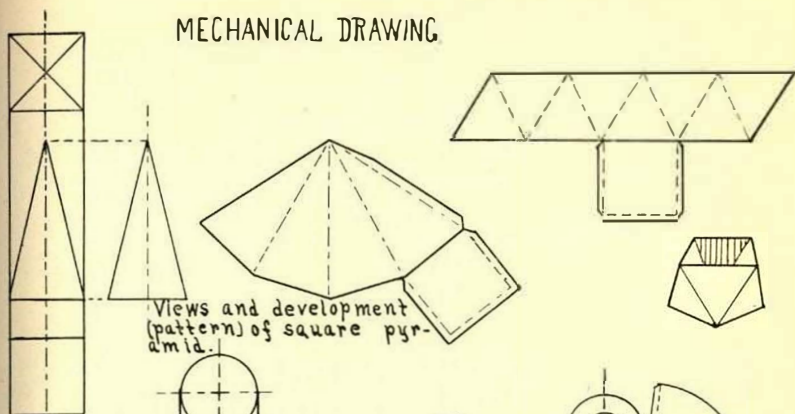


Book rack.

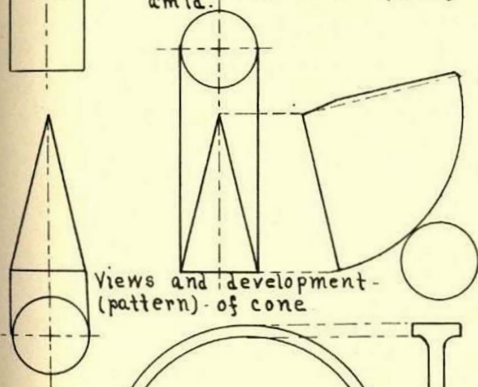


Decorative panel.

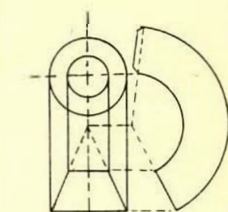
MECHANICAL DRAWING



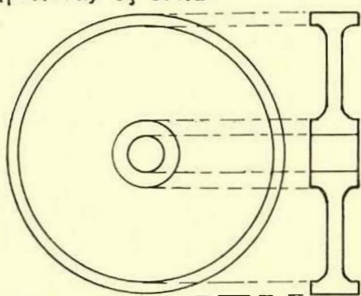
Views and development (pattern) of square pyramid.



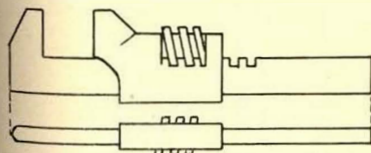
Views and development (pattern) of cone.



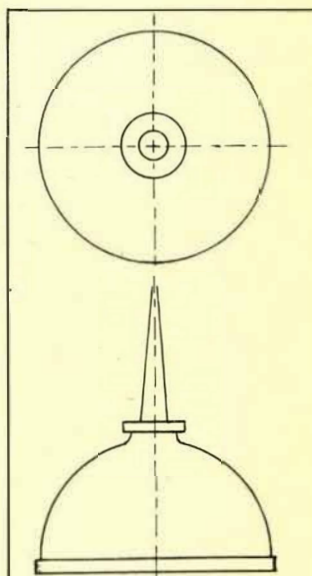
View and development of conical lamp shade.



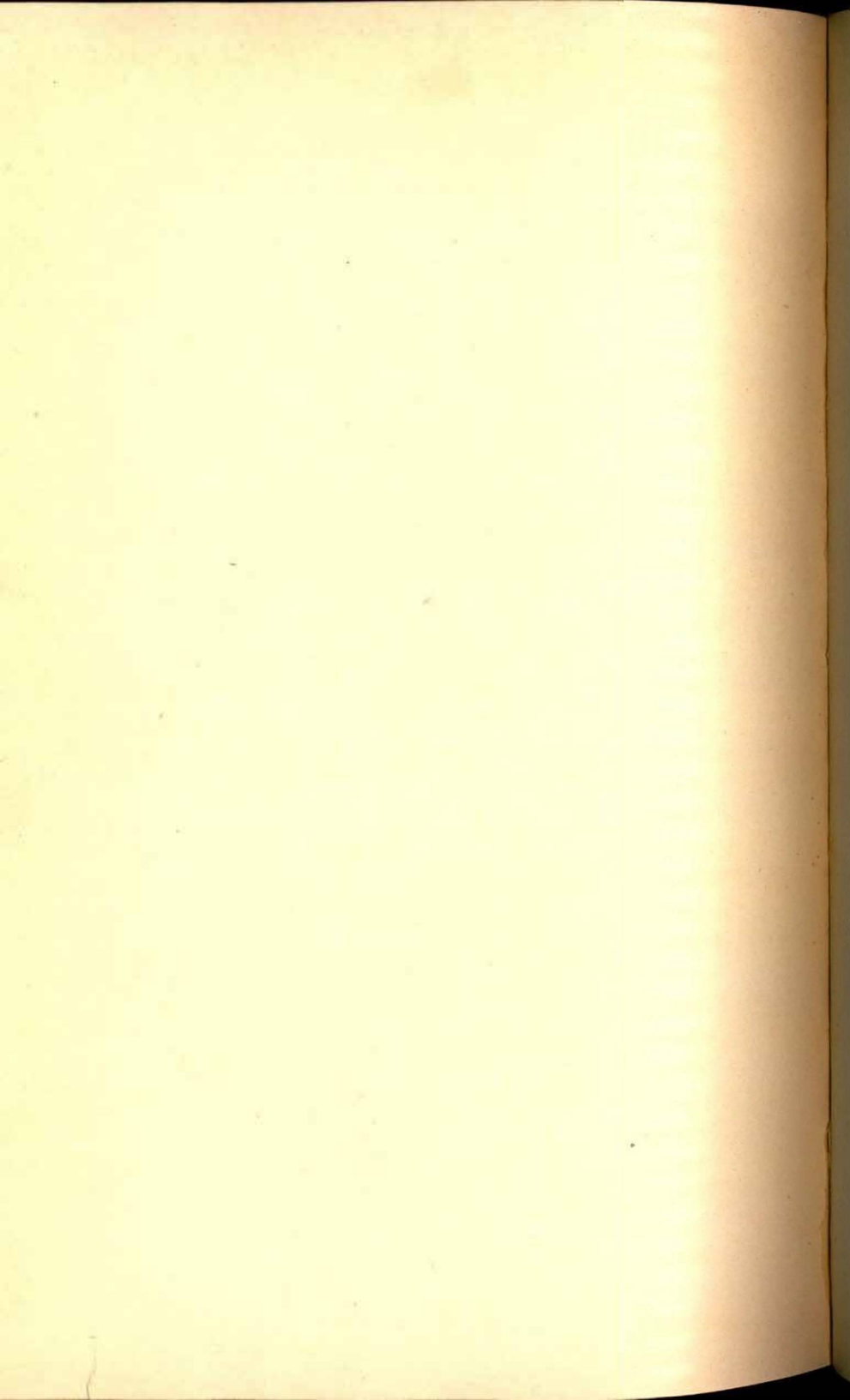
Front view and section of pulley.



Front and back views of monkey wrench.



Front and top view of oil can.



PART VIII.

EXPENSES.

I. BOARD.

The figures given below are taken from the actual cost for the past year, 1904-'05. Unless there should be crop failures or some other causes for advancing the price of foods of which we do not now know, the figures given below should not vary any for the coming session.

By a "month" below is meant "four weeks."

The School Year, from early September to the middle of June, covers a period of forty weeks, including the Christmas holidays, and is divided into three terms.

The Fall Term, extending from the September opening to the Christmas holidays, varies, according to the earliness or lateness of the opening from $13\frac{1}{2}$ to $14\frac{1}{2}$ weeks.

The Winter Term, extending from the opening after New Year to the latter part of March, varies in length from $10\frac{1}{2}$ to 12 weeks.

The Spring Term, extending from late March to the June commencement, varies from 12 to 13 weeks.

In giving "expenses" below we have taken the average length of the three terms, which is about 13 weeks, and given the expense per term.

1. Per Month.

In Clubs	\$ 9.00 to \$10.00
In College Hall	11.25 to 11.50
In Private Families	11.00 to 13.00

2. Per Term.

In Clubs	\$27.00 to \$32.00
In College Hall,	33.75 to 37.50
In Private Families	33.00 to 39.00

3. Per Year.

In Clubs	\$ 81.00 to \$ 96.00
In College Hall	100.25 to 112.50
In Private Families	99.00 to 117.00

II. BOOKS.

This item is a small one. The school has its own book-store and sells new books to students 10 per cent below cost in general book-stores. Second hand books are kept for sale also, the custom being, that when a student has completed a text book he may leave it with the college book-store manager for sale, the price depending of course on how well the book has been cared for, but varies from 20 to 75 per cent of the original cost. As soon as such second hand book is sold the amount realized therefor is handed to the original owner, or if he has gone home in the meantime, the amount is forwarded to him.

With these opportunities for getting new books at reduced prices, selling books no longer needed, and buying second hand books, the book bill of our students is less than at any other school which does not have these facilities. The cost of books to a student depends therefore:

- (1). On whether he wishes to sell any of his books already used.
- (2). On whether he buys new or second hand books.
- (3). On whether he is in our lower, intermediate, or higher grades, the cost of the higher grade books, such as the sciences, languages, etc., being considerable more than the cost of the books used in our lower grades.

About \$2.00 is the average annual cost for books in our lower grades, and about \$5.00 in the higher grades.

III. ENROLLMENT.

To all students this fee is \$2.00 per term, payable when the student enrolls, and is never refunded. It is charged all students alike, whether from West Virginia or from another state, and is the only fee West Virginia students pay—\$2.00 per term, or \$6.00 per year—except in cases where they fail to make their term average of 70 per cent, see next section, under tuition.

IV. TUITION.

No tuition is charged West Virginia students except in the following instances:

(1). When a student fails to make an average of 70 per cent in all his studies as is shown by his report at the end of any term he is required to pay tuition at the rate of \$6.00 per term till his grades at the close of a term show a general average of 70 per cent, in which case he is excused from paying tuition for the following term, and till his general average falls below 70 per cent again. This rule is regularly enforced and catches a few doleless students every term. For example: Mary Morton is studying algebra, grammar, history of Greece, and physical geography, during the fall term. At the close of that term in December the report shows that Miss Morton has made 74 per cent in algebra, 60 per cent in grammar, 80 per cent in Greek history, and 62 per cent in physical geography. Adding these grades and dividing by four, the number of studies carried, we have: 74 plus 60 plus 80 plus 62, equals 276; and 276 divided by 4, equals 69 per cent, or one per cent below the required average of 70. Accordingly, Miss Morton pays \$6.00 tuition besides her enrollment fee for the winter term.

During the winter term she makes 76 per cent on her algebra, 84 per cent on her history, 80 per cent on her grammar, and 88 per cent on her physical geography, a total average of 328 credits, which divided by four, gives her 82 per cent general average on her winter term's work, twelve more than the minimum. Accordingly, Miss Morton is excused from paying tuition for the spring term, and so on until she fails to make her general average of 70 again, and students seldom make this mistake more than once.

(2). Students from other states pay the \$6.00 per term tuition in addition to their enrollment fee.

V. LAUNDRY.

Laundry varies from 50c to \$1.50 per month according to how much white and starched clothing one may choose to wear. Most students pay from 75c to \$1.50 per month for their laundry.

The various items enumerated above cover the necessary school expenses; beyond these the matter is with the student or the parent, as to how much additional is to be spent for pin money, &c.

Putting all necessary school expenses together—board, enrollment fees, books, and laundry,—the cost of attending school at Marshall College per term and per year are as follows:

To West Virginia Students.

Total School Expenses per Term:.....\$31.25 to \$ 46.75
Total School Expenses per Year:.....93.75 to 140.25

To Students from Other States.

Total School Expenses per Term:.....	\$ 37.25 to \$ 52.75
Total School Expenses per Year:.....	111.75 to 158.25

As stated above these are not mere estimates, but the actual cost as recorded in the accounts gathered from various boarding clubs, from College Hall, and from the list of private families who take boarders.

The records further show that the average necessary cost of a year's schooling at Marshall College is less than \$125.00.

This, of course, does not include "pin money," clothing, traveling expenses, entertainments, etc., but these do not come under the special heading of "necessary expenses;" they are necessary whether at school or at home, except that they amount to more when at school, owing to the extra attention paid to them.

Can any one complain of these figures, or find any school city the size of Huntington, which offers young people an education at lower rates than the foregoing?

By "expenses," as outlined above, we have reference to the regular Normal and Academic courses. Our special courses in which tuition is charged all students irrespective of what states they come from, are the special courses in Art, Oratory, Vocal Music and Instrumental Music. See Parts V., VI., and VII. for these subjects.

DETAILS CONCERNING BOARD.

I. CLUB BOARD.

This style of boarding has come to be almost the only kind of board for boys and young men in the best schools of the country, for these reasons:

1. It is cheaper than any other kind, because it is "board at cost." Private board owing to high rents and the high prices of foodstuffs, has gone beyond the reach of nine-tenths of the young men who go away from home to school.

2. It is the social way, the college boy's natural way to board.

3. It is the only way by which young men can have just what they want,—as much, as little, as cheap, as expensive, when, and how—and that means it is the nearest approach to American ideas of board.

4. It is a most potent factor in cultivating a college spirit and college sentiments and opinions, a means by which college life is enabled to assert itself, to stand out by itself as opposed to the college lifelessness, the lack of college individuality which characterizes those schools in large cities where the student body distributes itself at the

close of each day into so many quiet dens, absorbed in the greater life of the city, thus giving no opportunity for the crystallizing of college sentiments and opinions.

5. It has practically all the advantages of private board, since in this case—club board—the students have their rooms in private families and come in close touch, in most instances, with the home life of the family, the only difference being that, instead of eating with the family, they go to the home of the family that conducts the club, for their meals. Hence it is necessary to get out of doors at least three times every day or miss a meal, which is not common with students. In case of sickness meals are carried to the student by friends in the club, and the attention of the mother of the family where a student rooms is always at command in case of illness.

6. It is eminently respectable in every way, as much so as any other kind of board, and is the kind of board all the leading schools of the country are adopting for young men.

II. IN COLLEGE HALL.

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

The three west sections are given up exclusively to school work and the two eastern ones to dormitories for young ladies. These two eastern, or ladies dormitory, sections are known as College Hall, which includes three wings, arranged in the form of a double cross, the central division extending east and west, the eastern and western divisions north and south. The dimensions of these divisions or wings, are as follows:

The most eastern one, 26 x 55 feet.

The most western one, 40 x 70 feet.

The central one. 40 x 73 feet.

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

not overdone by attempts to make it artistic, but naturally beautiful, and made more so by judicious contributions to nature's efforts, through the hand of man.

All main hallways extend through both wings, and all floors are reached by the same stairways—two. On the third avenue, or front side, is a double veranda, 54 x 14 feet, and on the rear, connected with the Principal's rooms, is one 22 x 8 feet.

The Hall is connected with the regular school buildings on first floor by means of double doors, which when opened make the school hall-way continuous with the College Hall hall-way, the entire length being nearly even 400 feet. When the school is not in session these doors are left open to give the young ladies of the Hall plenty of room for promenading.

On Second and Third Floors College Hall is not connected with the school buildings, a heavy brick wall with neither windows nor doors separating the two above the first floor.

This hall cost, including furniture, \$60,000.

The arrangement of the Hall is as follows:

The basement is given up to furnace room, cellar (under dining room), and laundry.

The First Floor is occupied by two stair-cases, the double parlors, matron's rooms, 'phone room, pantries, kitchen, dining room and hall-ways.

The Second Floor is occupied by the Principal's rooms, the guest room, 16 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 22 girls' and teachers' rooms.

The smaller rooms for girls are 12 x 16 feet; the larger ones 26 x 18, and there are intermediate sizes.

WHO MAY BOARD IN THE HALL: Most of the lady teachers board in this hall.

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 the same tables, one or more teachers at each table.

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

It is a home hall for lady students and teachers, and is so arranged, as described above, that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hall-way for an exercise space when the daily sessions of the school are

closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though they may, when the dining room is not crowded, take their meals at the hall.

So much do parents and young ladies appreciate the advantages and conveniences offered by this Hall, that for four years past all hope of accommodating every one who calls for room in it has been abandoned, and each year from twenty-five to fifty have to be turned away. So numerous have been the calls for room in College Hall for the last two years that the need for a new hall has grown almost imperative, and a new one of like size, with the one we have, could be filled the first year if it were only known that we had it.

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

Hot and Cold Water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute; 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 all or a part of their laundry work if they choose.

Both Mutual and Bell telephone systems are connected with the Hall, and through these, the Western Union telegraph system, thus placing the occupants of the Hall in communication with all parts of the world. Long distance 'phone connections are also a convenience of the Hall.

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

- (1). The large veranda roof, 14 x 52 feet, to which access is made by four double windows, two large single windows, and a double door, from which roof escape is easy by ladder or by rope.

(2). Through the principal's rooms, and the rear veranda, 8 x 22 feet, from which escape is easy by ladder or rope.

(3). Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.

(4). Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet, the pressure being so strong that it takes two muscular young men to handle each when the water is turned on in full force. One reason a few young men are kept in the hall is to have them for assistance to the male teachers therein, in case of fire; and, in case of a stampede there are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

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

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

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

3. The long hallway, over 300 feet, for promenading in bad weather.

4. The college library and reading room, which will be open every Sunday afternoon hereafter, for the hall girls, and is always open on Saturdays, as well as on school days. This is on the first floor of College Hall.

