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1908

## 1908-1909 Catalogue of Marshall College, The State Normal School

Marshall University

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LUX

JUNE



Marshall  
College



1908

1837



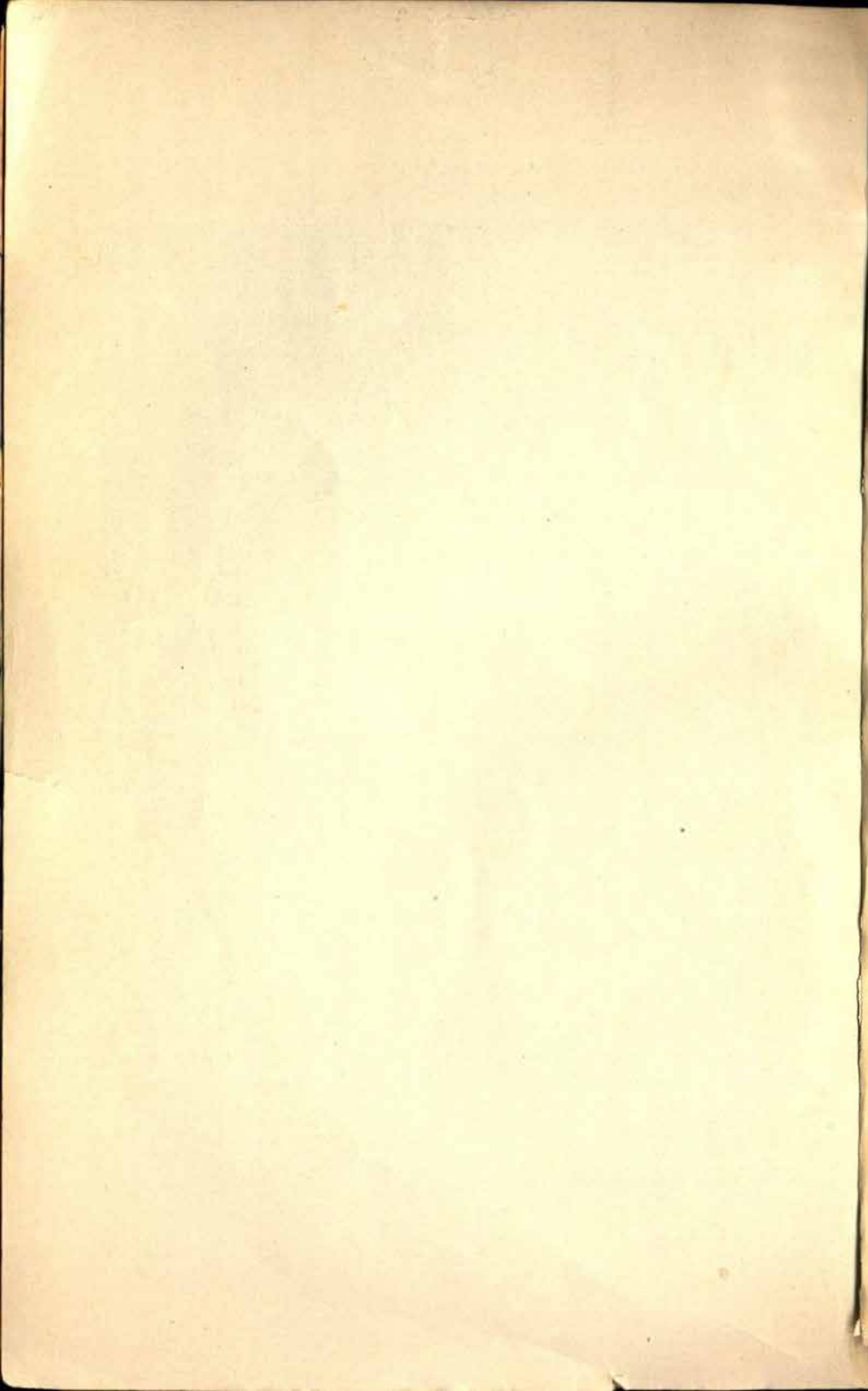
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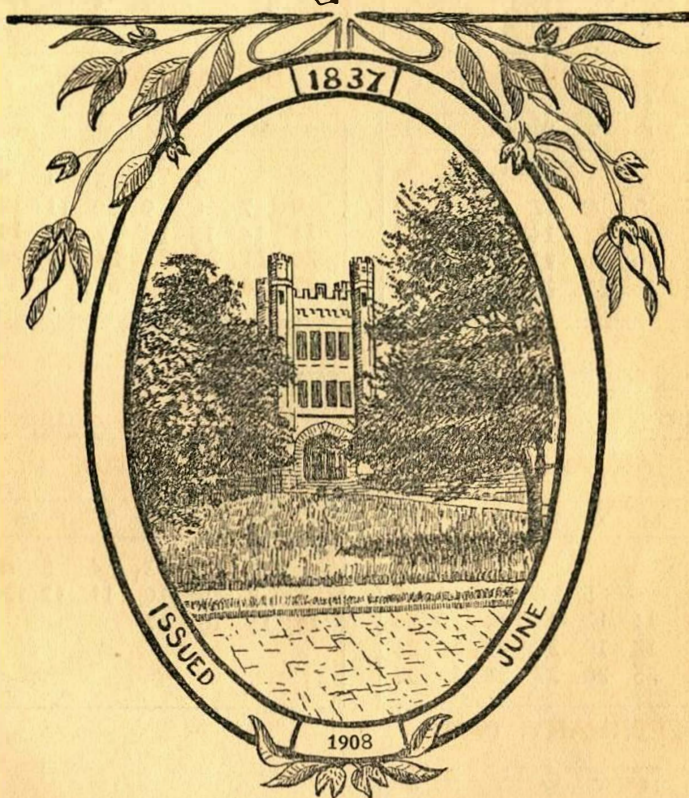


THIRD AVENUE ENTRANCE.





Catalogue  
Marshall College,  
Huntington W. Va.



Announcements for session of 1908-'09

Report for session of

1907-'08

## CALENDAR.

**FALL TERM.**

## SESSION

1908-9.

SEPTEMBER, 1908.

NOVEMBER, 1908.

S	M	T	W	T	F	S
			16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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					

OCTOBER, 1908.

DECEMBER, 1908.

S	M	T	W	T	F	S
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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

S	M	T	W	T	F	S
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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		

## WINTER TERM

## SESSION

1908-9.

JANUARY, 1909.

MARCH, 1909.

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						

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17			

FEBRUARY, 1909.

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



**SPRING TERM.**

## SESSION

1908-9

MARCH, 1909.

[illegible]

MAY, 1909.

S	M	T	W	T	F	S
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					

APRIL, 1909.

S	M	T	W	T	F	S
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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	

JUNE, 1909.

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

**SUMMER TERM.**

## SESSION

1908-9

JUNE, 1909.

S	M	T	W	T	F	S
			16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## JULY, 1909.

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	

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# PART I.

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## OFFICIAL BOARDS.

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### STATE BOARD OF REGENTS.

HON. THOS. C. MILLER ..... State Supt. of Schools  
Charleston, W. Va., President.

HON. M. C. LOUGH ..... Editor  
Fairmont, W. Va., Secretary.

HON. ELLIOTT NORTHCOTT ..... U. S. District Atty.  
Huntington, W. Va., Treasurer.

HON. S. H. BOWMAN ..... Attorney-at-Law  
Huntington, W. Va.

HON. ROBT. S. CARR ..... Business Man  
Charleston, W. Va.

HON. H. P. MCGREGOR ..... Business Man  
Wheeling, W. Va.

HON. F. C. COOK ..... Attorney-at-Law  
Welch, 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.



# THE FACULTY.

SESSION OF 1907-'08.

L. J. CORBLY, President, A. B. and A. M.: Psychology.  
Fairmont State Normal School, W. Va. University and Universities  
of Halle and Berlin, Germany.

## FRENCH.

MRS. NAOMI EVERETT, Ph. B.: Dean of Women.  
Steubenville Seminary and University of Chicago.