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

6. The large front veranda, 14 x 52 feet, a luxury indeed, summer and winter.

7. The college parlors, which are open to all Hall students.

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

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

3. The oversight of a matron, whose sole duty it is to care for the girls, to live for them.

4. Care and attention when sick.

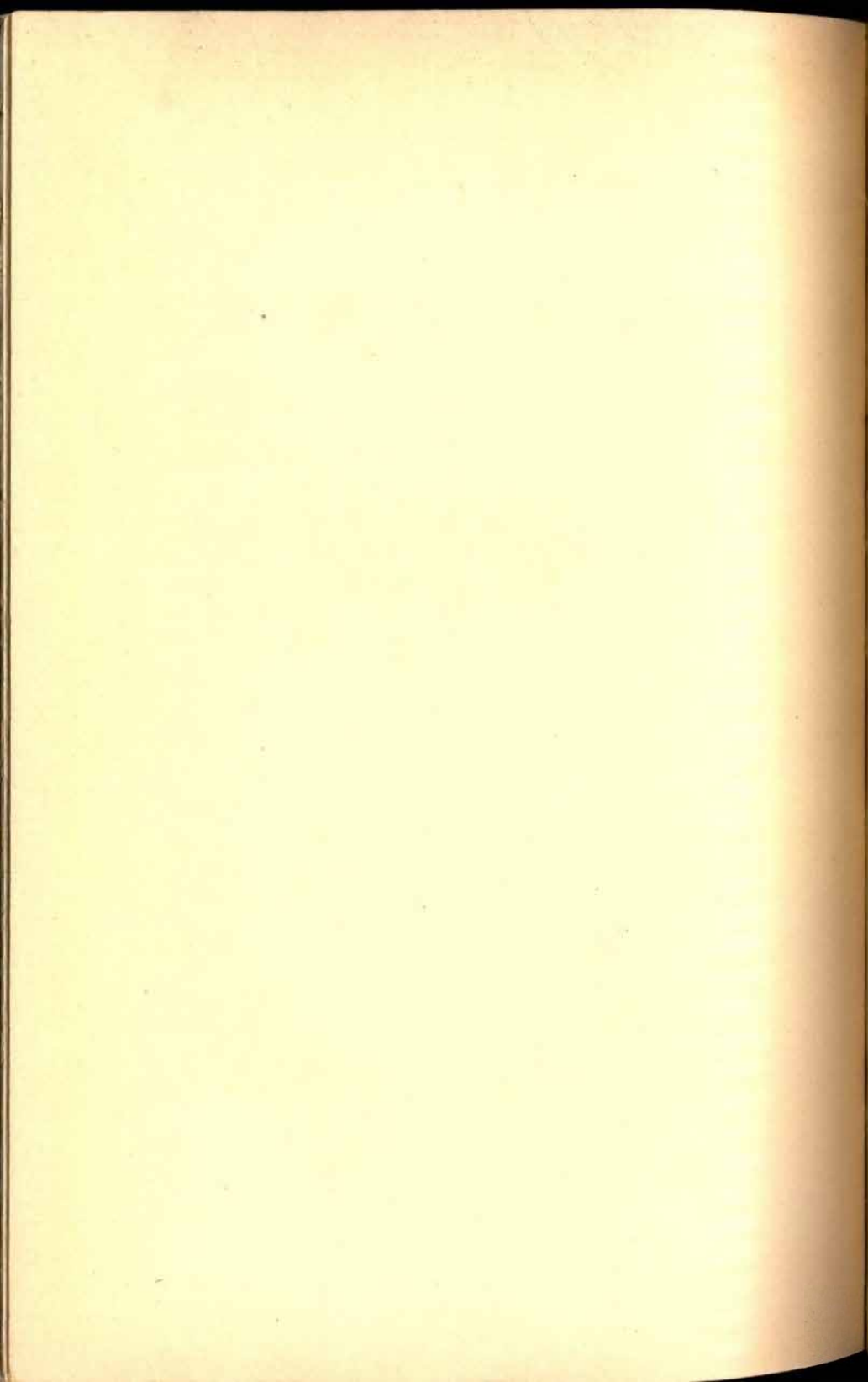
5. Assistance when shopping.

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



E. A. WRIGHT PHILA.

LOOKING FROM COLLEGE HALL VERANDA TOWARD THE THIRD AVENUE ENTRANCE



7. Board at reasonable rates.
8. Opportunities for associating with the instructors of the school.
9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.
10. Counsel and advice from the principal, whose rooms are in the Hall.

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

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

While there is very little difference in the advantages derived from the location of the various rooms, some preferring one floor, some another, some preferring this room, some that, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences. It is our opinion, and an opinion formed after having our own rooms on the second floor of the Hall ever since it was completed, January, 1898,—that the third floor is preferable in every way to the second unless it be in case of fire, and with fire escapes on every floor, and large hose, 60 feet in length, with enormous water pressure for preventives from danger in this respect, there is little more danger on the third than on the second floor.

We should prefer the third floor for three reasons: It is warmer in winter, it is much more quiet, and the ventilation is very much better because the long hallway on that floor extends the entire length of the Hall and has a large double window at the end. But every girl has her own ideas about such things.

Six of the lady teachers have rooms on the third floor and three and the Hall matron on the second.

Wherever the room be located, there is practically no difference as to the healthfulness of the location, witness the remarkably small amount of sickness we have ever had in the Hall.

Located on a high terrace, in sandy ground, with perfect drainage in all directions, plenty of sewerage, fine circulation of air, excellent plumbing, and perfectly dry basements, with such conditions surrounding the buildings there is practically no reason why College Hall should not be almost immune against all ailments that come with lack of pure air, pure water, and proper sanitary conditions.

ROOM RENT—First Floor: Rooms No. C. and D. are rated at \$16. per term, two in a room (\$8. each), \$18. per term, three in a room (\$6. each), or \$20. per term, four in a room (\$5. each). These rooms are 18 x 26 feet.

Room No. 8 is rated at \$10. per term, two in a room (\$5. each), This room is 12 x 16 feet.

Second Floor: Rooms 21, 27, 28, 29, 31, 32, 33 and 34 are all rated at \$10. each per term, two in a room (\$5. each person). No. 21 is the lightest room in this list, but the partition separating it from the hall-way does not extend to the ceiling, it being a section of the hall-way cut off by a wood partition eight feet high.

All these rooms are 12x16 feet.

Room No. 17 is one of the most desirable in the house since overhauled and both 17 and 18 thrown into one room, 18 x 26 feet. It is rated the same as Nos. C. and D. on the first floor.

Rooms No. 19 and 20, a suite, are rated at \$13. per term, two in a room (\$6.50 each), \$15. per term, three in a room (\$5. each), or \$16. per term, four in a room (\$4. each).

Third Floor. Rooms No. 41, 46, 47, 48, 49, 52, 55, 56, 57, 58 and 59 are all rated at \$9.00 per term, two in a room (\$4.50 each person). These rooms are each 12 x 16 feet.

Room No. 37, since 37 and 38 have been thrown into one large room, 18 x 26, is one of the choicest rooms in the house, and is rated at \$14.00 per term, two in a room (\$7. each), \$16.50 per term, three in a room (\$5.50 each), or \$18. per term, four in a room (\$4.50 each.)

Rooms 39 and 40, now that a nice large arch has taken the place of a door between them, have become a desirable suite, and are rated at \$12. per term, two in the suite (\$6. each), \$13.50 per term, three in the suite (\$4.50 each), or \$15. per term, four in the suite (\$3.75 each).

Rooms No. 42, 43, and 44 (three nos. or doors to two rooms) may be used as a suite at \$12.50 for two, \$14.25 for three, or \$15.50 for four, per term. Room No. 45 is rated at \$10. for two, (\$5. each).

Suite Nos. 50 and 51 is rated at \$14. per term for two, \$15.75 for three, and \$17. for four. This suite has a large and airy bed-room, a nice light work room with beautiful view, and is immediately at the head of the east staircase.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the staircase. It is rated at \$10. per term, two in a room (\$5. each).

Room-rent is never refunded except when the girl who leaves before a term closes can find another girl to take her place in the hall, in which case the girl may pay the one who is leaving the room for the unexpired part of the term; the reason is quite evident when ex-

plained: There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before the term closes, not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is much less than is necessary to keep the hall in order, the state is obliged to enforce a rule of this kind to protect itself against the loss of needed funds.

Room-rent in College Hall averages just half what it averages in the city, and the expenses of running the Hall are more than double the income from the room-rent; but, thanks to the state, this additional expense has always been met in the interest of the young ladies.

So numerous are calls for rooms during the last three years that to be sure of one a girl should engage her room some time in advance of the opening of the term, and "engaged" means "paid for" not merely "spoken for." First paid for, first served, is our rule.

All available space in the hall for the spring term is always engaged two or three months in advance, and a number of rooms for the year 1904-05 were paid for early in the preceding school year.

No room is intended to accommodate fewer than two girls, and some suites are expected to accommodate three or four; but should any girl wish a room to herself, she can be accommodated by paying the rate for two girls, unless there are more calls for room than we can accommodate in the other rooms.

The two girls in a room may have two single beds or one double bed, as they prefer.

DAMAGE FEE: A Damage Fee of \$2.00 is deposited by every student on entering the Hall. This fee is refunded when the student goes home, provided no unnecessary damage has been done to the room, the furniture therein, or to any school property about the buildings, in which case that part of the \$2.00 is returned which remains after settling damages. If at any time damage amounting to more than this fee be done a new deposit must be made.

Room Rent and Damage Fees are both payable to Mrs. Means, the Hall matron, who collects the table board funds, whose office is in Room No. 16, on second floor, see statement under head of Table Board. Mrs. Means collects all funds for the Hall and refunds any money that is to be returned.

Before Damage fees are returned the student must satisfy the Hall Matron that no unnecessary damage has been done, or if any, let her assess the amount, deduct the same from the \$2.00 Damage Fee, and return the balance. Before the Hall Matron can give this statement she must satisfy herself that her report is correct; for if

damages not already accounted for be discovered at the end of the year, the principal will hold the Hall matron responsible therefor and deduct the amount from her salary, before final settlement with her. It is required, therefore, of the Hall matron, that she know exactly the condition of a room and the furniture therein when a girl moves into it, and keep posted as to who is responsible for all damages outside of rooms, such as in hall-ways, on verandas, in parlors, etc. Broken chairs, settees, sofas, etc., etc., are paid for by the careless ones responsible therefor.

Damage Fees will not be returned hereafter for some days after the adjournment of school, thus allowing the matron plenty of time to inspect the rooms.

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

Sometimes girls leave water spigots open on leaving the bathroom. These cause overflows which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every such case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. This will apply to teachers or students. Teachers and students who are so careless of the interests of the State should and will, make proper returns therefor. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways:

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

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

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

4. Turning the heat on and off in the register, which invariably causes leakage, and damage to the room below.

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

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

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

TABLE BOARD: The cost of board in College Hall will remain the same as during the session of 1904-05, unless some unexpected failure of crops renders food-stuffs so high that an advance in rates would be necessary to insure good board. All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs. None goes toward furnishing the Hall. Bills for furnishing are paid out of the charges made for room-rent.

TABLE BOARD IS \$10 PER MONTH OF FOUR WEEKS, and is payable in advance to the Hall Matron, Mrs. Means, at Room No. 16, second floor. No deduction is made for paying board for more than one month at a time, as it requires every dollar of the income from this source to keep up the table, and by the table we mean the food and service, as stated above.

No deductions will be made for table board for a shorter period of absence than one week, unless it be the closing week of the last term, when "days" will be considered. For example: If the last month of this term have but three weeks and three days the board for the month would be \$8.55, instead of \$10.

If a girl live near enough to spend every Saturday and Sunday at home, her rates are arranged by the month, in advance, according to agreement between her and the matron.

ONLY SEVERE ILLNESS will be regarded sufficient cause for absence, when weekly deductions from table board may be made. Anything else simply encourages irregularity of attendance and unnecessary inconvenience in bookkeeping.

Meals will be served in girls' or teachers' rooms when the Hall matron deems it a case worthy of such attention, though this must be limited to cases of illness of such a nature as to require extra care. Little headaches and like petty ailments are not to be construed as worthy of attention of this kind.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies; it is entirely free from the most objectionable features of a boarding school such as are connected with, or go to make up, schools not under state control.

It is not a place to "make money" off the young ladies. The State of West Virginia is not in the 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 one hundred. 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 a duty.

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

Be it said to the credit of the young ladies of the Hall who were with us during the past session, there was much more of the cordial, homelike, self-governing spirit, than we have ever had before, and there were more girls than ever before in the Hall. The real wonder is, how little of unpleasantness could be possible with the number of persons and the diversity of natures that were housed in one building and fed at the same table-sittings. It is gratifying to note, however, as one explanation, that the class of families represented has been gradually on the up-grade from year to year, till we now number among the patrons of the Hall some of the best families of this and other states. But whether wealthy or humble as to this world's goods, the spirit of cordiality is the same as if all were equally blessed with financial possessions. There is no discrimination or favoritism because of these things; all are on the same footing, and those possessed of more of the means that minister to material comforts vie with the rest in trying to do something to make all about them happy. Indeed the popularity of the Hall is largely due to the disposition of every one therein to try to make new girls feel "at home" at once, and all girls happy.

GOVERNMENT: What about rules and regulations, the reader may inquire. We answer: None if at all avoidable. At most, just as few as possible. Well organized families need none, except the unwritten laws of obedience, propriety and order, and the fewest possible, the better in any organization.

To be, and act as, a lady, under all circumstances, is the only requirement; and entire respect for the opinions of those in authority in the Hall is the preventive of rules.

PARENTS will please take notice of the following, which will be observed to the letter:

1. If they send their daughters, or others for whom they are responsible, here, they must send them wholly subject to the method of conducting the Hall which the faculty deem best. The moment a parent begins to interfere he will be invited to take the daughter away, for while under our care we must decide what is best, and not he.

2. Young ladies do not receive callers at the Hall. Every Saturday evening the Hall is open to young gentlemen who are invited by the chairman of the Hall committee. Any young lady is permitted to request that any particular young man be invited, but the lady chairman, just as a parent in the home should do, must decide whether the young man is of a character such as should be permitted to associate with the young ladies of the Hall; if not, his name is stricken from the list without further explanation.

These Saturday evening socials are under the supervision of the teachers and matrons, and continue from 8 to 10 p. m.

3. Now and then a parent writes,—at the request of his daughter, of course,—to the principal, requesting that a certain young man be permitted to call on his daughter whenever the daughter wishes it. Such requests are kindly, but studiously ignored, because what one parent requests all have liberty to request, and a "pretty mess" we should have of it if such requests were complied with. One can hardly conceive of a sensible parent's making such a request for a daughter away at school, but unfortunately there are such thoughtless ones. Happily, however, nearly all parents send their daughters here to study, not to entertain young men, and when they ask for favors they thoughtfully add, "if this does not conflict in any way with your regulations, and if so, please ignore it." We have no trouble with girls whose parents write this way, or seldom do. All such requests should be addressed to Mrs. Laura Means, and not to the principal.

Calling on the young ladies of the Hall is permitted when and to whom the Hall matron sees proper, and she is a most reasonable lady.

As a rule, however, all calling consistent with school propriety and with good work, can be done at the Saturday evening socials.

4. Study Hours are from 2.00 to 4.30 p. m. and from 7.00 (7:30 in late spring), to 9:45 p. m., during which time no visiting is permitted, and quiet must be maintained. This is essential to good study.

5. Leaving the Grounds is allowed only when permission has been obtained from the Hall matron. We must know where the young ladies are if we are to be responsible for them.

6. Parents often give permission to their daughters to go out to spend the night in the city or neighborhood. This may seem a simple permission to them; but we who know the city and its people better

than they, deem this a very unwise permission and it cannot be given. The daytime is long enough for city calls.

7. 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 mingle with the young ladies at their evening receptions.

8. 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 they are, for if they in any way conflict with our Hall government, they cannot be granted.

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

NO FATHER OR MOTHER who knows anything of the advantages of school days spent in a Hall where there are educated teachers, kindly matrons, 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 expenditures, 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, (we teachers who select boarding places cannot always know that), and 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 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



NEAR VIEW—COLLEGE HALL



AT WORK IN THE ART STUDIO

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 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 women, especially, can exercise good judgment and economy nowhere with better results than in the selection of boarding places. Each year greater care is exercised in the selection of boarding places for our students, because we realize how much it means to them in more ways than simply "the board."

As a precaution, 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 College 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, College Hall is the proper place if they would do their best work and be free from needless outside interference and hurtful influences in the way of detracting from study interest.

Strange.—Now and then a parent brings one or more daughters to the Hall and not only speaks in their presence of the probability of their getting homesick, but even stays in town one or more days to see whether they really do become homesick, (who would not, under such circumstances?), calls two or three times per day while here to inquire whether they are homesick and then finally leaves with the parting advice that if they get homesick they may come home. Odd! Odd in the extreme! Yes more. To one who has been trained in that "home school of obedience" which simply said "go," "come," or "stay," such latitude to children seems dreadful. Children with such instructions invariably are whiny, hard to please, hard to get along with, undesirable in many ways. If parents send children here with liberty to do their own choosing (the children we mean) we prefer not to have them. Unless parents care to see where their children are going and those in whose care and training they are to be placed— which are excellent things to do,—it is better to send the daughters and give them a lesson in self-reliance in coming alone. We always want to know the parents, if for no other reason,—and there are many—to know how and to what extent to allow for the peculiarities of the child, for we all have our peculiarities.

Mrs. Means, the lady selected to take charge of College Hall as matron to the young ladies therein, is a lady of culture, of refinement, of the very highest Christian character, is kindness itself, has been a mother and has the sympathy, solicitude, and deep interest of a mother in her work here which any true mother has for her daughters. She is firm, but combines firmness with reason and kindness so fully that no reasonable girl can take any exceptions whatever to her ruling. Only one who has been a mother can do well the work devolving upon a matron in a position like this, for only such knows the delicate duties connected with caring for girls. Parents can with perfect safety and confidence entrust the oversight of their daughters to her, and in doing so feel assured that they will be cared for as thoughtfully as they are in their own homes.

Mrs. Everett, first assistant to the principal of the school, and a lady of maturity, dignity, culture, and scholarship, who also has known the feelings and experiences of a mother, assists Mrs. Means in all her work, both with her advice and her service.

In addition, there are several other lady teachers to share in the work of supervision when their assistance is needed.

It will thus be noted that practically every precaution has been taken to throw around our girls the best possible safeguards in school and out, so that not only may their residence here be pleasant and profitable, but that we may return them to their parents better than when they came.

Care is taken also to get rid of undesirable girls just as soon as we find them such, and we have no hesitancy in sending an unworthy girl home, without any ceremony whatever, just as soon as we are assured that she is unfit, from speech or act, to associate with our girls, or as soon as we find her more inclined to boys than to books, or to evil than to good. The place for such is not at this school and they cannot stay here.

Girls coming to the Hall must come subject entirely to the regulations therein. Suggestions from parents so long as they do not conflict with our regulations are kindly heard and carried out, if possible, but they must not run counter to the established rules for governing the Hall.

NOTE:—All teachers and students who have rooms in the Hall are expected to take their full board there; and when they wish to take even one meal per day outside, because of a capricious appetite, they will be expected to procure their rooms outside at once; there are too many demands for room and full board in the Hall to have some taking only part board. Both teachers and students are requested to ask nothing of this kind; it cannot, it will not be granted.

III. IN PRIVATE FAMILIES.

Board can be had in private families from \$11.00 to \$13.00 per month, but students wishing board of this kind should correspond with us in advance to save time after their arrival.

IV. CO-OPERATIVE BOARD.

This system of board, in its infancy at this school, may figure as one of the best in due time.

Briefly stated it is conducted as follows: Any number of ladies, from two up to as many as can be accommodated, rent a suite of rooms, divide the work of keeping them, cooking, buying, &c., bring as many things from home as possible, and thus save all expenses of service, supervision and other items which add to the cost. Under this system as tried so far, board, everything included, has been kept as low as \$7.50 per month, or \$2.00 to \$2.50 lower than club board. This means co-operative board for ladies; for gentlemen will eat about one to two dollars per month more food than ladies.

Sometimes brothers and sisters make arrangements of this kind and find it very cheap. In such cases the father or older brother should come and select the house or the suite of rooms desired, as the boarding committee of the school might not always succeed in selecting just what is wanted, though they are always glad to help.

V. KEEPING HOUSE.

In several instances, more each year, a mother or older sister rents a suite of rooms or a small house, brings several of the family, sometimes friends and relatives, and conducts regular housekeeping. Smaller children come also, now that there is a model department for children of all ages from six years up. This is the ideal plan, and cannot be too highly commended. Mrs. Henson, with four sons and one little daughter (Kanawha county), Mrs. Clark and McNeer of Monroe county with seven children, Mrs. Tomkies of Summers county with nearly all the family, were among those who adopted this plan during the session of 1904-'05.

If only parents and young people would take pains to investigate, they would be surprised to find how many ways there are by which the best schools of the state can be made accessible to all who are anxious for an education. Particularly is this the case at Huntington, the largest town in West Virginia in which a state school is located. Education, higher education, is coming more and more to be a matter of "wish" instead of "a way." The way is at the hand of practically every one who will look about and find it.

PART IX.

GENERAL REGULATIONS AND SUGGESTIONS

GENERAL REGULATIONS.

1. Every student is expected to carry at least **three** regular studies, and **four** if he is able to do so, except in the following cases:

(1). Teachers who wish to carry one or more studies while teaching in the city or adjoining towns or rural districts.

(2). Married persons, very mature persons, or men and women, (young or old) who are engaged in business and cannot carry more than one or two studies.

(3). Students who wish to give special attention to music, art, or oratory.

(4). Those suffering from any physical ailment such as weak eyes, and who furnish a physician's certificate stating such to be a real impediment, in which case the matter will be considered by the faculty, who must insist upon the right to pass final judgment even in a case of this kind, knowing as they do, the ability of some boys and girls to get almost any kind of a certificate from a physician by working through an indulgent mother.

2. Students from other states are required to pay tuition at the following rate. For **one** study \$2.00 per term. For **two** studies \$4.00 per term. For **three** or more studies \$6.00. They pay their enrollment fee of \$2.00 per term in addition to this.

3. Private lessons in any subject taught by the faculty will be given at the following rates:

One person only, per lesson, one hour	50c
Two persons, each, per lesson, one hour	37½c
Three persons, each, per lesson, one hour	30c
Four persons, each, per lesson, one hour	25c
Five persons, each, per lesson, one hour	22c
More than five, each, per lesson, one hour	20c

To regular students who wish to make up back work, one-half the above rates will be charged.

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

5. All students, in whatever departments they may be engaged, are required to attend chapel exercises, which are conducted twice per week. Tuesday and Thursday, from 10:15 to 11:00 a. m.

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

7. When a student wishes to change his boarding or rooming place, permission must first be obtained, if a gentleman, from Mr. Fitzgerald, if a lady, from Miss Burgess, and satisfactory reasons therefor must be given. They must give the number of the house and the name of the family so that the committee may intelligently pass upon the advisability of the change.

There are several reasons for this regulation. Those refusing to comply with it may expect their names to be dropped from the roll of the school at once. We cannot be responsible for the success of a student unless we have something to say about his boarding place, for with whom he boards is a matter of first importance to a student's success.

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

It is a very bad sign to find a young man or woman lounging about the city or his boarding place any length of time after arriving at school, and such delay or lounging will be held sufficient cause for investigation by the faculty.

9. Students are not permitted to board or room in those parts of the city where either the water is unhealthful, or the surroundings undesirable. Searching investigation of the premises where students

board and room will always be made before locating them. It is often too late afterward.

10. The use of tobacco in any form on the school grounds, the frequenting of saloons, or the drinking of intoxicants while a student, no matter whether on or off the grounds, in the city or out of it, will be treated as offenses of sufficient gravity to require withdrawal from school, or, in case of extenuating circumstances, suspension.

11. Every student is expected to notify the principal before leaving the city, whether temporarily or to withdraw from the school, and state the reason. In no other way can the principal keep posted as to the whereabouts of students in order that he may answer calls for them by telegram or by friends and relatives. Any student leaving the city without the principal's permission may expect to be dropped from the rolls unless satisfactory explanation be made in due time; and anyone withdrawing from the school without giving notice of the time and cause, may expect to be denied re-admittance at any future time, unless due explanation be made.

12. Now that the school is much too large for the principal to act as personal adviser to all students in all things of lesser moment, each student on enrolling will be furnished with a card stating which member of the faculty is to be his personal adviser, and he will consult that teacher in all matters in which he needs counsel, and the teacher will consult with the principal in all cases requiring especially careful decision. Of course the principal will always be approachable to all students when they wish to advise with him. Every student should know the principal, personally, and he should know every student personally, if possible, know their home life, their financial and social situation, their ambitions and their limitations. Unless he do, he cannot know their needs either as he would like to know them, or as he needs to know them to do his best by them as students. One of the first things, therefore, a student should do after entering school, is, to have a plain talk with his consulting instructor, and as soon afterwards as possible, with the principal or president. Tell them your situation and your aspirations, my young friend, and you will then be sure of justice when your name comes up before the faculty. You will be sure of more; you will have two persons sufficiently interested in you to favor you when opportunity arises, to look out for helping you in the way you most need.

13. In no way, seemingly innocent itself, can a strange girl cause a whirl of unsavory gossip about herself any more quickly than by buggy-riding with a gentleman or with a "loud" woman in a strange town of any size. Once we have been compelled to send a girl home from this school to silence such things. Consequently, only with lady members of a family of relatives who live in this city,

or with the permission of Mrs. Everett, dean of women, is a lady expected to go buggy-riding while a student here. Girls must not forget that they cannot do as they do at home, when attending school. The public eye is especially critical of a girl student away from home.

14. Under no circumstances is a student permitted to change from one study to another, drop a study for any reason, or take up a new study, without consulting his "class officer" and getting his written permission.

15. There are few offenses against the successful work of a school that are regarded more serious at Marshall College than those of irregularity to classes without good cause, or leave the building before one's recitations for the day are over without notifying the teacher or teachers of said class or classes. Such things will **not** be tolerated; and if persisted in will be punished severely. Several young men have been expelled for such things, and others will be if found guilty.

Not only is a student expected to be in school every day he is at all able, after enrolling, but he is expected to be present at every recitation unless excused by the teacher.

No student is expected to leave the school grounds before his recitations for the day are over unless excused by the teacher whose class he would miss by going home.

16. Sometimes parents who send children here to school send us word to look after all expenses and send bill to them. We are glad to do this, but every student should have his \$2.00 "Enrollment Fee" with him when he enrolls. By so doing **much** inconvenience in bookkeeping can be saved us. Please do not forget the regulation which requires that the "Enrollment Fee" must be paid before a student can enter his classes, also the "Tuition Fee" in case of students coming from other states.

17. Every student who does not board in College Hall is expected to report to the principal the number of the house (street number) and the name of the family where he has his room and where he takes his meals, within twenty-four hours after enrolling. Failure to attend to this regulation will be followed by investigation, and, if premeditated, suspension or expulsion.

18. A rule of the state board of regents requires that juniors and seniors shall be limited to five full studies,—25 regular recitations per week,—and under no circumstances shall they carry more than this for a longer period than one term within these two years, and then not more than six studies for that one term, and this shall not be permitted except with the unanimous consent of the faculty.

Even this maximum is beyond all limits of thorough work and will be changed, if we can have our way, at the next meeting of the state board, making four studies the maximum and five permissible only with the unanimous consent of the faculty, in the junior and senior years, and six positively forbidden except when two or more of them are review work. Any number of subjects beyond four, as the work is required to be done now, is not "studying," but "cramming," and must be unsatisfactory to both teacher and student.

19. When a student withdraws from this school or any of its five branches, or is dropped by the faculty, for cause involving his integrity, honor, or other like reason such as disobedience, good-for-nothingness, &c., and wishes to enter any other of the state schools of West Virginia, he must present a written permit to do so from the principal or president of the school from which he has withdrawn or has been dropped, before he can enter.

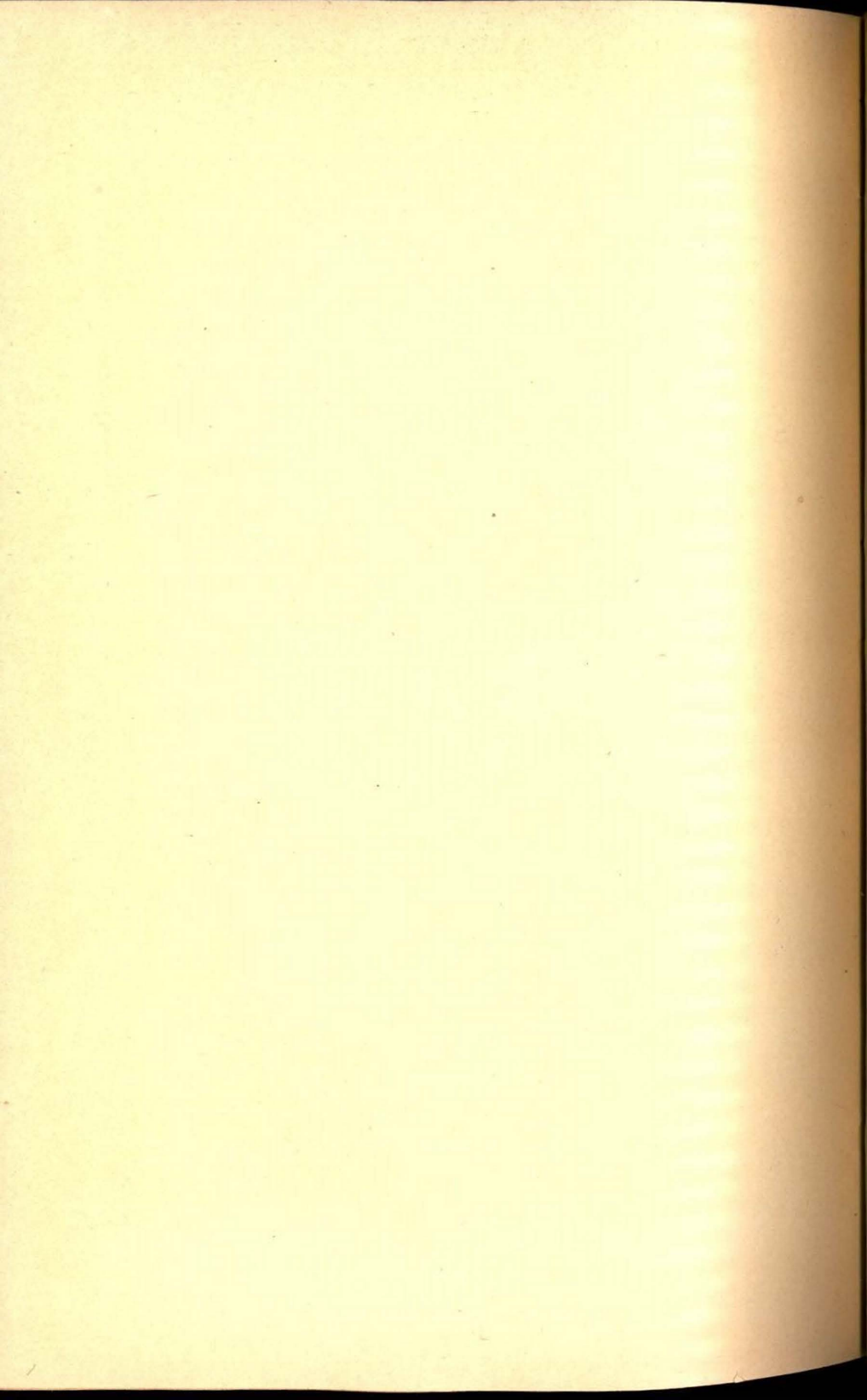
20. All students who have not been in this school before and are not vouched for by some member of the faculty must bring a letter of recommendation from some thoroughly reliable citizen not related to them, on presenting themselves for enrollment.

GENERAL SUGGESTIONS.

1. Come the full year if possible.
2. Get acquainted with the best students.
3. Never, if at all avoidable, miss a single recitation. That is one thing that can never be made up without losing something else that is equally important.
4. Join one of the literary societies within the first month after entering.
5. Take plenty of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, not later.
6. Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.
7. Take the full course. It pays. The world likes a boy or girl who completes, who finishes things.
8. Enter on the opening day of the term and stay till the term has closed.
9. Attend the exercises of the "Lecture Course."
10. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty. We like and the students like enthusiastic boys and girls.
11. Do not, do not try to carry too many studies. Nothing will discourage a good student more quickly or more seriously. Do only what can be done well.



FAYETTE STILL LEADS AT MARSHALL—THE "BANNER COUNTY" IN NUMBERS



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

13. Never write on the walls or on the furniture of the buildings; no matter what one writes, this is always an evidence of grossness, of depravity.

14. If any one wants information not given in this catalogue write for it and we shall promptly answer.

15. It is well, especially if you are a young lady, to let us know on what train you will arrive unless there is someone with you who knows the city.

16. The boarding question is an important one but can easily be settled after one reaches the college unless one wants to board in the Hall, in which case it is important to attend to this matter early.

17. Read the list of text books used in this school, (see under that head in the index), and bring those books that can be used here.

18. Do not forget that special railroad rates can be gotten when as many as ten come from any one point.

19. Very many parents and young people write us to inquire about appointments. Do not forget that **no** appointment is needed. That is all attended to after students arrive. Simply get a letter of recommendation, for that is necessary for all new students.

20. Do not hesitate to come to school because you are out of your teens, or twenties, or thirties, even. We have several lady students whom we do not, out of respect for their sensitiveness on the subject, ask their ages when we enroll them, and our young men are often in their thirties. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll one or more married men and married women, often someone over forty years of age, and to be in the thirties is quite a common thing.

21. Choose carefully your friends among the students. There are at least a few young people in all large schools whom you cannot afford to make your personal friends, not even your associates, without seriously endangering your standing with the faculty and the student body. Choose your school friends as you would choose a vocation: with the greatest possible care, and with reference to the future as well as to the present.

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

my power to make the school glad I am a part of it and myself glad that it is a part of me".

23. Always take off your hat to your teacher when you meet him on the grounds, on the street, or elsewhere out of the class-room. Do this for your own sake and for the sake of the tone of the school, if not for the teacher.

24. Good students are in their rooms after dark and during other study hours except when they can give an entirely satisfactory reason for not being there.

25. No student ever got any inspiration to study by lounging on the streets. Lounging is usually the beginning of "failure."

26. Hotel lobbies are about the last respectable resorts in the world for students. Avoid them.

27. Every good student is at his books at least two hours every afternoon and at least three hours every night. Any less than this means not up to the standard—not a success.

28. To expectorate on anybody's floor, private or public, whether it be in one's home, in another's, or in a public building, is indecent, vulgar, dangerous, and in many places criminal.

29. Uncombed hair, unblackened boots, soiled collars or shirt bosoms, carelessly tied neckties, untrimmed (at least uncleaned) finger nails, unclean teeth, unbrushed clothing, walking or standing habitually with hands in the pockets, a slouchy walk, these are the marks of inexcusable carelessness or of unpardonable neglect, and go to help unmake a gentleman.

30. If you choose questionable associates you yourself become questionable at once. Men of a kind, and women too, naturally attract each other. You are judged by your associates no matter what excuse you make. The first "pointer" as to your character the principal gets after your arrival here, is the students or the city people you select as your associates.

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

32. Guard carefully against a questionable place to board or room. If the boarding committee should make a mistake by some one's concealing facts about a house, you must keep your eyes open and report it as soon as discovered. A good boarding place is half of one's schooling.

33. Learn the rules of the library before taking advantage of library privileges.

34. See that you are in the study hall at intervals between recitations. Lounging in hallways, on verandas, or on the grounds between 8 a. m. and 1:15 p. m. may result seriously.

35. If you come to board in College Hall, see that all bed-clothing and all wearing apparel have been carefully examined, so that a certain utterly abominable, unnamable insect that inhabits even the best of homes now and then in spite of all efforts with hot water, lamp oil, &c., &c., &c., may not come with you. Every year some careless girl brings some of these horrid little animals—we call them "*cimex lectularius*" in zoology—and as a result the servants have to declare war on them. The Hall is thoroughly renovated every summer, once in June and once in early September, thus assuring ourselves that it is in first class order. A lady is employed to go over all beds once per month during the school year also; and if girls who room in the Hall can't do the rest they should stay out.

Boys and girls coming to room in the city in other peoples' homes should always look out that they bring nothing of the kind into those homes, and if they find them already there they should report at once to the mother of the home.



PART X.

GENERAL TOPICS.

GOING TO SCHOOL: A few years at the head of a school of a few hundred students gives one a deeper insight into the aimlessness, the lack of well-defined purpose, the meaninglessness, the drifting tendency, the lack of persistence, the helplessness, the good-for-little, and, in too many cases, the **good-for-nothingness** of a large per cent of young people. It is truly dreadful to observe and to reflect upon these things. It is no wonder there are bosses in our city, county, state and national political campaigns, in social competition, in business enterprise, in almost all departments of life. To contemplate the situation one can not help excusing monopolies, trust magnates, princes of finance, and bosses great and bosses small to a large degree. All these are but the natural outgrowth of a condition. There could be no bosses if there were not hundreds, thousands, millions who prefer to be bossed, or who cannot help themselves because they have carelessly, if not criminally, let their opportunities, for meeting and crushing the bosses pass. What can we expect but bosses in all lines of work and in all situations so long as but a handful of our young people show any purpose in life, any genuine back bone, any real manly spirit of individuality, personality or independence? A pretty mess we'd have of it in some situations if we had no bosses; at the helm they are better than blubber back-bone, for all bosses have some well-defined purpose. They are not drifters, but pushers, pullers, leaders, men of ability of some kind and are willing to try to use it independently.

When boys and girls enter school they ought at least to have purpose enough to stick to it a year, if not throughout the course; but very many of them have so little purpose that they drift out, or drop out, or fizzle out, or fall out, or are run out as drones by the working bees even before a single term has closed. They frame a thousand excuses so thin that the principal feels ashamed for them when they mention them, and wishes for their sake, they had gone without mentioning them. They are to be pitied, and we do pity them, but that does not help them; it only encourages their purposelessness.