## EDUCATION.

ANNA S. CUMMINGS, A. B., A. M., Seminaries, Professional Subjects,  
and Superintendent of Training School.  
Colby University, University of Chicago and Leland Stanford Univer-  
sity.

FLORA E. POPE, B. E.: Supervisor of Model School.  
Oberlin College and University of Chicago.

MRS. R. J. LARGENT, Critic Teacher, Grade VI.  
W. Va. Wesleyan College. (Resigned at close of Fall Term.)

LELIA PURDY, B. E.: Assistant in Manual Training, and Critic Teacher  
Grade VI.  
University of Chicago, Columbia University, and Chicago Academy of  
Fine Arts.

CLARA M. REED: Critic Teacher, Grades V and VII.  
Marshall College.

MARION F. GREEN, Critic Teacher, Grade IV.  
University of Chicago and Columbia University.

GARNET SLIGER: Critic Teacher, Grades II and III.  
Marshall College and University of Chicago.

HARRIET FERGUSON: Critic Teacher, Grade I.  
Training at Marshall College and University of Chicago.

## MATHEMATICS.

LILLIAN HACKNEY, A. B.  
W. Va. University, Ohio Wesleyan, Cornell University, and Columbia  
University.

MARTHA J. HUGHES, A. B.  
Wellsley College.

ELIZABETH COLWELL, A. B., A. M. (Spring Term only).  
Dennison University, Vassar, and Radcliffe.

O. R. NEFF, Assistant: Bookkeeping and Penmanship.  
(Winter and Spring Terms).

L. B. CROTTY: Fellow.  
Class 1908, Marshall College.

W. R. COFF: Fellow.  
Graduate 1907, Marshall College.

H. O. FAST: Fellow.  
Class 1908, Marshall College.

## GREEK.

HARRIET D. JOHNSON, A. B.  
Dennison University and University of Chicago.

## HISTORY.

J. A. FITZGERALD, A. B., A. M.  
Marshall College, Georgetown College and the University of Chicago.

## ENGLISH.

C. E. HAWORTH, Ph. B., A. B., A. M. and M. D.  
Colgate University and the University of Chicago.

W. H. FRANKLIN, A. B.  
Wesleyan College and Alleghany College.

ADA R. COLBERT, A. B.  
West Virginia University and Harvard.

C. C. MILLER: Fellow.  
Class 1908, Marshall College.

## LATIN.

- C. E. SAYLOR, A. B., Ph. D.  
Johns Hopkins University.  
R. J. LARGENT, A. B.  
West Virginia University and Cornell University. (Leave of absence,  
session of 1903-'09, to study at Harvard.)  
GRACE CUMMINGS, A. B., Assistant.  
Colby University and Leland Stanford.

## GERMAN.

- OLLA STEVENSON, A. B., A. M.  
Northwestern University and University of Berlin, Germany.

## BIOLOGY AND GEOLOGY.

- W. G. VINAL, A. B., A. M.  
Bridgewater State Normal, Mass., Lawrence Scientific School, and  
Harvard.

## PHYSICS AND CHEMISTRY.

- R. C. PECK, A. B., A. M.  
Yale and Columbia.

## ART AND MANUAL TRAINING.

- E. E. MYERS.  
Pittsburg Art School, Cincinnati Art School, Harvard Summer School  
(Art), and New York University Summer School (Art).  
JULIA RYAN, Assistant.  
Marshall College.

## MUSIC.

- FLORA RAY HAYES, Director, Piano and History of Music.  
Graduate West Virginia University School of Music, Pupil John Porter  
Lawrence, Washington, D. C., and Graduate work with Barth,  
Scharwenka and Hugo Kaun in Berlin, Germany.  
\*RHODA CRUMRINE, Senior Teacher of Piano and Theory.  
Graduate of West Virginia University School of Music, Graduate  
study with John Porter Lawrence, Washington, D. C., William H.  
Sherwood, Chicago, Anton Foerster, Richard Burmeister, Phillip, and  
Scharwenka in Berlin, Germany.  
HAZEL HEATHER, First Assistant: Piano and Harmony.  
Knox Conservatory, Galesburg, Ill.  
MARY SHARP, Second Assistant: Piano and Harmony.  
Marshall College, Department of Music.  
PERLE PARROTT, Voice.  
Pupil of Madame St. Claire Buxton, Washington, D. C., Madame  
Caplani, New York City, Madame Marchesi and Jean De Reszke.  
Paris.  
ROSE FRANKS McCLINTOCK, Violin and Ensemble.  
Student of Strauss, Little Rock, Ark., Arthur Neville, Kentucky.

## EXPRESSION.

- FLORENCE CHAFFE WHITE.  
Graduate of Emerson College of Oratory, Boston, Mass.

- ELIZABETH F. MYERS, Librarian.  
\*\*MRS. LAURA J. MEANS, Preceptress.

- MRS. NELLIE A. KEARN, Matron.

## STUDENT ASSISTANT TEACHERS:

- W. W. POOL, Entire Year—Biology and Geology.  
C. C. MYER, Fall Term—Biology and Geology.  
EMMON HAINES, Winter Term—Mathematics.  
M. F. SMITH, Winter Term—Mathematics.  
J. R. DAVIS, Fall Term—English.  
FRANK GRASS, Spring Term—English.

\*Was in Berlin on leave of absence, studying during session of 1907-'08.

\*\*Deceased, Feb. 4, 1908. Succeeded, March 30, 1908, by Flora E. Pope.

## STANDING COMMITTEES.

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SESSION OF 1908-'09.

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### CLASS OFFICERS.

CLASS OF 1909.—Dr. Haworth and Miss Stevenson.

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

CLASS OF 1911.—Mr. Miller and Miss Colbert.

CLASS OF 1912.—Mr. Vinal and Miss Johnson.

CLASS OF 1913.—Mr. Peck and Miss Colwell.

### GENERAL.

GRADUATION.—Misses Hackney and Colwell.

SENIOR EXERCISES.—Senior Class Officers.

JUNIOR EXERCISES.—Junior Class Officers.

LIBRARY.—Miss Stevenson, Dr. Haworth and Mrs. Myers.

PUBLIC EXERCISES.—Miss Johnson, Dr. Haworth and Mr. Corbly.

STUDENT SOCIALS.—Mrs. Everett, Miss Pope and Mrs. Kearns.

DAILY RECITATION SCHEDULES.—Miss Hackney and Mr. Fitzgerald.

INTER-SOCIETY CONTESTS.— Mr. Franklin, Miss Johnson and Miss Colbert.

BOARDING.—Mr. Fitzgerald, Mr. Franklin, Miss Hughes and all Club Managers.

ATHLETICS.—Mr. Vinal, Mr. Fitzgerald, Mr. Miller, Miss Pope and Mrs. Everett.

STUDENT ORGANIZATIONS.—Dr. Saylor, Miss White, Mr. Peck, Miss Stevenson, Miss Colwell and Mr. Miller.

CARE OF BUILDINGS AND GROUNDS.—Mr. Myers, Mr. Franklin, Mr. Peck, Mr. Miller, Miss Pope, Mrs. Kearns, Miss Hackney and Miss Johnson.

SCHOOL IMPROVEMENT.—The Chairmen of all the Standing Committees.

COURSES OF STUDY.—Mr. Corbly, Dr. Haworth, Mr. Fitzgerald, Mrs. Everett, Miss Hackney and Miss Johnson.

COMMENCEMENT EXERCISES.—The President, the Heads of Departments, and the President of the Senior Class.



## COLLEGE HALL.

DINING ROOM.—The Matron and the Hall Treasurer.

HOUSE.—The Matron, the Preceptress and the Hall Treasurer.

GOVERNMENT.—The Preceptress, assisted by the President and all teachers having rooms in the Hall.

ADVISORY.—The Dean of Women, the Matron and the Hall Treasurer.

## STUDENT.

COLLEGE HALL.—Appointed First Week After Opening of Session.