How refreshing to turn from that class to the boy or girl with snap, vigor, push, earnestness, ambition, manly, womanly aspirations and purposes.

The promising youth often comes from the poorer home, but he comes clean, pure, manly, with a purpose. When will boys and girls all learn the deep, eternal significance of school going? Not till more parents learn it and teach it to them.

It is astounding how many parents there are who are disposed to treat school-going as a kind of convenience which can be dispensed with under the slightest provocation; one day, two days, a week, a month, even a term, at a time, just as the whims of a spoiled child, or a pampered, or over-nursed youth, or the solicitude of an over-indulgent parent, or the weather, or last night's party, or the next week's wedding, or the coming of a visitor; this is the idea the child gets in some homes of the meaning of school going, and he or she is better at home and the school is better without such. "My boy wants to get a 'job' for a while," says one. Yes, parent, you are getting him a "job" you'll never cease to repent of by this very unparentlike indifference to his education. And who is to blame? What can a parent expect but his child's failure at school when he makes his attendance purely a matter of childish whims? Children, and grown people, too, always fail at whatever they undertake if they make it a secondary matter. Success is not made of secondary efforts, but of one's very best and constant efforts. Every boy and every girl's education must be a failure when they fail to give it their constant and most diligent attention and effort. If ever there was a business that required one's whole attention that business is school-going, and the sooner parents learn this the better for their children.

A half-inch of snow will often keep a big, rugged girl or a swarthy muscular boy at home only a block or two from the school when twelve inches of snow does not interfere with more delicate children ten blocks away. What a difference it makes as to who the parent is, and the student stuff out of which one is made!

Only impossibilities should keep young people from school. Only impossibilities do keep the right kind of students at home, or induce parents to keep them.

Parents and young people alike, should see to it well that there be no fooling, no delaying, no trifling with this matter of school-going. Nine months of the year should be given to it, nine months of twenty days each, till it is completed, and it is not completed till a goodly share of it is the portion of every American youth.

If one goes to school or is sent to school let him go every day; go for every recitation. Absence from even one recitation per week, is so much ether or chloroform that benumbs the school interest and seriously affects the school life of any child or student.

FULL YEAR ATTENDANCE: Only a few years ago was it the rare exception that students from a distance came to attend school the entire year. Now a large per cent of our attendance from a distance is for the full year; and what a difference in the work and in results! What a difference in the system and the thoroughness with which class work is done! What a difference in the entire work of the school! and what a difference to the students in their relations to the school as well as in the thoroughness of their work! The class work is much better, the work is easier, and yet more thorough, the literary societies are better, there is much more reading and investigation, the College spirit is remarkably improved, the social feature is so much better it seems another place, the students enjoy the school better, like their school mates better because they have time to get acquainted with them, there is more homelikeness about it, there is more enthusiasm, chapel is more interesting and better, every phase of life and work in the school seems absolutely rejuvenated; why? Try attending school by piecemeal once and then try it by the full year and see why. The very atmosphere of the school changes for the better to both students and teachers for the simple reason that the school becomes the home of the students in a large measure; they are here three-fourths of the year; if here but one term the school seems more like a work-shop or visiting place. It takes time to convert a new place into homelikeness. It takes time to learn to like strangers well. It takes time to learn how to study. We candidly believe that more solid results are derived from one session of nine months than in fifteen months of broken attendance. Has the reader ever attended school three or four days per week and missed one or two days per week? Has he ever missed about one recitation out of three? Or has he ever taught and had a pupil do these things? If so, how about the progress made? How about the interest in the work? This is the same thing on a smaller scale as attending school by broken terms.

Most of those who formerly came by single terms did so because they thought it impossible to do otherwise owing to their financial situation. In some cases it was almost impossible to do otherwise. But when the majority of those who were attending one term per year began to count the difference in the time required to finish their education in that way and by attending full years, they realized at once that it might be economy in dollars and cents to throw all their energies and time into the work, to count the gain by doing so, and then to see if there was not some way to arrange things to meet the financial requirements of coming here full years. A vigorous, earnest, promising boy or girl's head once set to work to solve a problem like this, solves it completely in more than nine cases out of ten. Indeed it is a matter very much more of the boy or girl than of money. What a boy or girl can do depends almost wholly on who he or she is, the material of which made; and what a boy or girl of good material decides to do because best for him or her to do, that is what he or she finds it possible to do when the cost is counted—that is what he usually does. Why do not more young men and women throw the whole power of their personality—their will, their business judgment, and their inventive genius—into the solution of this problem of pushing their education to a finish at the earliest possible moment? If they will but thus apply themselves to the solution of the problem, the number of those who attend school full sessions will be more than doubled at this school next year. My young friends, seriously consider this matter.

There are thousands of young persons solving this problem this way every year. At Marshall College are at least fifty young men and women each year who solve this problem without any help. Some do janitor work at the school buildings, some manage students' clubs, some wait on table and assist in house work in private homes and boarding houses, (not simply girls, boys as well; indeed they are mostly boys,) some assist our city livery men, some work at the barbers' chair at evenings and on Saturdays, some do work on Saturdays, holidays and special days in dry goods stores, groceries and other mercantile houses, and so on through the list. The principal does his best to assist in procuring such places, but the majority of the boys who thus earn their school money skirmish around and find these places. Many of the young men get employment for the summer at wages much better than they can command at home, and stay here from one year's end to the next until through school.

The janitor's work at the school is at least twice as much as one man can do, but we never employ more than one regular janitor; all the rest of the work is given to students.

What kind of boys and girls are those who work to pay all or a part of their expenses? Easily answered. The fact that they are willing to do this work to educate themselves really answers this question; they are among the very best students; they are respected for their energy and lose no esteem or social standing because they work; in the estimation of the principal and the faculty of the school they rank all the higher because they are willing to help themselves.

There are other young people here, quite a number of them, who borrow money from friends, relatives, or others, some take out life insurance policies and turn them over to those from whom they borrow till the money is returned.

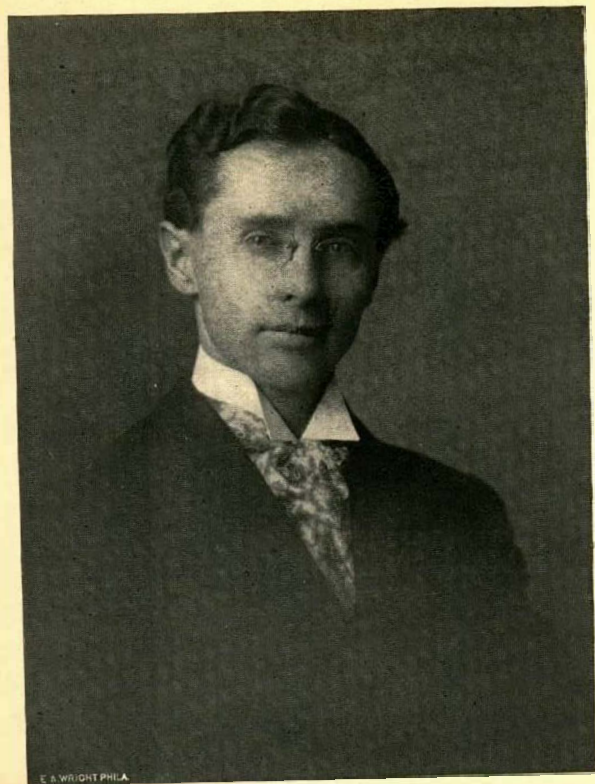
Still others have other ways of getting through school. But the question is, get through, and get through by attending full sessions if at all possible—and there are very few with whom it is not possible.

With those, however, with whom it is not possible to come full years, we are just as deeply in sympathy; special pains are taken when they do come to give them all the work they can do well, and to give them the studies they feel that they most need.

The final question is, whether it be by full sessions or by part sessions, educate yourself. Let not the mad rush for money that has so savagely taken hold of the people of all countries within the last decade blind any young man or woman to that most serious of all public questions for the young people of today, that question which appeals to all alike: The young people of to-day are to be the citizens, the teachers, the ministers, the officials, the statesmen, the jurists of tomorrow; do not forget that each succeeding generation is going to demand better educated people for these places; do not forget that more and more a man or a woman's education is to be his or her passport into good society, into positions of trust, honor, and money.

The question is not so much how soon young people educate themselves, though that means much, but whether they do it at all. We admire very much the push and sticking qualities of young people who come to us one term per year from session to session. To stick to a thing means very much. Many of the best graduates have been those who came but one term per year till they had reached their senior year. We want you, want you educated, and are glad to have you even one term per year. Come as much each session as possible, but be sure to come. We'll find classes for you and you'll find very warm friends. The very heartiest welcome to you at Marshall College.

CARRYING MONEY: Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home then pay his bills by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and



E. A. WRIGHT PHILA.

H. B. LEE, of Wirt County
Who won the Inter-Normal Contest Prize in Oratory



THE MARSHALL BASKETBALL TEAM

pay his bills by checks thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk but is more business-like and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

Parents who wish their children's money handled by some one connected with the school can make such arrangement by writing the principal, who appoints a member of the faculty to assume this responsibility and keep an itemized statement of all expenses and for what purpose made. Blanks for this purpose are kept on hands.

Under no circumstances should money be kept in one's trunk, at least very little of it, if any. One's spending (pin) money should be kept in small amounts and with one all the time, if possible. Young ladies should have a pocket somewhere about their person for this rather than a clumsy, easily stolen bag or purse.

CLUB MANAGERS: These are selected as nearly as possible from those most in need of financial help, and always from the senior class if there be a sufficient number in that class really needing the help, if not, then from the junior class; but in selecting them we feel under no obligation to select someone unsuited to do that work, no matter how seriously he may need help.

It is not every young man, by any means, who can successfully conduct a club, no more than can every man conduct a business successfully. So, when a senior possessed of the requisite qualifications cannot be found, a junior will be chosen, or if no junior to suit, then a lower classman.

A "Club Manager" should have these qualifications:

1. He should be thoroughly honest.
2. He should be cordial and direct in all his relations.
3. He should be a good business young man.
4. He should be economic, cautious, and industrious. No lazy, careless, haphazard person should handle a club.
5. He should be a judge of eatables; a close watcher of the markets, and a close but pleasant buyer.
6. He should be a leader, a born one.
7. He should be a good mixer, but not of the political type; rather of the straightforward business man's type.
8. He should "stand well" among his fellow students and have the respect of the faculty.
9. He should be absolutely clean morally and in every other way.
10. He should be a good collector.
11. His work in school should be of a high order.

12. He should be a good fielder, organizer, and financier.
13. He must be a good student, and a deserving, worthy, young man.
15. All things else being equal a senior is first choice, a junior second choice, a third-years-man third choice, and so on.

Each club manager is, ex-officio, member of the faculty boarding committee and as such must assist in whatever ways that committee find necessary.

Each club manager must also regard himself as assistant to the principal in the field work of the state and is expected to cooperate with him (the principal) in such ways as seem best for working up the attendance of the school.

No student is given a club who has not attended this school before and has proven himself capable.

Each club manager will be expected to keep the principal informed of any and all irregularities in the club, report the name, place of rooming, and name of family with whom rooming, of every student immediately after entering his club; report any changes in his place of rooming, any misbehavior at the club, or other irregularities the principal should know; notify the principal immediately after any student has left his club and where he has gone, and report promptly all cases of illness or irregularity to meals from other causes, occurring in his club. And any club manager who is found neglectful of any of these duties will be replaced by the next one below him on the list. This has not been done during former years, partly because the principal has not insisted upon it and partly because the managers were not notified. Hereafter, however, weekly reports must be duly sent in to the principal, made out in due form on blanks furnished managers by the principal, and any one failing to make such reports will be removed as manager.

The boarding committee of the faculty reserve the right to appoint and to remove for cause all club managers, fix regulations for the clubs, and rule who may and who may not board in a club, it being the purpose of the committee that only those approved by them shall take meals at a club. Of course this means that all students who properly conduct themselves in the club may board therein, but it does not mean that any one, regardless of his connection with the school, can do so. And when the manager is directed not to admit, or longer permit to remain in his club, any person or persons, such person or persons must be denied admittance at once on penalty of the removing of the manager or the closing of the club.

The committee never has interfered to any extent, nor is it their purpose to interfere so long as possible, for these matters should be handled by the students as far as possible. But they reserve the

unqualified right to interfere at any time and to any extent deemed advisable. This is necessary for the good of the clubs and of the school.

CLUB MATRONS: Clubs may be opened only at such places and under such matrons as are approved by the committee. And the matrons are expected to keep that part of their homes (for all clubs are in the homes of the club matrons) used by the club in clean, neat, tidy, and attractive condition, prepare all meals in the best possible shape, work in harmony with the manager, advise and consult with him on all matters pertaining to the club, serve the tables well and keep the linen and other table ware in clean, orderly, and inviting condition.

They shall also see that all members of the club are orderly when in or about the club home, mannerly and gentlemanly in all their bearing and conversation, and that the atmosphere of the club shall be as nearly that of a well-regulated home as is possible.

The club matron is also expected to be a lady of sufficient refinement and carefulness to command the esteem and confidence of the club, and she is expected to know how to keep the affairs of the club in the same confidence as a discreet mother would her own home affairs. Under no circumstances should a gossiping tongue, a meddlesome brain, or a careless hand be placed at the head of a students club. Tattlers, blatherskites, and slovens cannot be tolerated, and if found to be such as matrons, the club will be taken from them.

STUDENTS ROOMS: Students may room only in places approved by the committee.

Mothers and fathers of the homes where students room are expected to look after such details as are consistent with the situation, to treat them as they would have their own sons and daughters treated were they away at school or dependent on strangers for room and such courtesies and kindnesses as should be shown a boy or girl away from home.

They are expected also to report promptly and fully every case of unnecessary abuse of furniture or house when prompt reparation is not made to them by the student; also all irregularities of hours, noisy company, an unnecessary amount of company, unnecessary noise in rooms or the undue soiling of them.

Students are expected to exercise more care in the use and enjoyment of the homes in which they have rooms than if they were at home, avoiding always any thing that would cause unpleasantness in the homes where they are located. If things do not suit them they should prefer their requests in a most kind and courteous manner, and if not complied with there are always other

places. But both students and the parents of the homes are expected to meet each other half way in all matters of difference without jar or friction.

PRIZES AND AWARDS:

1. Those Awarded During the Session of 1904-'05.

The "Attendance Prize," \$5.00, was awarded to Miss Pearl Callaway, of Raleigh county, W. Va.

The "Grade Prize," \$5.00, was awarded to Mr. Harry Bossinger of Cabell county, W. Va., whose grades for the fall, winter, and spring terms were, respectively 95 2-3, 96 3-5, and 97, or an average for the year of NINETY-SIX and nineteen forty-fifths.

Miss Ethel Waddell, of Tennessee, ranked second, Miss Maud Larew of Monroe county, W. Va., third, Miss Faith Gosling of Fayette county, W. Va., fourth, and Miss Genevieve Larew, of Monroe county, W. Va., fifth, all grading above 94.

The "Crumrine Prize," \$14., was awarded to Miss Addie Beswick, of Cabell county, W. Va., and Miss Kate Burgess, of Montgomery county, Ohio.

The "Inter-Society Contest Prizes," \$90. in all, were awarded as follows:

For the Virginian Literary Society Miss Helen Tufts, of Cabell county, won the Recitation, \$10., and Miss Mae Sullivan, of Cabell county, won the Essay, \$15.00.

For the Erosophian Society Miss Fannie Canterbury of Kanawha county, won the Piano prize, \$5.00, Mr. H. B. Lee, of Wirt county, won the Oration, \$20., and Messrs. Momer D. Groves, of Nicholas county, and Ira L. Dadisman, of Barbour county, won the Debate, \$40.00.

The "Jordan Prize," a \$5. gold piece, for the best student in Greek, was won by Roscoe Lorenz, of Tyler county.

The "Civics Prize," \$10., the "English Prize A.," \$6.00, "B" \$4.00, and "C" \$5.00, were not contested for at all, strange to record.

For most of our students there is little attraction in a contest which does not bring them with the delivery of a production before the public. They like battle too well to contest for awards involving little of the strenuous in public; so hereafter most awards will take this feature into consideration.

H. B. Lee, of Wirt county, also won the Inter-Normal Prize in Oration" at the annual Inter-Normal contest held at Grafton, W. Va., in April, 1905, \$25.00 in gold.

2. Those to Be Awarded for the Session of 1905-'06.

The "Crumrine Prize," \$15., for excellence in playing the classics, piano, open only to students in the piano department.

The "Beethoven Prize," \$10. in gold, for the best examination, written or oral, in the "History of Music and the Biography of Musicians," open only to students of the music department, to all divisions of it, piano, organ, band, violin, voice, &c., &c., but only to those taking music the entire year, "full time."

The "Mozart Prize," a handsome gold medal, to be awarded to the best all-round music student, attendance, punctuality, decorum, progress in music studies, application, practice, &c. This is open to all departments of music, but only to those taking music the entire year, "full time."

The "Inter-Society Contest Prizes," Piano, \$5.00, Recitation \$10.00, Essay \$15.00, Oration \$20.00, Debate \$40. These awards go to the societies and not to the individuals winning them.

The "Attendance Prize," \$5.00, to be awarded the student whose attendance record for the entire year is best, that is, the one who has missed fewest recitations from the opening of the year, Sept. 14, 1904, till the closing of the year in June, whose conduct has been entirely above reproach, and who has not fallen below 75 per cent on any subject and has averaged 80 per cent on all subjects studied for the year.

The "Grade Prize," \$5.00, to be awarded to the pupil who makes the highest general average for the year 1904-05, whose conduct is above question, and whose attendance has been first class, that is, there are to be no absences from any class unless excused by the principal.

The "Current History," or "General Information Prize," \$5.00, to be awarded the student of the Current History Seminary whose work for the year has been the most satisfactory in this subject, whose attendance and conduct for the year has been above question, and who ranks highest in the final examination on Current History.

PART XI.

STUDENT ORGANIZATIONS.

LITERARY SOCIETIES.

Up to the opening of the fall term, 1896, the literary organizations of the school were divided on the basis of sex, one for the ladies,—the HYPERION,—and one for the gentlemen,—the EROSOPHIAN.

This arrangement did not prove entirely satisfactory in a co-educational school and shortly after the opening of school in September, 1896, a movement was set on foot for reorganizing the literary societies, which resulted in the formation of just one society for both sexes, the name of which, the VIRGINIAN, was chosen from a list submitted by the principal of the school.