SCHOOL.—The Presidents of the Five Classes, and Two Ladies and Two Gentlemen from the Senior Class, one Lady and Two Gentlemen from the Junior Class, One Lady and One Gentleman from the Sophomore Class, and One Lady from the Freshman Class in Addition to the Presidents of these Classes. (In Case the President of the Freshman Class be a Lady, the Additional Member of this Committee Must be a Gentleman, and vice versa, and in case the President of the Junior Class be a gentleman the Rest of the Committee Must Be Made Up of Two Ladies and One Gentleman, and Vice versa.)

## DUTIES OF STANDING COMMITTEES.

1. CLASS OFFICERS: It is the duty of these committees: . . . . .

- (1). To enroll the students falling to their class division at the opening of each term; that is, to carefully and accurately fill out their enrollment cards and assign them their studies.
- (2). To make out class admittance cards of these students the evening of enrollment day and hand these cards to the various teachers to whom their class assignments fall, by nine o'clock the following morning.
- (3). To make out a duplicate set of enrollment cards within one week after enrollment day and hand same to the president for filing in the office.
- (4). To keep trace of and in close personal touch with, all students belonging to the class-year assigned the class officers.
- (5). To keep constantly on the lookout for worthy additions to the class when in the field, or through the members of the class.
- (6). To cherish a high-toned school and class spirit and lend sympathy and support to all worthy means for enlarging and bettering the class.
- (7). To look after the careless, the listless, and the discouraged,

and keep informed on the standing of all the class.

- (8). To serve as counselors, advisors, and helpers in all matters of whatever nature affecting the class as a whole or any of its members.
- (9). To see that the class is duly organized within one month after the opening of school in the fall and that this organization is kept alive, active and effective.

We should like very much to see the interest of class officers become so decided and so liberal that the personal relations between them and the members of the class would be that of close sympathetic friends. Not only the size but the quality of the class depends in a very large degree upon who the class officers are and to what extent they give themselves to the class and class duties. In some instances heretofore this relation has been very beautiful and the help and interest especially commendable while in others coldness, indifference, and neglect were painfully evident. In some instances one member of the committee had to do all, or practically all the work. Such carelessness, indifference, or neglect of duty will be followed by removal from the committee hereafter.

**GRADUATION:** This committee serves as a check on the senior class officers, keeps a duplicate record of the standing of every member of the senior class, both the studies yet to complete and those being carried, and calls the different class rolls,—September, December and the two final class roll calls, one one month before commencement the last one week later. It is an exceedingly important committee and so far has done its work exceptionally well.

**SENIOR EXERCISES:** To have general supervision and immediate oversight over all public senior exercises, including the examination and approval of all public programmes, is the duty of this committee. By "public exercises" in this connection is meant not only all programmes to be offered in the buildings or on the grounds, but to give all permissions for, and to have general and personal charge of all receptions in and outside of College Hall, all "outings," socials &c. When these class socials and receptions occur in College Hall permission from the committee on student socials must be obtained, but the exercise, whatever be its nature, must be under the personal charge of the Class Officers who will be held responsible for results.

**JUNIOR EXERCISES:** The duties here are exactly the same as those of the committee on Senior Exercises. And in case any "lower class" exercises be held, the class officers of those classes will be held correspondingly responsible.

**LIBRARY:** It is the duty of this committee to take general charge of the library, the rules and regulations governing it, and



to perform all other duties affecting this very important center of college work.

**PUBLIC EXERCISES:** Before any public programme can be given whether in the buildings or on the grounds, that is, a programme to which the public in general, or any part of it, is invited, the consent of this committee must be obtained, and obtained before any of the arrangements for the programme, as to who is to take part, or other details, have been decided upon. And after the consent of this committee has been obtained a copy of the programme must be submitted for their approval before notice has been given to the public either of the nature of the programme or of those to appear on the same; and unless these provisions be complied with the committee reserves the right to cancel the programme no matter how far advanced it may be.

This committee refers the approval of the details of the programme to the faculty committee in immediate charge of such exercises should there be such a committee, but reserves the authority to pass upon the advisability of the programme as a whole; and in case there be a special faculty committee controlling the details of any public exercise, such, for example, as Senior Exercises, &c., then permission from the committee on Public Exercises to offer such programme must be obtained by the special faculty committee in charge.

It must be remembered that the "lecture course" is included under the head of public exercises, and the "course" must be submitted to this committee for approval before contracting for it, or for any special number, hereafter.

Only fixed programmes such as the regular inter-society contest, the "annual sermon," "annual commencement night," &c., are supposed to be excused from the control of this committee, and these must be under special committees, as they have been for years, here.

It goes with but this one more saying that this committee wants no more loose dealings with matters coming under its jurisdiction; and if there be any such its authority will have to be exercised to the decided embarrassment of some one or more future programme makers.

**STUDENT SOCIALS:** It is the duty of this committee to decide who shall give socials, receptions &c., in College Hall, when, at what hours, and under what other restrictions. And in case the social or reception fall not under the head of some special faculty committee then this committee must have entire personal charge; but their authority does not extend outside of College Hall.

**DAILY RECITATION SCHEDULE:** This committee has charge, with the advice and approval of the president, of making out, correct-



ing and posting all schedules of recitation. It will be their duty hereafter to make out and post the schedules for each term at least four weeks before the close of the previous term and post same on the board in front of Study Hall for examination by the student body, and to submit a copy to the president for reference and for answering inquiries by mail. They will also be expected to post the fall term schedule four weeks before the close of the Spring term.

**INTER-SOCIETY CONTESTS:** The duties of this committee are already well-defined by years of experience. Briefly they are: To take immediate charge of all the details of these exercises not belonging to the societies, from the outset, such as, passing upon the subjects of the various performances, correcting the MSS. and passing upon their originality, assisting the president in the selecting of judges, seeing that all exercises are perfectly committed in good season as well as handed to the committee in time for correction, that the performers take the necessary amount of training, and taking full charge of the exercises on contest occasions.

**BOARDING:** This is a very important committee. To list rooms and boarding places for all students, male and female, not boarding in College Hall, keep these lists up to date, arrange for clubs and select club managers, have oversight of all clubs, assign students to their rooms and clubs, or to private boarding places, seeing that they are met at the train, these and the many other details of the work of this committee make its selection an important matter and its duties onerous.

**ATHLETICS:** Much of the life and spirit and health and dignity and enthusiasm of the school depends upon the work of this committee. In addition to its fixing the standards of honor and of athletic tone in the physical life of the school as related to the "gridiron," the "diamond," the "links," the "court," the "basket," the "arch," &c., it is held responsible for the delicate task of wisely allotting athletics its proper place in, and its correct adjustments to, school life and school work—a serious matter indeed. This committee should also be on the constant lookout, personally and through athletic young men and women connected with the school, for additions to the active athletic force for both the present and the future. We fear that this committee, as capable, efficient, and painstaking as it has been from year to year, has not fully realized the nature, extent, and particularly responsible and serious character of its duties; this has been chiefly due, we cheerfully grant, to the neglect of the president to outline and emphasize these duties. Moreover this committee has never had the hearty, united and enthusiastic support of the faculty and student body which it deserves and which it naturally expects. We confidently look for a practical

transformation in this department of our school life at Marshall, beginning with the coming year.

**STUDENT ORGANIZATIONS:** All matters pertaining to the organization of new societies of any kind among the student body, looking after the welfare of those already organized, conseling and advising them, visiting them while in session with a view to reporting their proceedings to the faculty so that this body may become better informed on all matters pertaining to the organized work of the students, and in every legitimate way encouraging these organizations—these are the chief duties of this committee.

Before any new organization can be formed among the student body having for its purpose stated sessions in the college buildings, this committee must be applied to for permission; and after the committee has duly considered the matter, it is their duty to report the matter for final action to the faculty.

It is the duty of this committee to organize within the first month of school and appoint sub-committees from its membership to look especially after certain student organizations, report said sub-committees to the president in writing who will call for reports from these sub-committees and from the chairman at least once per term.

**CARE OF BUILDINGS AND GROUNDS:** A very important committee is this and its duties mean constant diligence. They include every feature of oversight of buildings and grounds, and when defects or neglect are found to exist it is their duty to correct them at once without troubling the president therewith if possible.

This committee should organize early in the second week of school and appoint the following sub-committees:

**1...BASEMENT COMMITTEE:** This committee shall look after putting all basements in perfect order and keeping them so, devising energetic measures for doing so if necessary. The president will need to exact severe requirements of this committee, for our basements must be made and kept clean and orderly—the laundry, furnace rooms, closets, stair-cases, storage rooms, cellar, lumber rooms, gas jets, &c, &c, &c.

**2. ROOM COMMITTEE:** All rooms, hallways, stair cases, &c, &c including school-rooms and girls rooms will be in the hands of this committee, also all studios, society halls, &c.

**3. GROUNDS COMMITTEE:** EVERY part of the grounds come under the scope of the duties of this committee, also all steps leading to the buildings, and all verandas and other entrance ways.

There shall be one searching investigation by each committee within the second week of school and written reports made to the president of results of same. But before this first investigation of the premises is made the committees will please notify the president of the exact time, as a health officer of the city will be ap-



pointed to accompany each committee, as will also the president, hence these committees will meet on three different days.

It is well known that some teachers take poor care of both room and furniture, are careless about windows and of what is thrown out of same on the grounds; this is also the case with a studio now and then and with a society hall; and it is notorious that certain girls in the dormitory keep their rooms about as one would keep a storage room, unless they are closely watched. They not only keep rooms topsy-turvy but they fail to keep their beds clear of the unspeakably offensive *cimex lectularius*. We do know beds and rooms can be kept clean and it is proposed to see that they are kept clean hereafter or get rid of the girls, teachers or maids who do not keep them clean.

Hereafter the "room committee" will make its rounds at frequent and irregular intervals wholly unheralded. Also a bed inspector will be sent to every room of the dormitory once per month and the number of the room and the names of the girls in the room found in any way unduly out of order or unclean in any way will be reported to the president who will certainly "go after" the guilty.

The buildings and grounds must be kept clean from basement to garrett and from street to street; and not only clean but sanitary and free, if possible, of all but human inhabitants, for mice, rats, cockroaches &c, &c, are not only horrid intruders, but are vicious breeders of contagious diseases.

Special attention will be given to waste paper, basket-contents, and other unsanitary matter, as well as accumulations dangerous from fire.

**SCHOOL IMPROVEMENT:** The president will explain the duties of this committee when they are called together.

**COURSES OF STUDY:** Its name explains the duties of this committee and its importance.

**COMMENCEMENT EXERCISES:** This committee will meet early in the year and decide upon the exact nature of commencement exercises, also the programme in its main features, how many exercises, and the evening or day on which each is to be held.

#### COLLEGE HALL.

**THE DINING ROOM AND HOUSE** committees have their duties well defined by experience and it only remains to be said that the buildings and grounds committee reserves the right of general oversight over the work of these committees.

**GOVERNMENT:** Instead of a committee on government in the Hall it seems to be the part of wisdom to place the government in the hands of the preceptress, who will be free to act under all cir-



cumstances, but who will be expected to call to her assistance the counsel of any teacher in the Hall in all cases involving severe or extraordinary punishment or discipline. And in case of serious need of advice it is recommended that the counsel of the entire "advisory committee" be solicited. And in no case will a young lady in the Hall be either suspended or expelled without the approval of the president.

**ADVISORY:** This committees' duties are, as its name indicates, advisory and not official; and yet when any two of its members deem a matter of so serious a nature as to require the attention of the preceptress, it shall be their duty to call her attention to it and if she and they cannot agree as to the advisability of action in the matter they may refer it to the president.

#### STUDENT.

The duties of the two committees coming under this head will be explained early in the fall term of each year. With the work thus divided and distributed so that it need fall heavy on no head or hand it will be expected that every one do his duty promptly and efficiently; by so doing everything can be put in first class condition early in the year and kept so to the day after adjournment.

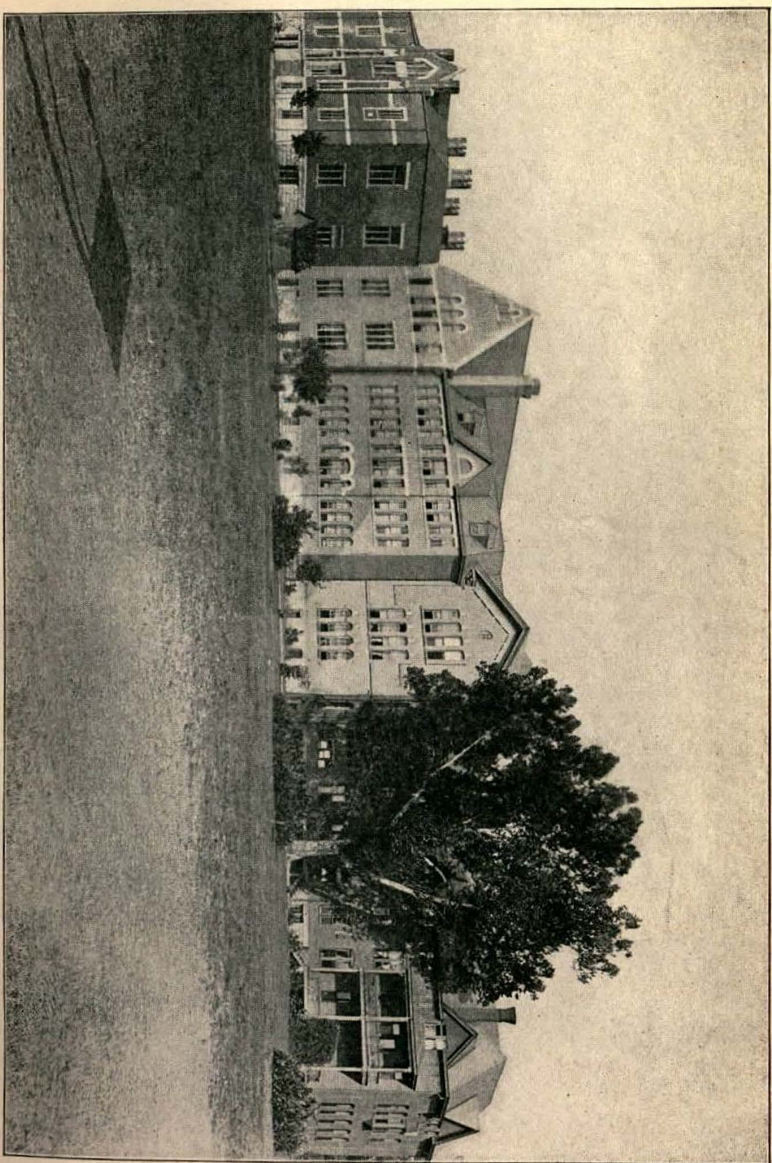
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#### Enrollments, Session 1907-'08.