But it soon became evident that this did not meet all demands, especially to the ambitious. Differences arose, and were magnified into dissensions, and dissensions led to factions, one of which, under the brilliant leadership of that very remarkable young man, only in his early 'teens, Henry Deitz, withdrew from the Virginian society in the fall of 1897 and formed a new society, also co-educational, which took the name of one of the old societies out of which the Virginian was formed, the EROSOPHIAN, and this move put matters in a normal condition, both sexes in each, each on an equal footing every way, and hence ready for "battle" in due form.

It was then that the principal encouraged the "annual inter-society contest" which was immediately arranged for, he offering awards to the amount of \$50, to replenish the treasury of the winning society, four contestants to be selected from each society, immediately after the opening of the winter term, the selections to be

made by the societies: One for debate, one for oration, one for essay, and one for recitation, the \$50. to be divided as follows: Debate, \$20., oration \$15., essay \$10., recitation \$5.

There being no society rooms or halls at that time the enterprising young people used recitation rooms till the opening of the winter term, 1900, when new halls in the new 1899 section of the buildings were turned over to them, since which time the societies have been handsomely and comfortably housed in halls of their own.

The first annual contest came off at the June commencement of 1898.

Beginning with the June commencement, 1905, the amount for awards in these contests was raised from \$50. to \$90. and the new feature of the contest between two pianists was added to the list of exercises, the \$90, going as follows: Debate \$40., oration \$20., essay \$15., recitation \$10., piano \$5.

Beginning with the 1904 contest two debaters from each society, instead of one, were selected, and the exercises occupied two nights to avoid unduly tiring the audience; debate one night (since piano was added debate and piano), and oration, essay, and recitation the other night.

It is scarcely necessary to add that these annual contests are among the most interesting of commencement week.

EROSOPHIAN LITERARY SOCIETY: This society has its hall on the 2nd floor of the 1899 building. The dimensions of the hall are 41 x 36 x 14 feet. It is neatly carpeted, beautifully papered, and is furnished with nice chairs, secretary's desk, debaters' tables, president's table and chair, and other necessary equipments. On its walls are some good pictures, one a beautiful painting of Psyche, 3 x 5 feet, painted by Prof. E. E. Myers of the art department and purchased by the society for \$50. There are 6 wall brackets for gas jets, and four four-light chandeliers, making a total of 22 gas jets for lighting the hall. There is a piano in the hall for use by the society. All furniture and furnishings were paid for by the society except the plumbing and the piano.

VIRGINIAN LITERARY SOCIETY: This society has its hall on the 3rd floor of the 1899 building, dimensions 41 x 36 x 12 feet. Like the other hall it too is neatly carpeted, handsomely papered, furnished with nice chairs, debaters' tables, secretary's desk, president's table and chair, wall pictures, 6 wall brackets and four four-light chandeliers, furnishing a total of 22 gas jets. There is a piano in this hall also. As in the case of the other society, all furniture and furnishings except the plumbing and the piano were paid for by the society.

There is no feature of the life and character of the school that is of greater value to it than these literary organizations.

CHRISTIAN ORGANIZATIONS.

THE YOUNG WOMAN'S CHRISTIAN ASSOCIATION was organized in the fall of 1903 and has grown gradually and substantially since that time. The meetings are held in the parlors of College Hall, 4:30 to 5:30 p. m. on Sunday. The first half hour of the service is Bible-class work and is under the instruction of a lady member of the faculty. (Miss Rider served during most of the year.) The last half hour is given up to devotional exercises and is under the direction of a member of the organization, which must be a student of the school.

The enrollment in this organization for the session of 1904-05 was 87, and the average attendance was excellent.

The influence of the Y. W. C. A. on the life and discipline of College Hall has been something remarkable, and its good effects have permeated the life of the entire school.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION was organized in January, 1905, and immediately took rank as an important feature of school life at Marshall College. 87 were enrolled during the year and the interest shown exceeded the hopes of those who figured in the organization. In every way it has been a success, and has added an influence altogether wholesome to the work of the school.

THE YOUNG MEN'S BIBLE CLASS seems to us an extremely valuable auxiliary to the school work here. Its relation on the one hand to the Christian life of the student body, and on the other to the literary and historical attainments of our young men, cannot but prove in every way useful and wholesome.

This work is separated into two divisions and placed under the instruction of two of the gentlemen members of the faculty, (during the past year under Professors Williamson and Fitzgerald.) To encourage this work quite an amount of expensive and valuable literature will be placed at the disposal of this and the Y. W. C. A. during the session of 1905-'06, among which is the new Jewish Encyclopedia, 12 volumes, and costing \$96.

The Y. M. C. A. work proper and the Young Men's Bible Classes are entirely distinct organizations. The enrollment in the Y. M. C. A. for the session of 1904-05 was 87. In the Young Men's Bible classes 25.



Y. M. C. A. AND Y. W. C. A. OFFICERS



MARSHALL BASEBALL TEAM

COUNTY ORGANIZATIONS.

Most of the counties, especially those having larger delegations here, have their own organizations, elect officers, and are beginning to take an active part in the student life and discipline of the school, to the decided relief of the principal. Some of them take an active and exceedingly valuable part in the field work of the school to the great relief of the principal as well as to his extreme delight.



PART XII.

SOME ADVANTAGES AT MARSHALL.

SCHOOL BUILDINGS: These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, over-looking the entire grounds, a wide area of the city, the Ohio hills on the north, and the West Virginia hills on the south.

On the completion of the new building which is under process of construction as this catalogue comes from the printer, our school edifice will consist of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on 3rd Avenue and on 16th Street.

The Third Avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant with the fine range of hills that fringe its banks on the Ohio side.

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

The secondary frontages are the College Avenue or south front, 400 feet, and the Seventeenth Street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26 x 55 feet, 40 x 70 feet, and 40 x 73 feet, compose the ladies dormitory sections known as College Hall. Between these and the other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school work. These are, respectively, beginning with the most eastern, 70 x 78, 55 x 84, and 101 x 140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date, in their appointments.

SCHOOL GROUNDS: The school grounds, located between 3rd Avenue on the north and College Avenue on the south, and between 16th street on the west and 17th street on the east, two city blocks in length and one and one-half blocks in width, contain even sixteen acres of land, for which nature has done as much, perhaps, as for any school grounds of their size in the United States, toward adapting them for the purpose for which they have been appropriated. The elevated center, seemingly intended to receive some royal palace, extends from within 200 feet of the west end, where the summit of the somewhat abrupt but extremely graceful incline from the 16th Street level is crowned with a large widespreading beech and some smaller trees ten to twelve inches in diameter, eastward 600 feet where it terminates in a deep terrace thirty feet high, which terrace serves as the west bank of a deep ravine. This ravine, or brooklet, enters the grounds at the south-east corner and winds its way in deep, graceful curves north-westward through the grounds, lined throughout its course with noble trees varying in diameter from ten to thirty inches. It is the beautiful curving of the deep banks of this brooklet, fringed with stately trees and covered with verdure, especially at its north-western portion, that Dr. Goss, of Cincinnati, thought the most beautiful spot he had ever seen on a College campus. This brooklet, with an arm extending eastward and covered with over fifty trees, forms the eastern boundary of the elevated center of the campus referred to above. Beyond the ravine and about twenty feet lower than the elongated elevation of the center, to the eastward, are the young men's athletic grounds, about four acres, and almost entirely level. The northern or 3rd Avenue frontage descends by a steep, carefully cultivated terrace some twenty feet from the high central portion, and from the foot of the terrace to 3d avenue it is nearly entirely level. On this portion are the main entrance, (a brick walk twelve feet wide), fifteen of the finest old trees, the croquet court, and one of the tennis courts. To the south of the rise extending east and west through the center, the grounds slope gently to College Avenue, this section being a little wider than the northern frontage. The drive-way enters from College Avenue, about the middle from east to west, comes at right angles to the buildings, curves gracefully around the large sycamore at the immediate south

of College Hall, and retraces itself. The eastern portion of the south side is given up to the girls' basket ball grounds.

Besides over 100 small trees, chiefly sugar maple, planted within the last five years, and the shrubbery scattered over the 3d Avenue front, there are the following trees. Pawpaw 1, unnamed 1, cherry 1, mulberry 1, weeping mulberry 2, ash 3, locust 3, poplar 3, sugar 4, walnut 4, gum 6, oak 11, beech 23, lombardy poplar 25, sycamore 36, elm 67; total 182, more than 100 of which are large trees, and few of the 182 are less than eight to ten inches in diameter.

Paralleling the longer dimensions of the grounds, (the eastern-western dimension), and but two city blocks to the north, is the majestic Ohio river; one block nearer on the same side is the B. & O. Ry., and bounding the northern front is 3d Avenue, 100 feet wide, on which is the Camden Interstate Ry., (electric) connecting the College with all parts of the city, with Guyandotte four miles to the east, Central City four miles west, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park with its beautiful groves and beautiful lake, fourteen miles, Ashland, Ky., sixteen miles and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this, one of the finest electric roads in the United States, at the very gate of the College. This electric line brings Marshall College in immediate connection with the homes of about 40,000 people.

To the opposite side of the grounds, (the College Avenue or south side) and three blocks distant, is the C. & O. Ry., and but one and one-half blocks distant is the 6th Avenue branch of the Camden Interstate Ry.

DORMITORY: For detailed description of College Hall, which is the ladies' dormitory of the school, see page 77 to page 91.

This with its modern conveniences, and opportunities, its fine sanitary location and surroundings, home-like atmosphere and discipline, convenience to school, supervision by Christian matrons assisted by lady teachers, and the exceptionally beautiful surroundings, makes school life comfortable, safe, free from unnecessary restraint, and as much like home as seems possible; it is one of Marshall College's chief advantages when considered by either parents or young ladies.

LECTURES: In addition to a first class lecture course of from five to ten numbers, partly lectures and partly musical (the course for the year 1905-06 will be about a \$1200.00 one, the best we have ever had) the opportunities for special lectures to classes and to the school, also the numerous opportunities for hearing fine lectures in the city, make this an especially fine feature of school life at Mar-

shall. From this source alone there is quite an education for young people which cannot be had in smaller towns and schools.

LITERARY SOCIETIES: The benefit to be derived from this source can scarcely be appreciated by one who has not had these opportunities, or has not availed himself of them. This is a very important part of one's education.

For description of these societies at Marshall see page 110, or refer to index in front of catalogue.

LIBRARY AND READING-ROOM: This, beyond question, is the strongest advantage a good school has to offer, (excepting alone the faculty), over schools that do not have good libraries, for nothing except good, strong, well-educated, college-trained teachers is so important in one's education, as a fine collection of books.

Nobody who knows what a good library is has ever visited and examined the library of Marshall College who has not been "struck" with the fine assortment of books found in it; and when they have learned how these books were selected they at once understand why the collection is a rarely good one.

There are over **SIX THOUSAND** volumes in the collection besides a large collection of valuable pamphlets, maps, &c.

Up to the year 1904-05 we have not had room to house this collection as it should be for the sake of convenience and utility, but the new building contains new quarters for it, a suite of rooms of about 36 x 75 feet in floor area.

The library is catalogued by the Dewey system and is in charge of a trained and exceptionally kind and capable librarian.

THE READING ROOMS are regarded an essential part of the library, their purpose being to afford opportunity for reading and reference work in the library proper, also to give the students access to the finest magazines published, a very fine list of which is placed on the tables of our Reading Rooms as will be seen by the following list:

Magazines and Other Periodicals Found on the Tables of the Marshall College Reading Rooms:

- | | |
|---------------------------------|--------------------------|
| 1. Amer. Journal of Psychology. | 7. Bookman (British). |
| 2. Amer. Journal of Sociology. | 8. Bookman (American). |
| 3. Amer. School Board Journal. | 9. Bookseller (British). |
| 4. Atlantic Monthly. | 10. Burlington Magazine. |
| 5. Bird Lore. | 11. Century. |
| 6. Birds and Nature. | 12. Colliers Weekly. |

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|-----------------------------------|-----------------------------------|
| 13. Cosmopolitan. | 42. McClure. |
| 14. Country Life in America. | 43. Nation. |
| 15. Critic. | 44. Nation (German). |
| 16. Current Literature. | 46. Nat'l Geographical Magazine. |
| 17. Dial. | 47. N. Y. Teachers' Monograph. |
| 18. Dun's Review. | 48. Nineteenth Century (British). |
| 19. Edinburg Review (British). | 49. North American Review. |
| 20. Educational Review. | 50. Outlook. |
| 21. Etude. | 51. Pilgrim. |
| 22. Everybody's Magazine. | 52. Poet Lore. |
| 23. Floral Life. | 53. Political Science Quarterly. |
| 24. Fortnightly Review (British). | 54. Popular Astronomy. |
| 25. Forum. | 55. Popular Science Monthly. |
| 26. Good Housekeeping. | 56. Psychological Review. |
| 27. Harper's Bazaar. | 57. Public Opinion (American). |
| 28. Harper's Monthly. | 58. Public Opinion (British). |
| 29. Harper's Weekly. | 59. Review of Reviews (Amer.). |
| 30. Independent. | 60. Review of Reviews (British). |
| 31. Intern'l Journal of Ethics. | 61. Saturday Evening Post. |
| 32. International Studio. | 62. Scientific American. |
| 33. Journal of Geography. | 63. Scribner. |
| 34. Journal of Geology. | 64. Success. |
| 35. Journal of Pedagogy. | 65. Teachers' College Record. |
| 36. Ladies Home Journal. | 66. Theater. |
| 37. Library Journal. | 67. Youth's Companion. |
| 38. Literary Digest. | 68. World's Work. |
| 39. Monist. | 69. Nature Study. |
| 40. Musical Courier. | 75. Six Daily Newspapers. |
| 41. Munsey. | 96. Twenty Weekly Newspapers. |

LABORATORIES AND APPARATUS: The practical teacher, especially in history, geography, the sciences, Latin, and Greek, knows very well the difference between teaching with and without apparatus such as maps, charts, casts, &c., and the science teacher realizes at once how poorly almost any science is taught without a laboratory. The student, too, who has seen the difference feels that science teaching without laboratory facilities is not science at all, but the theory of science.

Our school has been limited more than it should have been heretofore in this line, although we have had fair laboratory advantages. In planning the new building, however, we diligently looked after this feature for the future. In the new structures will be one work laboratory 28 x 32, and another 28 x 60. In addition to these there are to be a geography, physical geography, geology, astronomy, and botany lab-

oratory and museum with cases for keeping all specimens labeled, classified and in order, and a physiology and zoology laboratory and museum.

Our already large collection of fine maps for the history, geography, Latin, Greek, and other classes is to be added to and the collection nicely housed and classified.

Several hundred geological specimens have been selected and will be ready for placing in the cases as soon as the new building is complete.

Indeed the new building with its ample space is destined to revolutionize the work in science at Marshall College, and several other lines of work will be greatly improved because of new facilities.

INSTRUCTORS AND INSTRUCTION: At last the instructor, his character, his culture, his scholarship, his sympathy with his students, his interest in his work and in them, his enthusiasm, his pedagogical skill and training, his experience, his devotion to his work, his ability to do work as well as insist upon it, his qualifications for his particular kind of work, to do *thoroughly well* the work he is expected to have his students do, his measure in scholarship above and beyond the things he teaches, all these are, in the last analysis, the test of a school. Unless there is broad, liberal college training covering some years brought by the teacher to bear upon his class work there is no genuine progress.

Scholarship we do insist upon at Marshall, and with it experience and skill. We have not always gotten it but mistakes will always be made while man remains human. Each year we insist on strengthening our faculty, and year by year it has been strengthened.

The reader is welcome to refer to the list of instructors with their experience and training as recorded in the first part of this catalogue, and if they do not stand the test, then come not to Marshall, for good, well educated instructors are indispensable to the education of youth. No instruction can be gotten out of an instructor, which was never gotten into him, no matter what the process be, whether pumping or probing. It is simply impossible. So, see to it carefully, kind reader, before going to or sending to a school, that the instructor is a thoroughly educated lady or gentleman.

SUMMER SESSION: Immediately after the close of each "ten months" session a summer session is opened, thus giving those who are teaching seven to nine months, and those who have work to make up in order to hold their places in their classes, opportunity to gain time. Some of our students save one to two years time in their course by taking the work of the summer session, credit for all which is given on graduation. This session is five weeks, or half a

term, in length; students carry half as many studies as during a full term and do twice the amount of work per day in each, thus coming out with full terms work in what they do.

SPECIAL ADVANTAGES TO TEACHERS: The "Training Department for Teachers" is now thoroughly established, the Model school includes all grades from the "first primary" to the "high school," and practice work is given also in high school work, thus covering practice work for teachers from the lowest to the highest grades of the public schools, whether in the country, village, town or city schools.

But the advantages offered teachers and prospective teachers in the way of meeting with other teachers from every part of the state and from many parts of other states is one that is very valuable to teachers. These, plus the advantages named above and those named below make this school especially attractive and helpful to teachers.

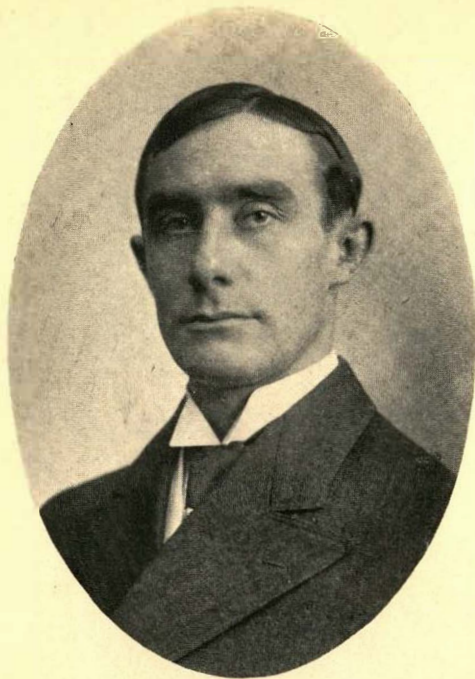
ATHLETICS: Outdoor athletics have already begun to receive that attention which young people in school should give them both for the good of the students, physically, and for the school's good name for encouraging exercise among its student body. A large number of the students have begun to show a lively interest in athletics and each year a larger number identify themselves with the active work therein. And now that the school is to have a good gymnasium opportunity will be given all students for exercise in the stormiest and rainiest weather, whether in winter or in summer.

SOCIAL OPPORTUNITIES: This feature of school life is of very much greater importance than the average young person, or the average parent for that matter, is apt to suppose. The student that goes through with his higher education without paying careful attention, very careful attention to the social side of his culture, neglects one of the essential forms of education.

These things are supposed to belong to girls and women only. What a mistake! Young men are failing to "measure up" to hundreds of good positions every year solely because of their lack of good address, of self possession, of ease and self-command in the presence of strangers, of appearing to advantage "under pressure." Man is by nature the most social of animals—if he be a normal man,—and every year the social requirements of men and women for any position in life grow more exacting.