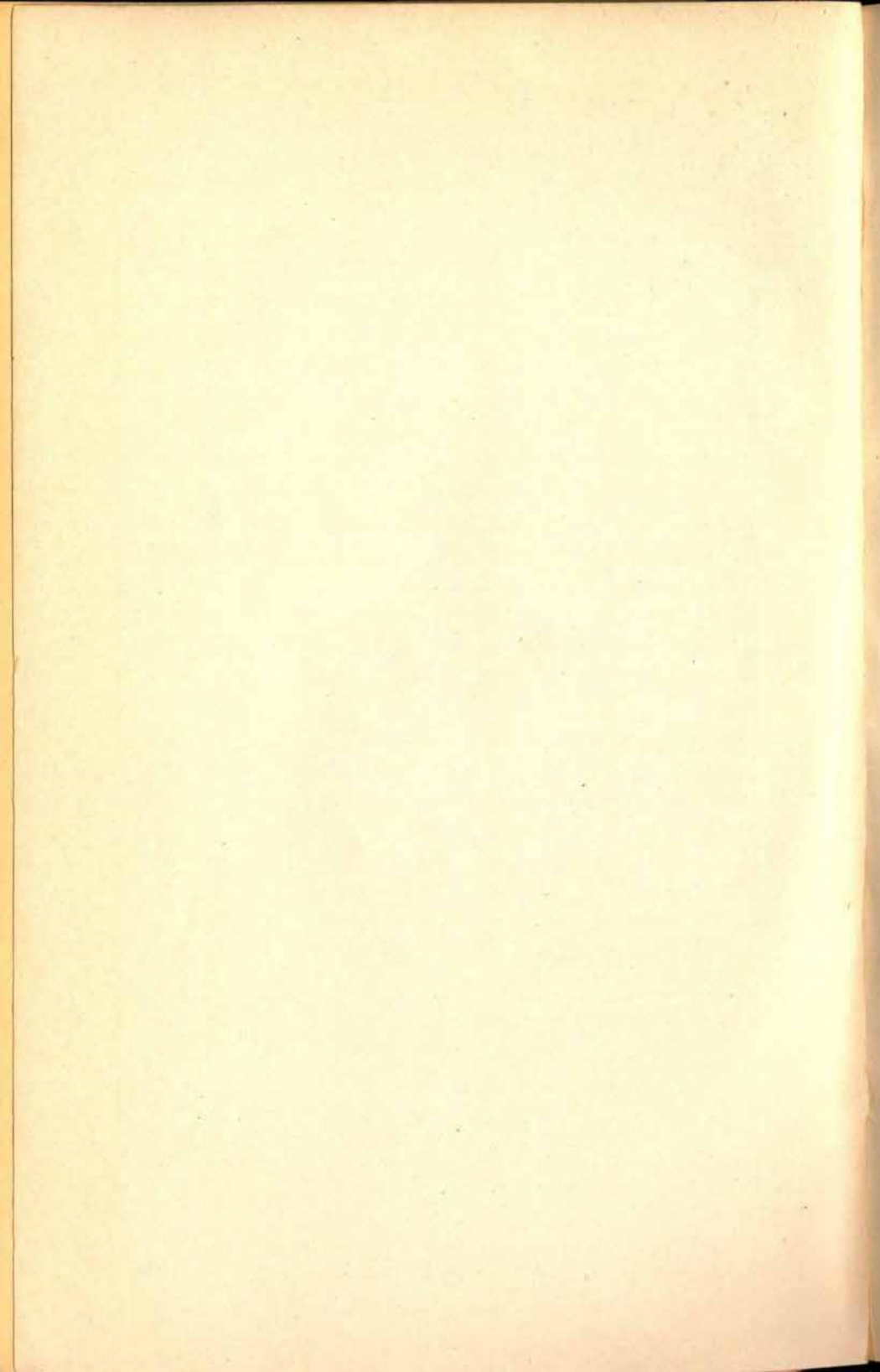
Expression .....	45
Model School .....	116
Manual Arts .....	194
Music .....	302
Normal and Academic .....	903
<hr/>	
Grand Total .....	1560
Counted Twice .....	489
<hr/>	
Net Total .....	1071

#### GRADUATES, SESSION OF 1907-'08.

Expression Department .....	5
Academic Department .....	24
Normal Department .....	44
<hr/>	
Grand Total .....	73
Receiving Two Diplomas .....	5
<hr/>	
Net Total .....	68

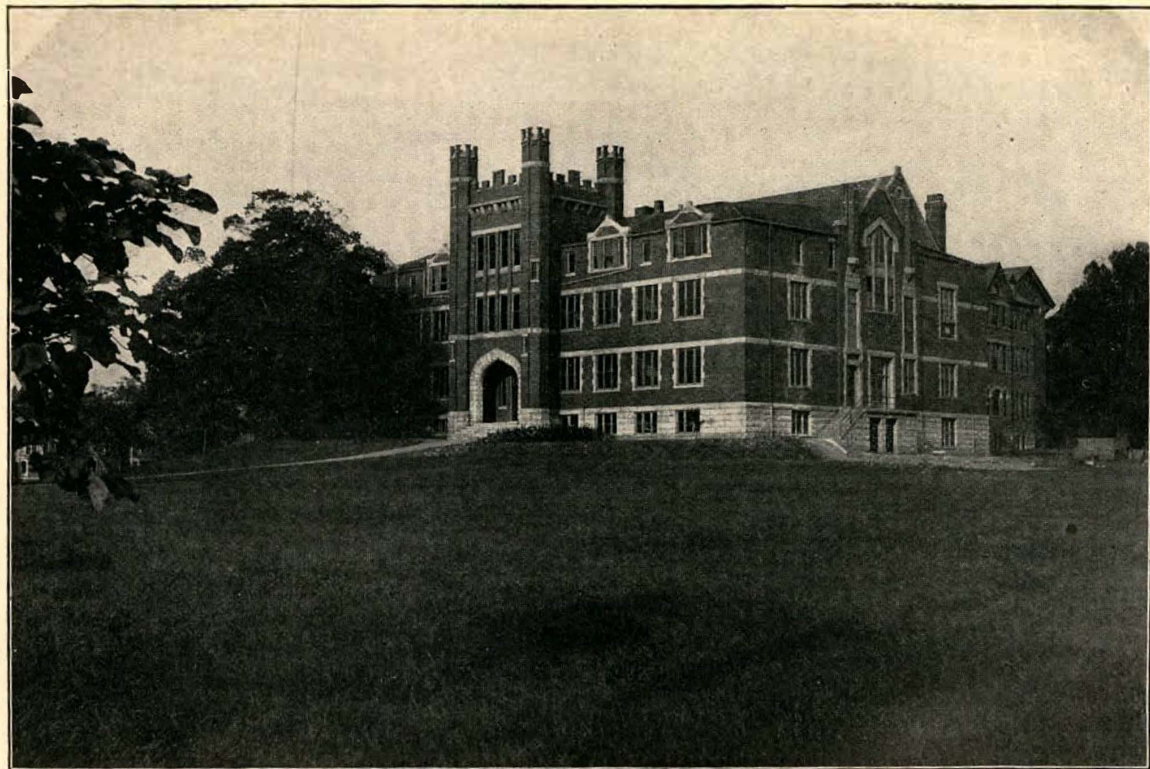


BUILDINGS, SOUTH VIEW.









COLLEGE VIEW FROM THE SOUTH-WEST.  
Corner of College Avenue and 16th St.

## PART II.

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### ADMISSION.

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**AGE:**—The following are the age requirements for admission to  
**THE DIFFERENT DEPARTMENTS OF THE SCHOOL**

1. Art Department,—no age limit.
2. Department of Expression,—no age limit.
3. Music Department,—no age limit.
4. Model Department,—from 5 years up.
5. Normal and Academic Departments.—males from 14 years up, females from 13 years up.

**RECOMMENDATION:**—Every student who wishes to enter any department of the school must first present to the President a letter of recommendation of 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 who is not related to the applicant for admission, and who resides in the same community. 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.

In addition to the recommendation required, every student who enrolls hereafter will be required to sign the following when he enrolls:

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

Signed\_\_\_\_\_

(The following is intended for male students, only:



I furthermore pledge my word of honor that under no circumstances will I use tobacco in any form while on the school grounds or in the school buildings, either during school hours or on Saturdays, Sundays, or other vacation days, or while attending any exercises of any kind, in the buildings or on the grounds, day or night, while I am a student in Marshall College.

Signed,

The president reserves the right to suspend or expel anyone who is found violating this signed assurance that tobacco will not be used under any circumstances, on grounds or in buildings by any one who is a student. He does not interfere with the tobacco habits of young men students off the grounds, however much he may disapprove of these habits, especially when carried to excess, particularly with the pipe, the cigarette, or the chewing habit. These are matters for young men to decide for themselves, except that he advises strongly against it, especially in the case of our immature boys. Cleanliness,—shall we not say, Common Decency,—demands the above ruling with reference to the school buildings and grounds.