At school is the place of all places that one's social life should be developed, and this cannot be done without opportunity and time.

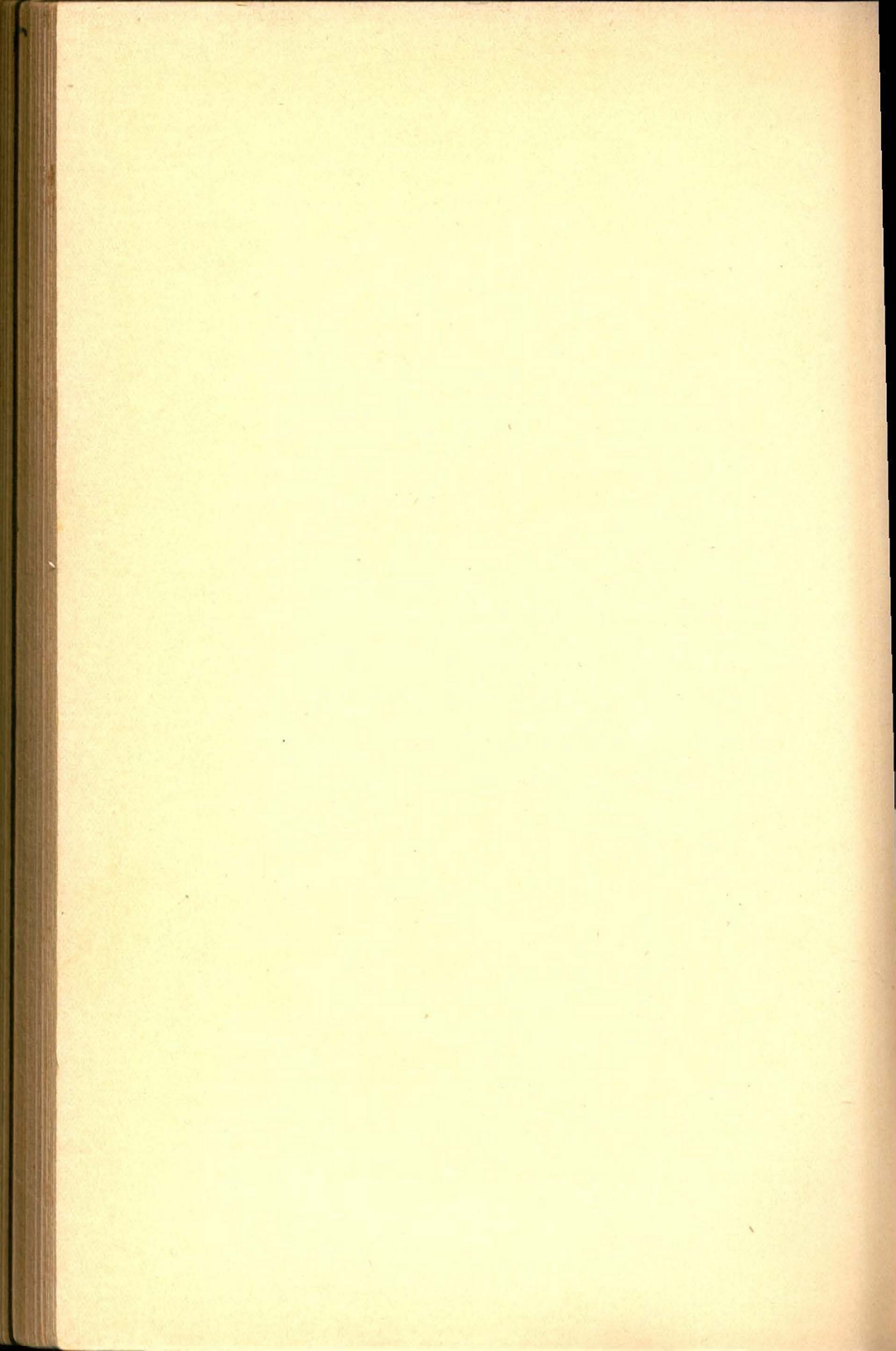
The size and location of Marshall College make the advantages of social life especially good here, and these opportunities are not



ALFRED McCRAY
Professional Coach for the Marshall Boys,
Football Season of 1905



ALBERT JORDAN, 1904
The first Alumnus to offer a prize for
excellence in class work



over-rated nor overdone as they are in "fashionable schools," schools where the social is about the only thing emphasized.

RELIGIOUS OPPORTUNITIES: In Huntington and in Marshall College these are especially good. In the city are thirteen churches for white people; Two M. E. churches, two M. E. South, two Baptist, one Christian, one Jewish, one Congregational, one Catholic, one United Brethren, one Episcopal, and one Presbyterian.

All these are especially cordial in their welcome to students of the college, and in practically all the church choirs are found one or more students. Hundreds of them attend the Sunday Schools of the city, a number of classes being composed exclusively of students; and every year a number of church socials are given especially for the students, where they meet the church people and learn to feel at home among them.

In the college are the two Christian organizations,—the Y. M. C. A. and the Y. W. C. A.,—which have their own religious exercises in the college; also the student's Bible Study classes. These organizations are open to students only and have grown to be strong influences for good in our college life here.

The Christian spirit throughout the entire school is of an exceptionally high class,—solid, substantial, high-toned, and not merely a passing sentimentalism born of church prejudice or of inherited superstitions which are dignified with the term "beliefs."

FINANCIAL OPPORTUNITIES: The opportunities for earning a part or all their expenses, as well as the many ways in which students may economize, constitute one of the attractions of this school for young people. Such opportunities are very limited, of course in smaller towns; but Huntington has grown large enough to furnish those who wish something to do to help pay their expenses, some kind of employment.

Quite a number of our students pay all or a part of their expenses by engaging in some kind of employment here, either during the school year, or during vacation. Several of these do their work as assistant janitors, others find employment in the city.

HOSPITALS: There are three hospitals in the city,—the C. & O. Hospital, the Huntington Hospital, and the Kessler Hospital.

Only those who have had to be severely ill away from home can fully appreciate the value of a hospital with its appointments and equipments suited for caring for the sick and the injured. The value of kind, trained nurses and skilled physicians means much to those who are severely ill away from home, and a number of our students can testify to these as advantages of a rare kind.

TRAVELING FACILITIES: The city is reached by three railroads direct, and two others unite with Huntington railroads within eight miles of our city and make immediate connections. These, with the Ohio river, make our school city one of the most easily accessible points in the state..

TELEGRAPH AND TELEPHONE: There are two telegraph companies and two telephone companies with foreign connections reaching every part of our state, of the United States for that matter, all which are connected with the college; the phones directly, the telegraph companies by telephone from their city offices to the college, so that parents and friends may reach students here at any time during the day and till late at night.

CINCINNATI OUTING: The entire school is given the advantages of an outing to Cincinnati, with its picture galleries, museums, zoological garden, shopping facilities, &c., &c., every May. The excursion is given to the city schools and the college combined, and usually about fifteen hundred people—three heavy train loads—go. The trains leave at 6 a. m., and return about 10 to 12 p. m. This gives the young people about six to eight hours in the city. The fare is usually about \$1.25; the distance 164 miles.

SOME ADVANTAGES OF A CITY: Carefully, even critically, have we watched and studied the relative advantages of city and of small town, or village, on the life and work of a school. We have taught in both places and attended college in both places. We have talked with many men and women, both in and out of school on this subject. The following are the results of this study:

1. The small town with its unlicensed saloons ("speak-easies"), or even the town into which intoxicants are smuggled (and that means practically all so-called "dry" towns), is worse cursed with drinking and drunkenness among the students than the larger place with its open, licensed saloons; and we are of opinion it will remain so so long as there is a whiskey plant or a saloon to supply the sneak drinker and smuggler of intoxicants in the smaller places. This is no argument for the saloon, but a statement based upon observation for years which has for its point in a temperance way the theory that the effective stroke at intemperance is the stroke that puts the saloon and the speak-easy out of business by putting the whiskey, rum, and beer plant out of existence; if the latter cannot be done, then regulation and not destruction seems to us the solution of the temperance problem.

2. In the smaller places the school's affairs and business are entirely too much the town's affairs and the town's business. Gossip

and mischief making between the school and the town become the order, and the bane of the teacher's and principal's or president's life.

In the larger place the life of the school is a thing apart and independent of the city,—though a part of it by individual assimilation, here and there, at so many points and these so far removed from the heart of the school, that unpleasant reactions are virtually unknown. The healthful influence of a good teacher counts for more on his students in a large place than in a small one, because the school life is more completely an independent and individual entity where the city is so much larger than the school that it is independent of it as a civic entity.

This view, carried to its logical completeness, however, requires the dormitory feature.

3. The advantages for culture and refinement in a city much more than offset the boasted advantages of quiet and seclusion in smaller places.

4. We grant that the city has its vile quarters or sections, but observation teaches us that many scarlet women housed in a particular quarter of a city, which quarter cannot be approached day or night without suspicion and danger of publicity, exert a less baleful influence over men, young or old, than few or even one such person who has made herself notorious in a small place and is subject for comment on all sides.

On the whole the city seems to us the more desirable place for an institution, for many reasons besides those named, and our convictions are drawn from sources other than self-interest.

EXPENSES: Beyond question the facilities for cheap board and for means of earning a part or all of one's expenses are much better in a city than are possible in smaller places, as are also the opportunities for purchases.

True, there are more ways to spend money in a city; but even that is matter easily regulated by the parent; and if the student have plenty of funds of his own he will spend it, if a spendthrift, no matter where he is, and will save it if economic, no matter whether in city or country. This fact has been clearly demonstrated in our experience and observations with young people.

PART XIII.

ATHLETICS.

FIELD ATHLETICS.

After several years of tireless effort, patience, pains, time in a liberal measure, and good management on the part of the Athletic Committee, this branch of college life and college study—for college athletics is a study—has begun to take place alongside other branches of school work—for athletics is work too—at Marshall College.

The session of 1904-'05 has been one of exceptional interest and enthusiasm in athletics, and the returns in successful playing, as well as in a financial way and in promoting high class college sports and that form of college spirit that comes through this medium, have been decidedly gratifying.

Up to the session of 1905-06 the school has been without a gymnasium of any kind, which limitation has been sharply felt, especially during the winter months, and by those, during the entire year, who prefer to take their exercise in doors. On the completion of the new building, this limitation will be removed, and new life and a more nearly universal athletic spirit will quite surely follow.

Practically no time has been lost from classes during the past year on this score, all games at a distance having been played on Friday, p. m., Saturday, or other holidays; consequently this branch of our school life has trespassed in the very smallest degree on other branches, so little that even the anti-college athletic element has found no serious objections to the time spent in this way.

Results considered, also the time spent in bringing athletics to its present standard, and the little loss of time caused in other subjects on this account, justify the criticism that athletics at this school during the session of 1904-'05 has clearly and unquestionably been a decided success, no phase of the success manifesting itself more clearly and emphatically than the balancing of the various parts of school duties in the proportioning of the time and attention given to each.

The committee is to be heartily congratulated on this showing, as are the young men who did the work and the students and faculty who looked on, helped pay the bills, and urged on to success by their enthusiasm.

BASKET BALL: This form of athletics, for some time quite popular with the young ladies, became less so during the past year because of the disinclination of some of the young ladies to don the regulation short skirt which, at best, strikes about midway between the knee and the ankle, and our sense of appreciation of the modesty young ladies should feel in the matter of exposing more of their person than is exposed by their regulation daily skirts, especially in the presence of young men, forbade our encouraging outdoor basket ball against feelings of this kind whatever our own views of the matter might be. Hence there will perhaps be no revival of interest in this excellent form of sport among the young ladies till the gymnasium is complete, when they may play to their hearts' content in absolute privacy.

Meantime we hope the young men may take up the out door game and make it a feature of our athletics.

TENNIS: This is one of the finest games yet brought forward, especially for ladies and for men who prefer the moderate forms of exercise. It is as modest as any one could desire, requiring no special dress, though long skirts are much in the way. It combines in very good proportions the out-door feature, vigor, ready judgment, alternation among players, and an air of the popular. There are two nice courts on the campus and these are very liberally used. Every girl should play tennis as an intellectual game which combines the physical in excellent ratio, yielding fine results.

CROQUET: There is one croquet court on the campus, which serves quite well the taste of all whose likes for outdoor sport can be satisfied with as little of the vigorous as this game requires. It is very popular with some students.

FOOTBALL: Up to the year 1904-05 our boys, while they had some good teams and did some good playing, did not venture beyond local town and city contests and with a few of the smaller

schools. During the past season, however, they set themselves about "to play football" and to dispute the field with strong teams, their two best games being as follows:

Bethany 10,—Marshall 5.

Georgetown 5,—Marshall 11.

The session of 1905-'06 will find them well organized, made up of sturdy muscular fellows, well officered, and, for the first time, under training by a professional coach, Mr. Alfred McCray, of Cincinnati. The fall of 1905 will witness a spirit of athletics never before known at Marshall, and one may confidently expect some vigorous contests between Marshall and the leading colleges within a radius of 300 miles. A number of these are already booked and all details agreed upon. The annual Thanksgiving game will be played with the Georgetown team.

BASE-BALL: As in foot-ball our boys warmed up to a high pitch of enthusiasm and a very creditable degree of efficiency during the 1904-05 session, and did some admirable playing, winning some good games by decided odds, but losing some by close margins.

Their successes have spurred them to try for greater things another year and their defeats have stimulated their determinations.

ATHLETICS COMMITTEE: Prof. Ford, chairman, and Professors Fitzgerald, Hackney, Largent, Caldwell, and Rider, assisted by a student committee composed of L. W. Wells, G. W. Sharp, E. L. Lively, Effie Fleshman and Eva Fling.

Football Officers, Fall of 1905:

Coach,—Alfred McCray.

Captain,—L. W. Wells.

Manager,—Prof. J. A. Fitzgerald.

The baseball officers for the year 1905-06 will not be chosen till too late for listing their names in this connection.

The finances for the year 1904-05 stood as follows:

Receipts and Expenditures, Fall Term,	\$350.80
Receipts and Expenditures, Spring Term	716.51
Total Receipts and Expenditures	\$1067.31

GYMNASIUM.

As the gymnasium will not be complete before the opening of the spring term, 1906, the work has not been fully outlined nor have the officers and directors been chosen. But when it is ready, a long and seriously needed feature of college life will have been supplied here and will be enjoyed to the utmost, especially during the months when outdoor athletics are out of the question.

PART XIV.

TO SENIORS AND GRADUATES.

Unusual success has attended a large percent of our graduates, and that success makes it easier from year to year for succeeding graduates to win the confidence of the public.

Every weak graduate turned out from a school not only discounts its reputation and injures its good name, but embarrasses every other graduate in securing a position.

It is for this reason that we propose to make it harder and harder each succeeding year to get a diploma at this school.

Quality, not numbers, must be the chief aim of every one properly interested in the school.

Hereafter the senior roll will be made up at the close of the fall term, and any member of the class whose work at that time shows that it can be done only by cramming and by violating the regulations of the State Board fixing the number of studies a senior or junior may carry, will be dropped at once.

For the rest, the senior roll will be called again, ~~two weeks~~ before commencement day, and any one found below the danger line at that time will be given ten days to "right" himself with his class officers and the "credit committee," and if not done in that time, his name is dropped from the roll of the graduating class at the final roll call.

Another important ruling of interest to the senior class is the following: At the opening of each session, at the end of the first

week, every senior will be handed a list of the work yet due, and no more that year will his attention be called to it. Instead of the "credit committee's "nagging" after him to see that his work is "up," he will do the nagging if any is done. One notice is sufficient; the matter will then be in his own hands, and whether all is duly attended to will be revealed on roll call days, (at the end of the fall term two weeks before commencement, and at the end of the final ten days of grace.)

If, at the opening of any year any member of the senior class find that he has more than sixteen units, or courses, to complete before graduation, he may then and there consider his connection with the senior class severed; and the average student should enter upon his senior year's work with not more than twelve units ahead of him.

No one could sympathize more truly or more deeply with a worthy young person who is ambitious to graduate than the faculty of this school; but all ambition must be founded in reason, and every graduation should presuppose thoroughness. Graduation must have a meaning besides the sentimental and the pleasure phases that very properly attach to it, and this additional meaning,—its conditions fully complied with—must be respected and fulfilled if the sentimental and pleasurable phases are to maintain their significance.

Our graduates are to be congratulated, as is their alma mater as well, on the exceptional success that has been and continues to be the lot of most of them.

Many of them have continued their studies to the completion of some honorable degree, most of these choosing high class institutions for completing their degree courses. We are sorry some of them are choosing medical schools which are scarcely up to the standard either in the amount or in the character of the work required, but economy has been an item with them. We hope however, that they may remember that a cheap degree is little better than no degree at all in recent years, and that where they finish their education means almost as much as how they finish it, at least so with the better informed part of the public. But no matter where they go, good, hard, persistent, patient thorough effort will bring its rewards.

Our young men are drifting pretty largely into teaching, and are beginning work therein immediately after graduating here, at \$60. to \$90. per month, a few higher in the salary scale, some lower, but all of them climbing.

Our young women are getting positions at \$45. to \$65. per month, as a rule, practically all of them nine months per session.

Good reports are coming from nearly all of them.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for



MARSHALL FOOTBALL SQUAD

much that is in our normal course requires maturity of mind to grasp it intelligently. Besides, the public is looking for men and women, not for boys and girls, to fill paying positions.

Some students who enroll with us seem embarrassed when we ask their ages, simply because they are beyond 21, some of them above 30. We are always pleased to enroll a mature student. It means, first, as a rule, some one who knows what he is here for, who will be a "worker," who will add to the dignity of the school, who will need no disciplines; second, it usually means some one with experience in teaching, or some other valuable experience, and hence some one whom we can recommend for a good position when graduated, all things else being equal.

Younger students need not rush to complete their course; much time should be given to reading, for our library opportunities are rare, and a good share to the social life of the school, the literary work, &c. It really is a mistake to ever carry over four regular studies. When we hear some egotistic student boasting of how many studies he is carrying just because the number is "great", and often adding that he does not have to work hard, our opinion of said boaster goes down several degrees at once. It is a pretty sure sign of a "soft place" about the capital extremity, and a pretty good indication that some one is shirking, skimping, or borrowing, if not stealing. It would be vastly more to his credit and to the credit of the school if his remarks were concerning how few studies he was carrying and how hard he was working on each.

Each year we find that men of influence, indeed the public in general, attaches more importance to young persons' graduating in some good school before they enter any business, trade, or profession. More and more we find employers of labor referring with pride to certain of their men's being graduates of a good school.