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

Those holding First Grade county certificates issued under the new West Virginia law, and any experienced teacher holding a **First grade** 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 Reading" 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" of 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 Roman history, and English history, unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Roman and English history. Our students are required to use separate texts on Roman and English history. Credit on Greek history will be given those who have made a grade of 90 on general history in the West Virginia state uniform examinations, and to those who can furnish satisfactory grades for work done on this subject in general history.

Credits will be given on any other subject in the normal or academic courses whenever the applicant for credits can produce a written statement from a school whose work can be approved. Blanks are furnished applicants, who may send them to the schools where the work was done, for filling out and for signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that in case the applicant afterward prove deficient in the subjects on which credits have been given, we may discontinue that school as an accredited one, or refer the one who discovers the imperfection, to our records to show that the work was not done here.

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

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 institutions. 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 "Enroll-



ment Fee," \$2.50 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 is 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 fees for the Model School are as follows:

In cases where three or more children come from the same family the rates hereafter will be,

Each child, per year.....\$10.00

In cases where there are but two children from the same family the rates will be,

Each child, per year.....\$12.50

In cases where but one child comes from each home the rates

will be, per year.....\$15.00

These fees will be payable in advance for the full year, instead of by the term, as heretofore.

The fees for entrance to the Normal and Academic departments for the fall, winter and spring terms, go to help defray the current 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.

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

Students from other states who wish to enter the Normal and Academic departments for the fall, winter and spring terms, pay, in addition to the "enrollment fee" (\$2.50 per term), a "tuition fee" of \$6.00 per term, thus making their total fees for these three terms \$8.50 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, expression and Music, see under "Contents" in front of book for pages on which the work of these departments is outlined.



# PART III.

## COURSES OF STUDY

Preparatory Work to Each of the Four Courses

	FALL TERM	WINTER TERM	SPRING TERM
	Arithmetic I. English Grammar I. Geography I. U. S. History I. Spelling	Arithmetic II. English Grammar II. Geography II. U. S. History II. Spelling Mental Arithmetic I.	Arithmetic III. English Grammar III. Geography III. Physiology Spelling Mental Arithmetic II. Bookkeeping
FRESHMAN YEAR			
	FALL TERM	WINTER TERM	SPRING TERM
Normal Course	Hebrew History	Oriental and Greek History	Roman History
	English Grammar IV.	English Grammar V.	English Grammar VI.
	Latin I.	Latin II.	Latin III.
	Commercial Geography	Algebra I.	Algebra II.
	Drawing	Drawing	Drawing
Modern Language Course	Hebrew History	Oriental and Greek History	Roman History
	English Grammar IV.	English Grammar V.	English Grammar VI.
	Latin I., German I. or French I.	Latin II., German II. or French II.	Latin III., German III. or French III.
	Commercial Geography	Algebra I.	Algebra II.
	Drawing	Drawing	Drawing
Classic Course	Hebrew History	Oriental and Greek History	Roman History
	English Grammar IV.	English Grammar V.	English Grammar VI.
	Latin I.	Latin II.	Latin III.
	Commercial Geography	Algebra I.	Algebra II.
	Drawing	Drawing	Drawing
Science Course	Hebrew History	Oriental and Greek History	Roman History
	English Grammar IV.	English Grammar V.	English Grammar VI.
	Latin I., or German I.	Latin II., or German II.	Latin III., or German III.
	Commercial Geography	Algebra I.	Algebra II.
	Drawing	Drawing	Drawing

## SOPHOMORE YEAR

Normal Course	English History I. or Mediaeval History Rhetoric I. Latin IV. Algebra III. Drawing	English History II. or Modern History Rhetoric II. Latin V. Algebra IV. Drawing	History of Education  Rhetoric III. Latin VI. Botany Drawing
Modern Language Course	English History I. or Mediaeval History Rhetoric I. Latin IV., German IV. or French IV. Algebra III. Drawing	English History II. or Modern History Rhetoric II. Latin V., German V. or French V. Algebra IV. Drawing	Botany  Rhetoric III. Latin VI., German VI. or French VI. Algebra V. Drawing
Classic Course	English History I., or Mediaeval History Rhetoric I. Latin IV. or Greek I. Algebra III. Drawing	English History II., or Modern History Rhetoric II. Latin V. or Greek II. Algebra IV. Drawing	Botany  Rhetoric III. Latin VI. or Greek III. Algebra, V. Drawing
Science Course	English History I., or Mediaeval History Rhetoric I. Latin IV., German IV. or French I. Algebra III. Drawing	English History II., or Modern History Rhetoric II. Latin V., German V. or French II. Algebra IV. Drawing	Botany  Rhetoric III. Latin VI., German VI. or French III. Algebra V. Drawing

## JUNIOR YEAR

Normal Course	Zoology  Junior English I. Physics I., or Chemistry I. Geometry I.  Manual Arts (2).	Physiography  Junior English II. Physics II., or Chemistry II. Geometry II.  Manual Arts (2).	Geology and Mineral- ogy or Astronomy Junior English III. Physics III. or Chemistry III. Geometry III. or Economics Manual Arts (2).
Modern Language Course	Zoology or Algebra VI.  Junior English I. German VII. or French VII. Geometry I.	Physiography  Junior English II. German VIII. or French VIII. Geometry II.	Geology and Mineral- ogy or Astronomy Junior English III. German IX. or French IX. Geometry III. or Economics
Classic Course	Junior English I. Latin VII. Greek IV. Geometry I.	Junior English II. Latin VIII. Greek V. Geometry II.	Junior English III. Latin IX. Greek VI. Geometry III. or Geol- ogy and Mineralogy, or Astronomy, or Economics.

Science Course	Zoology or Algebra VI.	Physiography	Geology and Mineralogy or Astronomy
	Junior English I.	Junior English II.	Junior English III.
	French IV., or German VII.	French V., or German VIII.	French VI., or German IX.
	Geometry I.	Geometry II.	Geometry III.

SENIOR YEAR

Normal Course	Agriculture and Forestry, or Domestic Science & Forestry (5)	Pedagogy (5)	Ethics (5)
	Manual Arts (1)	Manual Arts (1)	Manual Arts (1)
	Methods (2)	Methods (2)	Methods (1)
	Psychology (2)	Psychology (2)	Educational Psychology (1)
	Senior English I. (5)	Senior English II. (5)	Senior English III. (5)
	School Sanitation and Architecture (1)	Sociology (2)	Child Development (1)
	Review Work (2)	Review Work (1)	Review Work (5)
	Teaching	Teaching	Teaching

Modern Language Course	Physics I. or Chemistry I.	Physics II. or Chemistry II.	Physics III. or Chemistry III.
	Senior English I.	Senior English II.	Senior English III.
	German X.	German XI.	German XII.
	French X.	French XI.	French XII.

Classic Course	Physics I. or Chemistry I.	Physics II. or Chemistry II.	Physics III. or Chemistry III.
	Senior English I.	Senior English II.	Senior English III.
	Latin X.	Latin XI.	Latin XII.
	Greek VII.	Greek VIII.	Greek IX.

Science Course	Agriculture and Forestry		
	Physics I.	Physics II.	Physics III.
	Chemistry I.	Chemistry II.	Chemistry III.
	Plane Trigonometry	Spherical Trigonometry	Analytical Geometry
		Mechanical Drawing (5)	Mechanical Drawing (5)

TEACHERS' REVIEW WORK

Arithmetic, Written.....	Any Good Book.....	3 months
Arithmetic, Mental.....	Brooks.....	3 months
Bookkeeping.....	Budget System.....	3 months
Civil Government.....	Willoughby.....	3 months
Geography, Political.....	Any Good Book.....	3 months
Geography, Physical.....	Tarr.....	3 months
Grammar*.....	{ Patrick's Lessons, or Reed & Kellogg's Higher Lessons. .... }	3 months



History, United States .....	Any Good Book.....	3 months
History, Ancient .....	Any Good Book.....	3 months
History, Grecian.....	Any Good Book.....	3 months
History, Roman.....	Any Good Book.....	3 months
History, English .....	Any Good Book.....	3 months
Drawing .....	No Text Required.....	3 months
Orthography.....	Text Prepared by the President.....	3 months
Penmanship.....	Slanting Hand.....	3 months
Physiology.....	Overton.....	3 months
Theory and Art of Teaching .	White.....	3 months

## NOTES.

1. Three substitutions are allowed in each of the courses; that is, Three units of any course may be omitted and three other units substituted therefor, under the following conditions:

- (1) No substitutions can be made for the second year of Latin in the Normal Course.
- (2) No substitutions can be made for any of the "professional" subjects of the normal course; that is, any of the subjects coming under the Department of Education.
- (3) All substitutions of Ancient or Modern Languages must be by the full year; that is, no fewer than three units of a language will be permitted as substitutes.
- (4) Groups of units, such as Hebrew History, Greek History, Roman History, Mediaeval History and Modern History, or Hebrew History, Greek History, Roman History, English History I., English History II., must not be broken by substitutions. When one of a group is taken all of that group must be taken.
- (5) No substitutions will be permitted without the consent of both the class officers and the president, except in such cases as those of decided disagreement between class officers and the president (which are not at all likely to occur), in which case the permission of the president alone will be sufficient.
- (6) "Groups" of studies are defined by the president and the head of the department under which the groups occur, and will be explained upon application to either the president or the head of the department.

2. Five years of Languages (besides English) that is, 15 units of Ancient or Modern Languages, are required for graduation in either the Classic or the Modern Language Course..

3. To complete a second course of study and receive a diploma therefrom, one must take all the work of said second course not found in the course already taken, with permission to substitute three units for three in said second course; but the three substitutions must not be taken from work already done in the course already taken. That is to say: after one has taken, say the Normal Course, and wishes to take the Classic Course, also, one must take all work required for graduation in the Classic Course not already taken in the Normal Course, and the three substitutions permitted must not come from work done in the Normal Course, unless said work was in excess of the amount required for graduation in the Normal Course, in which case, said excess work, of course, may be substituted according to rules governing substitutions.

4. All Normal Seniors who cannot read simple music at sight and are not familiar with those fundamentals of vocal music which a teacher must

know in order to intelligently assist in teaching music to beginners, are required to take work in music covering these fundamentals.

5. By oversight the annual Senior test in Orthography was omitted for the session of 1907-'08. That will not occur again. The test will hereafter be included in the "Review Work" of the courses.

6. The work in Drawing and Manual Arts will be considerably enlarged and extended, beginning with the session of 1908-'09. This will not affect the amount of work required of the class of 1909, whose work in this subject will be the same as that of the class of 1908.

7. Graduates from the Normal Course, after June 1, 1908, receive a "First-Grade" Certificate good for three years and renewable at the expiration of that time under certain conditions. This certificate is exactly the same as a No. 1 certificate granted under the "State Uniform Examination" System.

8. Five recitations per week (each recitation 45 minutes in length) is the amount of class work required in all subjects not otherwise marked in Arabic numerals, except "Drawing" in the Freshman and Sophomore years, which comes but once per week.

## THE WORK

### OF THE COURSES OUTLINED BY DEPARTMENTS.

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

- |                        |                          |
|------------------------|--------------------------|
| 1. English             | 7. German                |
| 2. History             | 8. French                |
| 3. Mathematics         | 9. Physics and Chemistry |
| 4. Geology and Biology | 10. Education            |
| 5. Latin               | 11. Music                |
| 6. Greek               | 12. Expression           |
| 13. Art.               |                          |

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

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



## ENGLISH.

The continued growth of sentiment favorable to the study of English has been recognized in this institution by an additional year of required work, extending throughout the senior year. Thoroughly articulated courses are offered, covering the grammar, the Freshman, the Sophomore, the Junior and the Senior years.

## PREPARATORY YEAR.

GRAMMAR 1: Elementary principles of Grammar. The parts of speech. Patrick's Lessons in Grammar is used in this course. Oral and written composition are constantly emphasized. Oral sentences illustrative of principles under immediate study are constructed and criticized in class. This practical and more technical method is expanded into short story telling in relating anecdotes, fables or incidents, in the course of which the instructor may note the unconscious application of principles under discussion. The written work of this year consists of a weekly theme, on an assigned subject within the range of the students experience. These are reviewed and corrected by the instructor, returned to the writer with individual or class criticism as the case seems to justify. Another feature of the year's work consists in a weekly or semi-monthly discussion of assigned stories. These stories must be short, interesting and wholly within the comprehension of the pupil. In these various ways the formal study of grammar is lifted out of dead and deadening routine into a live class exercise. The stimulus of real growth is felt without the sense of weight and ennui that usually attaches to formal grammatical detail.

GRAMMAR II: Patrick's lessons in grammar continued. The parts of speech declension, conjugation, analysis, parsing and punctuation. Oral and written composition and study of assigned stories as outlined in I.

GRAMMAR III: Advanced grammar, nouns, noun clauses, pronouns, adjectives, adjective clauses, analysis and parsing. Oral and written composition continued. Hawthorne's Wonder Book, Carpenters' grammar.

## FRESHMAN YEAR.

GRAMMAR IV. Advanced grammar continued. Verbs, Verb phrases, Infinitives, participles, adverbs, prepositions and conjunctions, analysis and parsing. Composition work continued. Reading Irvings Sketch



Book. Carpenters' grammar.

**GRAMMAR V.—THE SENTENCE AND THE PARAGRAPH:** This

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

**GRAMMAR VI.—THE SENTENCE AND THE PARAGRAPH:**

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

**SOPHOMORE YEAR.**

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

**Rhetoric II:** Exercises in the correct use of verbs, adjectives, adverbs, prepositions, and conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "Rime of the Ancient Mariner" and Shakespeare's "Julius Caesar." Text—Hill's Beginnings of Rhetoric and Composition.

**RHETORIC III:** A further study of diction and the forms of composition; practice in writing expositions and arguments; a study of Macaulay's "Life of Johnson," Burke's "Speech on Conciliation

with America," and shorter selections, with reference to their expository and argumentative features. Text—Hill's Principles of Rhetoric.

#### JUNIOR YEAR.

**JUNIOR ENGLISH I.—AMERICAN LITERATURE I:** This course is mainly historical at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the seventeenth and particularly the eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch of heart with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition work of this course consists of minor themes, to be handed in each alternate Friday, and one major theme of not less than two thousand words to be handed in at the close of each term. The minor themes will consist of about two hundred words, and are designed to test the students ability to apply the principles of composition in his own work. A study in class of these principles will be made each Friday, while the student will have had the technical and practical features of this work previous to the Junior year, yet the direct application of his knowledge will be further insisted upon through the Junior and Senior years. The student is expected to acquire such readiness in applying the principles of clearness, Mass, Coherence and Force, that their use will become habitual. Themes illustrating these principles will be read in class and critically discussed. Inability to practically apply the principles of composition to one's own uses and advantage is too general, and the purpose of this course is to bring theory and practice into such contact that the memory of the one can be wholly forgotten in the exercise of the other.

**JUNIOR ENGLISH II.—AMERICAN LITERATURE II:** This course will include a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical or historical detail. Friday lectures on composition will be continued. Minor and Major themes as in course I.

**JUNIOR ENGLISH III.—ENGLISH LITERATURE I:** This course as that of American literature I, will be mainly historical and by



lecture, Morsley's English writers, Stafford Brook's Early English literature, Sanitobury's and Ten Brink's English literature afford ample library reference. Beowulf is read and discussed in class. The making of the language, the literature before the conquest and the Allitratine, and Metrical romances are studied. Major theme required.

#### SENIOR YEAR.

**SENIOR ENGLISH I.—ENGLISH LITERATURE II:** Chaucer, Occleve, Lydgate, Malong, Surrey, Wyatt and Spencer. The development of the English Drama. Minor and major themes required.

**SENIOR ENGLISH II.—ENGLISH LITERATURE III.** Shakespeare and Milton. Historical development of eighteenth century poetry and prose. Minor and Major themes required.