Each year graduation means more to young people, more to those who employ young people, more to the public in general, more to the state, and more to American institutions.

Just one time in his or her life will the man and the woman of coming years regret that he or she has not graduated from some good school offering a good, strong, general course of study which equips one with a good general education; just once, we say, and that once will be all the remainder of his or her life.

Graduate in such a school before the age of 25 if you can, if you can't then sometime, if it be after the age of 40.

We congratulate sincerely and heartily every young man who has enough regard for the needs and duties of citizenship in this Republic, enough appreciation of himself in the way of developing and training his mind, enough love of country and respect for its needs

in every department of its workings from the humblest laborer to the President of the United States, enough esteem and consideration for the woman he is to call his bride and the offsprings he may bequeath to a country that needs clean, honest, cultivated, educated and industrious citizenship as none other has in all history, enough feelings and sentiments of these kinds we repeat, to educate himself and to graduate from a good school of general education whether he has money or not, for there is a way if only a will can be found.

With equal heartiness do we congratulate the young woman who is willing to deny herself some of the finer but lighter pleasures of life, who believes in hard study as an indispensable training mentally and morally, who has good sense and good judgment enough to know that education, a good general education, is just as necessary for one human being as another, regardless of sex, who has enough pride and ambition to prepare for the best there is in life for herself, her we sincerely and earnestly congratulate on her determination to graduate.

To such young men and such young women we cheerfully tip the hat and pay due honor otherwise, for they are the best hope of the race, the power that is to enthrone reason as against the mob, the individuals that are to shape and to direct the destinies of the American Republic.

No man and no woman in his or her right mind ever regretted that he or she had graduated from a good school offering a good general education, but hundreds, thousands, millions have regretted that they did not graduate, are still regretting it, always will regret it.

More: No person who has acquired a good knowledge of Latin, Greek, German, French or any other language, any science, or any other of the chief studies in our schools ever felt otherwise than that he would take them again if it were to do over again.

No sensible man ever regretted learning anything that puts him in closer touch with man, ancient or modern, with nature in any of her manifold forms of manifesting herself, with the lower animals, with any part of this universe of space and matter, and with the great Author of them all, for the more intimate man becomes with all these, the more sympathetic he becomes, the wiser, the nobler, the more like unto Him who came from humble life in humble Nazareth to illustrate what knowledge of the world, of men, and of God meaneth to the individual man,—the only means by which he can rise to the stature, and dignity, and worth, and likeness of Him in whom knowledge is complete, the One omniscient.

PART XV.

NECROLOGY.

Under this head it has been the custom heretofore to record the death of any student who had, within recent years, been enrolled at this institution. But the number of different students who enroll from year to year, lately, has so increased that this custom will be discontinued for two reasons:

1. It is practically impossible to keep trace of the entire student body even for twelve months after any June adjournment, hence nearly impossible to make the necrological record accurate, and if not accurate it has little value either as statistics, or as a comfort to parents and friends the deaths of whose student children and friends were not duly reported for record.

2. Should an epidemic of a particularly fatal kind come upon the people of those sections whence we draw the bulk of our patronage, this record, considering that the enrollment of the school is getting up toward the thousand mark, would become quite out of proportion to the other parts of the college catalogue.

Hence, from this time on, only the deaths of those who have been connected with the school for three or more years, also juniors, seniors, alumni, and those who have been members of the faculty or officials of the school, will be recorded under this head.

It is matter of sincere comfort and thankfulness to state, however, in this connection, that, so far as we can ascertain, not a single member of the school was called to his "long rest" during the session of 1904-05, and only one who enrolled during the previous session has been reported to us.—Mr. Thaddens Hall of Clay county, who, we are informed, died of consumption last February, to whose good parents our kindest sympathies are herewith tendered.

PART XVI.

STUDENTS' NAMES.

GRADUATE STUDIES.

Doolittle, Chloe
Jackson, Florence
Lederer, Anna

Morris, F. E.
Porter, Dorothy
Reece, Lena
Simms, Alma

Staats, Katherine
Taylor, Clarence
Wertz, Maymie

CLASS OF 1905.

Cox, Alberta
Craig, J. S.
Crooks, Esther
Davidson, Joe
Day, Cora
Fitzgerald, Thomas
Hamilton, O. L.

Harper, Sylvanus
Harshbarger, Maude
Henson, Nyde
Hundley, J. H.
Hutchinson, Cora Lee
Lee, H. B.
Lilly, Elsie
Lilly, P. T.

Marcum, Hermia
Nichols, Clara
Sharitz, Boyd
Shinn, Cora
Shingleton, L. C.
VanVleck, Stannard
Wysor, Fannie

CLASS OF 1906.

Allen, Bertha
Berry, Mary
Boon, Fred
Bossinger, Harry
Coffman, Lillian
Cox, Norma
Carey, Harold
Cottrill, D. L.
Cokeley, Ross
Cullen, E. W.
Doss, Anna
Dadisman, Ira L.
Day, Sidney
Denny, Ernest
Emory, Blanche
Erwin, Anna
Edwards, Arthur
Ferris, Ruby

Fleshman, Effie
Fling, Eva
Furnell, W. W.
Gano, Alice
Gilman, Bertha
Gautier, Claude
Gorrell, Ralph
Grass, Frank
Grimm, Bruce
Grimm, Claude
Groves, Homer
Hambrick, Vada
Hickel, Corda
Humphries, Sallie
Hickman, J. H.
Kanode, Hilda
Kerr, Isabel
Leete, Grace

Lively, E. L.
Lorentz, Roscoe
Love, Edward
Marcum, Mattie
Marsh, Nannie
Mobus, Anna
Myer, Eva
Morrow, Paul
Reid, Clara
Sliger, Garnet
Sharp, G. W.
Smith, Wm. A.
Thomas, T. C.
Tomkies, Elbert
Van Bibber, Cyrus
Whitaker, Florence
Wilson, Maude
Wells, Lew W.

CLASS OF 1907.

Adams, Pearl
 Alvis, Sadie E.
 Anderson, Ollie
 Andrews, Anna
 Arbuckle, Rhoda
 Aten, Frances
 Bayliss, Randolph
 Beswick, Addie
 Bowles, Irene
 Bryant, Virginia
 Burks, Helen
 Callison, Gertrude
 Campbell, Anna
 Canterbury, Frances
 Carter, Edna
 Chambers, Anna
 Clark, Hallie
 Cobb, Minnie
 Cokeley, May
 Denton, Murrell
 Dixon, Sadie
 Dudley, Carrie
 Evans, Georgia
 Fielder, Maude
 George, Clarice
 George, Dorothy
 Gillispie, Elizabeth
 Gillmore, Esther
 Gorrell, Gretta
 Hanger, Cleora
 Henkle, Ada
 Hobbs, Jenny Lind
 Holdren, Maude
 Huff, Ethel
 Jones, Mabel

Larew, Genevieve
 Larew, Maude
 Love, Madge
 McClung, Harriett
 Miller, Jessie
 Miller, Vida
 Ogden, Olivia
 Richardson, Frank
 Robinson, Shirley
 Rodes, Bertha
 Rodes, Olive
 Rogers, Grace
 Smith, Hazel
 Southworth, Anna
 Sullivan, May
 Tomkies, Elizabeth
 Tufts, Helen
 Waddell, Ethel
 West, Bertha
 Wright, Sadie
 Adkins, E. G.
 Bayliss, Randolph
 Baker, Edgar M.
 Bolarsky, Moses
 Bradley, Ernest
 Broadwater, C. L.
 Chambers, Frank
 Clark, Malin
 Cummings, Geo.
 Daubenspeck, H. R.
 Davis, Townes
 Dickens, U. S.
 Dunfee, H. O.
 Everett, R. T.
 Fisher, E. E.
 Fitch, John O.

Fitzgerald, Boyce
 Gerlach, Earl
 Goff, W. R.
 Gotshall, James
 Haworth, James
 Harvey, Harry
 Heck, Roy
 Hartzell, O. S.
 Hedrick, G. C.
 Henson, C. C.
 Holton, L. M.
 Hoover, Grant
 Hoover, H. E.
 Huff, Ewart
 Kilmer, Richard
 Koontz, A. B.
 Lambert, J. W.
 Lee, C. F.
 Leonard, J. W.
 Lilly, Cecil
 Morrow, Lester
 McCoy, R. H.
 McGinnis, Ira
 McNeer, Thomas
 Patterson, R. G.
 Patterson, Sulla
 Sayre, Hubert
 Smith, H. S.
 Tomkies, Bernard
 Vass, W. T.
 Ward, E. S.
 Wheat, S. S.
 Wolverton, H. M.
 Wolverton, W. R.
 Woods, Robert

CLASSES OF 1908-'09-'10.

Abbott, A. B.
 Altizer, Aaron E.
 Adkins, Oscar
 Adkins, J. M.
 Adams, David S.
 Abbott, J. H. Jr.
 Anderson, John
 Archer, J. R.
 Acord, Ella
 Alley, Sarah
 Adams, Fannie
 Ankrom, Sara L.
 Adkins, Mabel C.
 Adkins, Mary
 Adkins, Junie
 Ayers, Jennie
 Blerne, Sam
 Blerne, Oscar
 Baker, Mary
 Baker, Harry
 Bagby, Leland
 Bagby, Paul
 Baker, Edgar L.
 Blankenship, Lucian
 Bosworth, Willie
 Brown, B. G.
 Biederman, Jacob
 Bowles, Alvin G.
 Barber, Samuel
 Breece, Roy W.
 Bryant, W. T.

Blankenship, D. H.
 Blake, Lonnie H.
 Barkswill, J. D.
 Blake, Hermard
 Blake, Noah
 Board, O. S.
 Byrnside, A. C.
 Buck, L. F.
 Buck, O. B.
 Buck, James E.
 Beckelheimer, Herman
 Barnett, Jas.
 Brumfield, Walter
 Bailey, Carl
 Ballard, Louella
 Bing, Nellie
 Blankenship, Pinkie
 Boon, Kate
 Burdett, Grace
 Burdette, Zella
 Burgess, Kate
 Best, Marie
 Baker, Maude
 Brown, Bertie M.
 Brown, Ola E.
 Brown, Anna B.
 Brenneeman, Maude
 Brammer, Grace L.
 Burgess, Grace
 Bally, Laura
 Beach, Kate

Coffman, Guy
 Caldwell, Lewis
 Caldwell, Smith
 Campbell, Thos.
 Carr, DeWitt
 Chambers, Luther
 Chambers, Claude
 Chase, Paul
 Cook, Azel
 Cook, D. W.
 Cook, Merla
 Cook, P. C.
 Cox, Jennie
 Cornwell, Marvin
 Coulter, Earl
 Chambers, Sallie
 Chambers, Cush
 Carver, Wm. J.
 Callaway, Richard
 Callaway, Shirley M.
 Carpenter, Ross
 Chapman, Martin
 Cokeley, Lawrence
 Cullen, John B.
 Cunningham, N. B.
 Carder, Wm. A.
 Chewing, W. H.
 Callaway, Pearl
 Callaway, Myrtle
 Callaway, Henrietta
 Campbell, Frances

- Carpenter, Mabel
 Chambers, Inez
 Champ, Almah
 Champion, Margaret
 Clark, Phillis
 Clinness, May
 Clinness, Lulu
 Cyrus, Truda
 Corwin, Marie
 Callison, Virginia
 Callison, Gertrude
 Crumrine, Rhoda
 Criser, Pauline
 Cotton, Fannie
 Cotton, Nellie
 Clark, Grace H.
 Cruff, Vivian
 Corbly, Effie
 Corbly, Inez
 Carroll, Addie
 Craig, Dainty
 Carson, Estha
 Chase, Vernie
 Cobb, Lillie
 Crawford, Grace
 Chapman, Mabel
 Carter, Helen
 Daubenspeck, A. W.
 Davis, C. M.
 Davis, Talmage
 Davis, Ivan
 Davis, S. P.
 Deltz, John
 Durney, C. P.
 Doss, Howard A.
 Daniel, Dosha
 Deem, Carroll
 Dunn, C. O.
 Dunn, C. B.
 Daniels, Denna C.
 Day, W. H.
 Davis, Beulah
 Donaldson, Mary
 Dunn, Virginia
 Dunn, Frances
 Drummond, Nannie
 Dearing, Daisy
 Deem, Bernice
 Dugan, Fannie
 Daugherty, Mamie
 Dixon, Grace
 Elkins, Evan
 Evans, T. Everett
 Erskine, O. T.
 Edwards, L. A.
 Eskey, Minnie
 Evans, Saja
 Enslow, Sadie
 Eskew, Juliett
 Edwards, Susie
 Edwards, Stella
 Edwards, Cora
 Edwards, Anna
 Erskine, Lucy
 Everett, Nellie
 Foster, John J.
 Ferguson, Howard
 Fleming, Harold E.
 Ferrell, James
 Ferrell, Chas.
 Flisher, Wm.
 Farrar, Rosalie
 Fox, St. Elmo
 Fontaine, Imogene
 Frances, Stella
 Fields, Rachel B.
 Fry, Florence
 Ferguson, Mabel
 Frist, Jennie L.
 Frist Elva J.
 Foster, Eva
 Garred, David
 Gibson, Phillip
 Gilmore, Lloyd
 Godby, J. Q.
 Graybeal, Pearl
 Grass, Roy
 Grass, Homer
 Gore, M. A.
 Gibson, Lewis O.
 Good, S. W.
 Guthrie, Herbert E.
 Grimmett, C. C.
 Graham, J. E.
 Gooderham, Minnie
 Gosling, Faith
 Gardner, Lura May
 Gibson, Bessie
 Garrett, Zuma
 Garrett, Texie
 Gill, Maud
 George, Helen
 Greenlee, Nellie
 Gwinn, Virginia
 Garrison, Carlee
 Gibbs, Lena
 Hacker, S. M.
 Hatcher, James
 Heck, Roy
 Henson, Waldo
 Hill, Julian
 Horton, R. E.
 Hollandsworth, J. M.
 Hollandsworth, John F.
 Henson, E. Bennett
 Hall, C. P.
 Harless, L. D.
 Hensley, Wm. H.
 HIRrick, F. H.
 Hellar, W. C.
 Hoover, Grant
 Hoover, H. E.
 Holley, Waldon
 Halterman, S. S.
 Halstead, Chas.
 Hiveley, Howard D.
 Hedrick, C. C.
 Hayslip, Edwin K.
 Hayslip, Leland
 Hatfield, Dixie
 Henderson, Lena
 Hopkins, Archie
 Hopkins, Ella
 Holliday, Florence
 Hunter, Maude
 Huntington, Marion
 Hutchinson, Millie
 Henson, Jessie
 Holderby, Emma
 Hunter, Ella
 Hall, Ethel
 Harrison, Celia
 Hutchinson, Lena
 Hereford, Maude
 Hoke, Irene
 Humphreys, Vera
 Hewett, Irene
 Holley, J. Maude
 Hensley, Cecilla
 Hollandsworth, Lillie
 Hollandsworth, Lessie
 Harrah, Essie
 Harold, Lillie
 Heinrich, Matilda
 Hallie, Hattie M.
 Hinkle, Ada
 Imboden, Bessie
 Ingalls, Fay
 Irvine, Anna Lee
 Ingram, Elizabeth
 Jones, Sarah H.
 Jones, Lonnie
 Jones, Harry
 Jones, S. J.
 Johnson, C. B.
 Johnson, John P.
 Jaynes, J. T.
 Justice, Wm. C.
 Justice, Leander
 Justice, Jas. I.
 Jordan, Alvin
 Jacobson, Byrdie
 Johnston, Mildred
 Jenkins, Emma
 Jennings, May
 Johnson, Allie V.
 Johnson, Ollie K.
 Johnson, Kate L.
 Johnson, Elra
 Johnson, Mary
 Johnson, Vergie
 Jones, Anna
 Justice, Ella
 Justice, T. B.
 Justice, Sarah
 Javins, Lucy J.
 Keyser, Arden
 Kidd, Blandine
 Kimberling, Clinton
 Kuhn, Fred
 Kuhn, E. R.
 Kelth, Todd
 Koch, J. B.
 Koontz, Blanche
 Lawew, Robt.
 Long, Luther
 Lambert, Thos.
 Lambert, Chas. W.
 Lilly, Joseph A.
 Lee, Grace
 Light, Bessie
 Lindsay, Roxy
 Larrimer, Grace
 Louis, Anna M.
 Lewis, Anna J.
 Lewis, Carrie L.
 Lewis, Lucile
 Lindsay, Anna
 Meredith, Melvin
 Mick, Harry
 Moore, J. S.
 Moore, D. F.
 Morton, Huxthal
 Martin, S. J.
 Martin, A. M.
 Martin, Frank H.
 Meadows, Kenneth
 Mitchell, Bessie
 Myer, Mary
 Myers, Mary
 Miller, M. T.
 Miller, Sallie

Miller, Pattie
 Miller, Stacia
 Mytinger, Lou
 Mitchell, Mamie
 Mitchell, James
 Moseley, Leslie
 Martin, Lella
 Myer, Nellie
 Miller, Jean
 Mays, Tressie
 Morrow, Ruth
 Madison, Mabel
 McLaughlin, Carey
 McDonald, Elmer
 McClung, S. F.
 McClung, Calvin
 McCutcheon, Welford
 McKinney, W. L.
 McGary, Amos B.
 McKay, Frank M.
 McQueen, Archibald
 McComas, Wilbur
 McKinley, Margaret
 McComas, Bessie
 McCallister, Helen
 McClung, J. B.
 McClung, Prudence
 McClung, Laura
 Nash, Chas. O.
 Nickell, F. F.
 Newman, Paul
 O'Neal, S. R.
 O'Neal, Chas.
 Osborne, Donald
 Ogden, E. M.
 O'Neal, Hansford
 Oates, Daisy
 Owens, Glenna
 Parker, E. R.
 Pritchard, Oscar B.
 Pritchard, Edw. F.
 Plymale, Harry
 Porter, Roscoe
 Parsons, Willie S.
 Peters, J. B.
 Pitzer, Cyrus D.
 Phillips, W. B.
 Parsons, Lettie
 Pemberton, Katherine
 Pence, Maggie
 Peters, Clara
 Pirrung, Kate
 Pritchard, Sallie
 Peters, Mayme
 Parsons, Nellie C.
 Parker, Ethel
 Quarrier, Virginia
 Richardson, Will A.
 Riffe, Fred
 Riffe, Winton A.
 Roberts, N. S.
 Rolph, Frank
 Robinson, S. J.
 Ruckman, J. R.
 Ritz, C. L.
 Ritz, R. S.
 Rector, John

Robertson, Jas. M.
 Richard, S. F.
 Ramsey, C. B.
 Russell, P. T.
 Ryan, W. L.
 Rice, Chester O.
 Russell, G. A.
 Ramsey, J. J.
 Ramsey, Lura
 Randall, Helen
 Reynolds, Donnie
 Reynolds, Vernena
 Rece, Anna
 Reese, Mary
 Reese, Jennie S.
 Rollyson, Bertha
 Rose, Florence
 Rucker, Myrtle
 Robertson, Grace
 Richmond, Oma
 Ruple, Louise
 Riffe, Ada May
 Rogers, Ora
 Reinwald, Minnie
 Ryan, Julia
 Scanlon, Chas.
 Shamlin, Harry
 Shy, Milton
 Stevens, S. A.
 Suddith, Rodney
 Summers, Harry
 Shangler, Everett
 Scott, Chas. E.
 Scott, A. B.
 Snell, Chas.
 Smith, Claude
 Stuart, Mack
 Stuart, D. T.
 Sullivan, Howard
 Smith, Jas. P.
 Smith, Thos.
 Salisbury, D. L.
 Smith, Jno. R.
 Smith, M. F.
 Starkey, Walter
 Starkey, Worthy
 Sizemore, Calvin
 Smith, Herbert S.
 Sayre, Nellie
 Scott, Carrie
 Scott, Mary B.
 Sharp, Mary
 Sigler, Ethel
 Smith, Hazel
 Smith, Nannie R.
 Stollings, Pearl
 Sullings, Dorothy
 Stone, Addie
 Stone, Mary
 Stevens, Aura
 Spangler, Mary Lee
 Spangler, Minnie
 Spangler, Mamie
 Smith, Florence
 Stevens, Carrie
 Smith, Ella B.
 Smith, Fannie

Shearer, Myrtle
 Stevens, Allen
 Summers, Pearl
 Stewart, Grace
 Staats, Ada
 Sample, Emma
 Stuart, Katherine
 Stuart, Alice
 Scott, Maude
 Stephens, Louie
 Steele, Ollie L.
 Steel, Ora B.
 Stone, Emma
 Smith, Frances
 Torrence, Andrew
 Taylor, Cordie
 Tompkins, H. Preston
 Thompson, Jas. R.
 Thompson, R. N. B.
 Tomkies, E. L.
 Thompson, W. A.
 Thompson, S. P.
 Thacker, Lona
 Talley, Emma
 Thorniley, Maude
 Tomkies, Frances
 Vinson, Alice
 Wakefield, Paul
 Ward, E. S.
 Webb, Eugene
 Wels, Franklin
 Weider, Frank
 Welch, Goodwin
 Wheat, Chas.
 Wilson, Clyde
 Wiley, Roscoe
 Wilson, L. W.
 West, Bernard
 Walls, Russell
 Warden, L. E.
 Wise, Henry
 White, Howard
 Welker, G. D.
 Wells, Otis, J.
 Waldron, D. H.
 Wiles, D. E.
 Ward, T. J.
 Walton, Grace
 Whiteside, Elizabeth
 Williamson, May
 Wiley, Lizzie
 Wood, Lella
 Williamson, Mary
 Webb, Frances
 Winslow, Ellen
 White, Janie R.
 White, Annie
 Wilson, Lucy
 Withrow, Myrtle
 Withrow, Sallie
 Worsham, Kate
 Wilson, Mamie
 Woods, Anna
 York, J. Y.
 Young, E. E.
 Young, Mary A.

MODEL PUPILS.

Adkins, Emma
 Andrews, Ralph
 Bagby, Helen

Corwin, Marie
 Cox, Thelma
 Doolittle, Mac

Doolittle, Jean
 Fitzgerald, Lawrence
 Henson, Jessie

Holliday, Mary Louise
 Jenkins, Emma
 Jones, Seldon
 Jones, Macon
 Leftwich, Ruby
 LeSage, Frank
 LeSage, Duval
 LeSage, Ruth
 LeSage, Lucile
 LeSage, Josephine
 Myers, Doris

McVey, Hilda
 Newman, Ford
 Northcott, Andrew
 Roberts, Hazel
 Roberts, Garland
 Robertson, Gertrude
 Sanborn, Mary
 Sikes, Walter
 Sikes, Minnie
 Simms, Earle
 Smith, Flora

Stevens, Alene
 Thornburg, Irving
 Tomkies, Douglas
 Vickers, Leonard
 Walton, Porter
 Walton, Ethel
 Weider, Alice
 Willson, Lewis
 Williamson, Mary
 Yates, Anna

PIANO.

Alvis, Sadie E.
 Anderson, Ollie
 Archer, J. R.
 Ballard, Louella
 Best, Marie
 Beach, Kathleen
 Beswick, Addie
 Bing, Nellie
 Buck, Adine
 Burgess, Kate
 Caldwell, Frances B.
 Callaway, Henrietta
 Callaway, Myrtle
 Callaway, Pearl
 Callison, Virginia
 Canterbury, Fannie
 Carrell, Madie
 Carter, Helen
 Champ, Almah
 Clark, Hallie
 Clark, Phyllis
 Cliness, May
 Corbly, Effie
 Corbly, Inez
 Cottle, Addie
 Crumrine, Martha
 Deem, Bernice
 Dixon, Sadie
 Dunn, Louise
 Dunn, Virginia

Evans, Georgia
 Ferguson, Mabel
 Fling, Eva
 Foster, Eva
 Fry, Florence
 George, Helen
 Hall, Ethel
 Hawkins, Louise
 Hensley, Cecilia
 Hinkle, Ada
 Hoke, Irene
 Holdren, Maude
 Holliday, Florence
 Humphreys, Vera
 Imboden, Bessie
 Ingram, Eliza
 Jennings, May
 Johnson, Mary
 Justice, Ella B.
 Koontz, Blanche
 Leftwich, Ruby
 Martin, Lella
 Mays, Tressie
 Miller, Jessie
 Miller, Stacia
 Mitchell, Bessie
 Mobus, Anna
 Morrow, Ruth
 Moseley, Leslie
 McCallister, Helen
 Nichols, Clara

Ogden, Ollie
 Pemberton, Kathrine
 Peters, Mamie
 Ramsey, Lura
 Randall, Helen
 Reynolds, Donnie
 Reynolds, Verneena
 Richardson, Frank
 Richardson, Will
 Richmond, Oma
 Sanford, Birdie
 Sample, Emma
 Senseny, Nelle
 Senseny, Agnes
 Sharp, Mary
 Sharp, Mary L.
 Shumate, Addie
 Spangler, Mamie
 Stewart, Alice
 Stevens, Carrie
 Thornilly, Maude
 Tufts, Helen
 Walton, Grace
 Williamson, May
 Winslow, Ellen
 White, Anna L.
 White,
 Withrow, Myrtle
 Young, Mary
 Van Fleet, Nettie

VOCAL MUSIC.

Archer, J. R.
 Adams, Frances
 Brake, Delia
 Burks, Helen
 Cummings, Grace
 Champ, Almah
 Crawford, Grace

Callison, Virginia
 Dunn, Louise
 Denton, Murrell
 Davis, Edith
 Erwin, Annie
 Fitzgerald, Thos.
 Hartzell, O. S.

Love, Madge
 Marcum, Matie
 Reynolds, Donnie
 Wright, Mary J.
 Walton, Grace
 Winslow, Ellen
 Woods, Robert

NAMES OF CHORAL CLASS OMITTED.

ART.

Adkins, Emma
 Andrews, Ralph
 Bagby, Helen
 Boon, Mrs. Rankin
 Callison, Gertrude
 Corwin, Marie
 Cox, Thelma
 Craig, Dainty
 Craig, J. B.
 Day, Cora
 Doolittle, Mac
 Doolittle, Jean

Erwin, Anna
 Evans, Saja
 Fitzgerald, Lawrence
 Hamilton, O. L.
 Henson, Nyde
 Henson, Jesse
 Holliday, Mary Louise
 Jenkins, Emma
 Jones, Seldon
 Jones, Macon
 Lee, H. B.
 Leftwich, Ruby

Lester, Nora
 LeSage, Frank
 LeSage, Duval
 LeSage, Ruth
 LeSage, Lucile
 LeSage, Josephine
 Marcum, Hermia
 Miller, Sallie
 Myers, Doris
 McVey, Hilda
 Newman, Ford
 Northcott, Andrew

Quarrier, Virginia
 Roberts, Hazel
 Roberts, Garland
 Robertson, Gertrude
 Russell, I. A.
 Sanborn, Mary
 Shinn, Cora
 Shingleton, L. C.
 Sikes, Walter
 Sikes, Minnie

Simms, Earle
 Skeer, Wilma
 Smith, Thomas
 Smith, Mrs. Frank
 Smith, Flora
 Stevens, Alene
 Thornburg, Irving
 Tomkies, Douglass
 Tomkies, E. L.
 Vickars, Leonard

Walton, Porter
 Walton, Ethel
 Welder, Alice
 Wilson, Lewis
 Williamson, Mary
 Winslow, Ellen
 Wysor, Fred
 Wysor, Fannie
 Yates, Anna

ORATORY.

Bias, Goldie
 Carter, Helen
 Cliness, Lulu
 Callison, Virginia
 Campbell, Anna
 Dixon, Grace
 Drummond, Mamie
 Eskey, Minnie
 Furnell, W. W.
 Fleshman, Effie
 Gillisple, Elizabeth
 Gardner, Lura
 Hundley, J. H.

Henson, C. C.
 Humphries, Sallie
 Harold, Christine
 Jacobson, Byrdie
 Jones, Anna
 Lee, H. B.
 Larew, Genevieve
 Lindsey, Mrs. A. A.
 Marsh, Minnie
 Miller, Vida
 Moore, D. F.
 Mitchell, Mamie
 Muenz, Alice

Madison, Mabyn
 McGinnis, Ira
 Oates, Daisy
 Pence, Maggie
 Sigler, Ethel
 Shumate, Addie
 Tomkies, Frances
 Tufts, Helen
 Van Bibber, Cyrus
 Webb, Frances
 Williamson, May
 Woods, Anna

Total Number of Different Names,—Normal, Academic, Music, Art,
 and Oratory—..... 790



PART XVII.

ALUMNI.

CLASS OF 1870—4.

Cather, Ella E. (Mrs. Fletcher)
Crooks, E. W.

Marshall, T. Marcellus
Wilson, W. E.

CLASS OF 1871—9.

Atkinson, Ella R. (Mrs. Mick)
*Beane, W. Belle
Hinkle, J. R.
Leary, S. B.
Mason, Nannie J., (Mrs. Holland)

Pierpont, Julia, (Mrs. Crooks)
Ricketts, E. S.
Taylor, Kate E., (Mrs. Ring)
Triplett, Sarah S., (Mrs. Bagley)

CLASS OF 1872—11.

Ayers, Buenos
Duling, W. A., (Mrs. Canterbury)
Eib, Mrs. Lucy
*Fisher, William
Holt, Lona
Huxham, Lizzie

Neff, Ella E., (Mrs. Mitchell)
Parsons, Albert S.
Phillips, Robert T.
Prichard, James M.
Reynolds, Charles J.

CLASS OF 1873—0.

CLASS OF 1874—9.

Blair, S. C.
Bryan, Thomas J.
Doolittle, Edward S.
Hill, G. W.
Oakes, Adelia, (Mrs. Wagner)

Oakes, G. W.
*Peck, C. M.
*Poar, Elias K.
Reip, David W.

CLASS OF 1875—14.

Abbott, Hattie, (Mrs. Forsinger)
Cheeseman, Lewis
Gallaher, E. M., (Mrs. Holswade)
Johnson, Emma, (Mrs. Wood)

Johnson, Mary, (Mrs. Day)
Knapp, George W.
Laidley, Mary, (Mrs. Chewning)
Mallory, Victoria, (Mrs. Lyons)

McGuire, Lewis A.	Poage, Anna, (Mrs. Shelton)
Mitchell, F. M., (Mrs. Pennypacker)	Ritchie, Mary
Poage, Bayless	Switzer, Rufus

CLASS OF 1876—15.

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

CLASS OF 1877—14.

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

CLASS OF 1878—8.

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

CLASS OF 1879—10.

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

CLASS OF 1880..15.

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

CLASS OF 1881—0.

CLASS OF 1882—4.

Adkins, Annie C., (Mrs. Johnson)	Reece, William S.
McComas, George J. lawyer	Sikes, Ida M., (Mrs. Johnson.)

CLASS OF 1883—4.

*Beuhring, Fred A.	Thornburg, V., (Mrs. Vickers)
Steele, Lillian L., (Mrs. Trotter)	Unsel, Cora E., (Mrs. Johnson)

CLASS OF 1884—8.

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

CLASS OF 1885—8.

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

CLASS OF 1886—15.

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

CLASS OF 1887—6.

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

CLASS OF 1888—12.

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

CLASS OF 1889—9.

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

CLASS OF 1890—6.

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

CLASS OF 1891—7.

Enslow, J. M.	Tauber, Anna
Knight, Ruby R., (Mrs Keeley)	Ware, Nellie, (Mrs. Murrill)
Rymer, A. L.	Ware, Sue, (Mrs. H. T. Lovett)
Staley, Sybil, (Mrs. Swisher)	

CLASS OF 1892—8.

Ellis, Lottie, (Mrs. Wallis)	Middleton, J. E.
Isbell, Lillian C.	Peters, Frank M.
McKendree, Mary, (Mrs. G. W. Johnson)	*Vinson, Maud
McCurdy, Azel	Ware, Kate B., (Mrs. O. P. Wheat)

CLASS OF 1893—10.

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

CLASS OF 1894—5.

Baker, Anna	Robertson, Lillian
Graham, Laura	Southworth, Nettle, (Mrs. Point)
Northup, Mamie	

CLASS OF 1895—7.

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

CLASS OF 1896—17.

Agnew, Martha, (Mrs. Eakin)	Pollock, Margaret
Dixon, J. C.	Ramsey, Lelia, (Mrs. McDonald)
Dixon, E. E.	Rousey, Lulu
Hagan, Dora, (Mrs. Floding)	Smith, C. H.
Hinkle, P. A.	Smith, W. W.
McDowell, Rosa	Stout, Pernie
Moore, Elizabeth	Wert, Eena
Norton, Eugenia, (Mrs. Austen)	Wilson, Grace
Peterson, Grace, (Mrs. Wm. A. Reed)	

CLASS OF 1897—19.

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

CLASS OF 1898—12.

*Carpenter, Martha, (Mrs. Miller)	Miller, Coelna
Derbyshire, Charles	Patterson, Earle, (Mrs. Boland)
Easley, Frances	Potts, Emma
Gibbs, Bertha	Prose, Brook
Hitt, Ottie	Simms, H. M.
Marrs, Leola	Strachan, Anna

CLASS OF 1899—11.

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

CLASS OF 1900—20.

Bossinger, E. L.	Cocke, Innis
*Cooke, Rebekah	Doolittle Maud

Green, Lalia
Hagan, Maude
Hill, L. B.
Henley, L. S.
McClintock, Mabel, (Mrs. Ritter)
Miller, B. B.
Osgood, Nellie
Pabody, Earl

Parson, Delos
Patterson, Nelle, (Mrs. Simms)
Roe, Blanche, (Mrs Preston)
Saunders, Edith
Smith, Anna
Strain, Hassie
Taylor, D. W.
Warth, H. C.

CLASS OF 1901—24.

Chambers, Boyd
Chase, Florence
Davies, Althea
Davies, Effie
Davis, Comer
Davis, Benjamin
Edens, Lilly
Kautz, W. C.
Kerr, C. W.
Kyger, Wm. C.
Lederer, Anna
Lowther, Louie

Lyons, Joseph
Marcum, Roy
Matics, C. H.
Matics, H. L.
Osborne, Romeo
Richmond, Ernest
Simms, Henry
Smith, Emmet
Snell, Mabel
Steinbach, Bertha
Stewart, I. F.
Wertz, Mayme

CLASS OF 1902—32.

Bear, Ira
Bayliss, Garnett
Bowman, Tacy
Brady, Nora
Carmichael, Isabel
Clark, Mollie
Doolittle, Anna
Donaldson, Dwight
Emerick, Jennie
Garrison, J. D.
Harper, S. J.
Ingram, Dora
Myers, Clara
McClintock, Laura
McGinnis, Abbie
Parker, Walter

Petry, B. L.
Porter, Dorothy
Phelps, Victor
Porter, Leonard
McKendree, Georgeanna
Reese, Rilla
Rece, Virginia
Rowan, Bessie
Scarff, Dora
Senseney, Nellie
Smith, Louise, (Mrs. Ballard)
Steed, R. D.
Trent, W. W.
Wall, Florence
Williams, Cecil
Wright, Mollie

CLASS OF 1903—12.

Foley, Bessie
Freeman, Blanche
Gwinn, Clyde W.
Hagan, Beulah
Hamilton, Ida
Koontz, Carlton

Johnson, Ada
Jackson, Florence
Myers, Clara
Parker, Walter
Petry, Benj. L.
Thompson, Marguerite

CLASS OF 1904—40.

Archer, P. E.
Bennett, Paul
Biggs, Susie
Buckner, McVea
Burns, Anice
Campbell, Harriett
Chambers, O. C.
Craig, Camilla
Creel, Edith
Crooks, Frances
Doolittle, Chloe
Gibson, Anna
Givens, A. D.
Hagan, Beulah
Hamilton, Rolla
Harper, Bertie

Hawkins, Nannie
Hedrick, C. E.
Hogsette, C. H.
Humphreys, H. C.
Jordan, Albert
Lively, C. W.
Mahan, Jennie
McClane, Erskine
Miller, Blanche
Morris, F. E.
Moyle, Laura
Painter, M. L.
Rece, Lena
Reltz, Charley
Riggs, Caldwell
Rowan, Mattie

Shriver, Herma
 Simms, Alma
 Staats, Katharine
 Taylor, Clarence

Tufts, Marie
 Washington, W. C.
 Wright, Virginia
 Wysor, Ruth

CLASS OF 1905—22.

Cox, Alberta
 Craig, J. S.
 Crooks, Esther
 Davidson, Joseph
 Day, Cora
 Fitzgerald, Thomas
 Hamilton, O. L.
 Harper, Sylvanus
 Harshbarger, Maude
 Henson, Nyde
 Hundley, J. H.

Hutchinson, Cora
 Lee, H. B.
 Lilly, P. T.
 Lilly, Elsie
 Marcum, Hermia
 Nichols, Clara
 Sharitz, Boyd
 Shinn, Cora
 Shingleton, Laman
 Van Vleck, Stannard
 Wysor, Fannie

Total Alumni	197
Total Alumnae	231
Entire Number	428

• Deceased.



MLC.