**SENIOR ENGLISH III.—ENGLISH LITERATURE IV.** Poetry of the nineteenth century Bronson's English Poems used in this course. The course is designed to inspire critical and appreciative study of great English Poems from Lyrical Ballads to Passetti. Minor and Major themes directly applicable to the work in hand required.

#### HISTORY.

This department includes history, civics, economics and sociology.

The history work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome, Europe and England. Two elementary courses in United States History are offered, which students not sufficiently prepared for beginning the study of ancient history are required to take, State History, primarily for teachers, is offered only during the spring term. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are



assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop the judgment of the pupil with reference to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously signed for investigation, and class discussion.

The work in economics, sociology and civics is pursued in a similar way.

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

1. The United States to 1789.
2. The United States since 1789.
3. The United States.—A teachers' review course.
4. The Bible.—The apostolic period; The Hebrews; the Life of James.
5. The Orient and Greece.—A survey of the oriental nations followed by a study of Greece to the fall of Corinth.
6. Rome.—From the beginnings to 800, A. D.
7. The Mediaeval Period.
8. The Modern Period.
9. England to 1603.
10. England Since 1603.
11. West Virginia.
12. Civics.—A study of American government; contrasts with European forms.
13. Economics.—The principles of political economy.
14. Sociology.—society; its development, relationships and problems.

#### MATHEMATICS.

**Book-Keeping.** One unit. Text: The Inductive Set of Commercial and Industrial Book-keeping. Sadler-Rowe.

This is a budget system, teaching the principles of single and double entry, the use of the journal, cashbook, ledger, balance sheet, how to keep a bank account and how to prepare all papers necessary in conducting an ordinary retail business.

**Mental Arithmetic I.** Drill in the four fundamental operations, factoring, fractions and tables of weights and measures.

The easy problems are omitted—problems are solved without book or pencil.

**Dubbs' Complete Mental Arithmetic to Section IV.,** page 125.

**Mental Arithmetic II.** Proportion, interest, involution and evolu-

tion, miscellaneous problems. Solution of problems without book or pencil.

**Brook's Mental Arithmetic** completed, beginning at Section VI., page 102.

**Arithmetic I.** Fractions, decimal fractions, denominate numbers, longitude and time. **Milne's Standard Arithmetic**, pages 99 to 204.

**Arithmetic II.** Practical measurments of surface, percentage profit and loss, taxes, duties, insurance, interest—partial payments, discount, stocks and bonds, exchange. **Milne's Standard Arithmetic**, pages 204 to 311.

**Arithmetic III.** Ratio, proportion, involution, evolution—square and cube root, progressions, divisors and multiplies, circulating decimals, measurments of solids, metric system. **Milne's Standard Arithmetic**, pages 312 to 417.

**Algebra I.** The four fundamental operations, the solution of simple equations, factoring, divisors and multiples. **Milne's Elements of Algebra**, to page 90.

**Algebra II.** Fractions, principles of involution and evolution. **Milne's Elements** completed. Factoring. **Milne's Academic Algebra**, pages 90 to 114.

**Algebra III.** Divisors and multiples, fractions, complex fractions, the solution of equations of the first degree containing one or more unknown quantities. **Milne's Academic Algebra**, pages 114 to 213.

**Algebra IV.** Involution and evolution, fractional and negative exponents, quadratic equations—simultaneous quadratic equations. **Milne's Academic Algebra**, pages 214 to 324.

**Algebra V.** Ratio and proportions, the progressions, imaginary numbers, elementary treatment of inequalities, variables, binominal theorem, use of logarithms, undertermined coefficients, permutations and combinations. **Milne's Academic Algebra** completed.

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

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

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

**Trigonometry I.** Plane Trigonometry. Definitions of trigonometric



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

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

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

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

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

## BIOLOGY AND GEOLOGY.

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

The courses are given as follows:

### BIOLOGY COURSE.

Drawing.

Physiology I.

Botany.

Zoology.

Physiology II.

Forestry.

Agriculture or Domestic Science

### GEOLOGY COURSE.

Drawing.

Political Geography.

Commercial Geography.

Physiography.

Mineralogy.

Geology.

Astronomy.

## GEOLOGY COURSE.

**DRAWING:** Students are required to take this course in preparation for work in science. This course follows the outline of courses I and II in the Art Department. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and



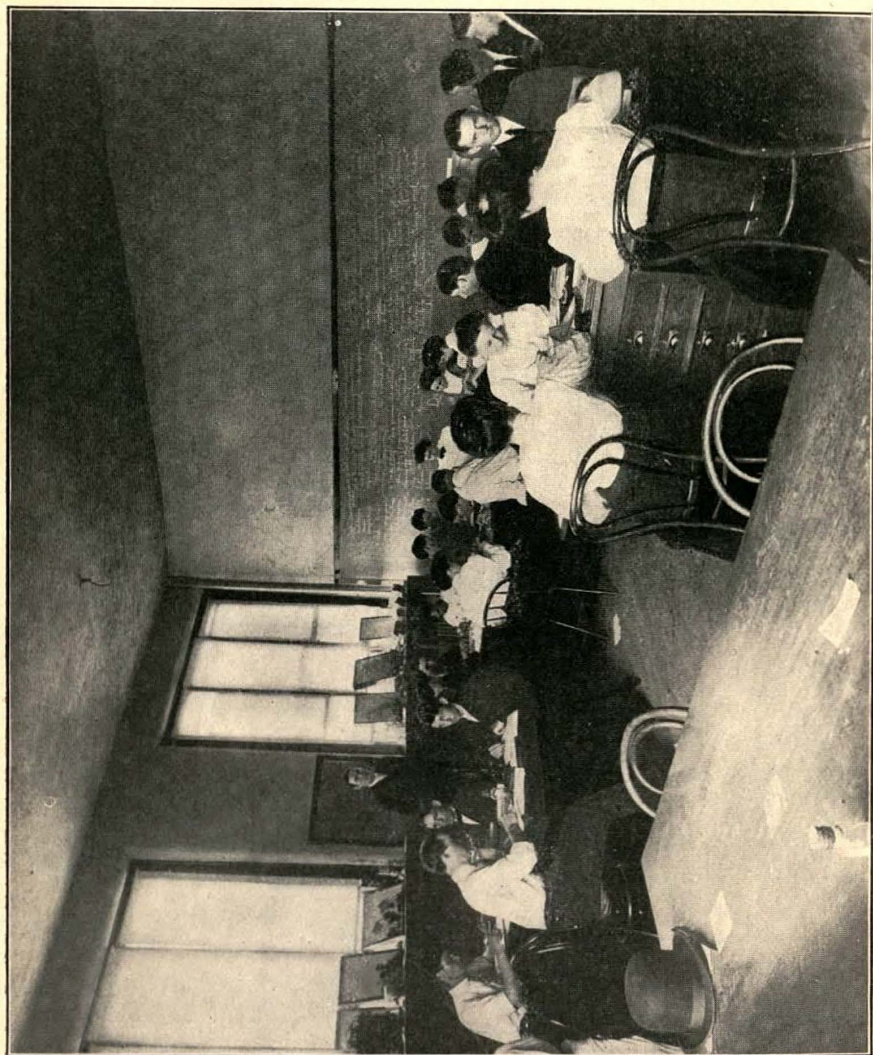


AT WORK IN THE GEOLOGY LABORATORY.









AT WORK IN THE BOTANY LABORATORY.

brush; color; map-drawing; structural drawing; modeling; and block diagrams.

**Political Geography I.—North America.** 1. The general work in Geog. I. will be a study of North America. The special point during the first part of the term will be the agencies which change topography. A study of the topographic features that occur in the vicinity. The problems and processes involved in drainage are illustrated near school grounds. A general study of glaciation will be made with special application to New England.

From a knowledge of the rocky soil and through the use of pictures and descriptions, a study of rivers, forests, hills, boulders, water power, and climate of the region in relation to the principal industries—manufacturing, agricultural and fishing, will be made.

Location of towns and cities as determined by the topographic causes will be noted. The rocks in the vicinity will be studied.

2. A study of the topographic regions of the United States with a special study of the Mississippi basin industrially considered: (1) cotton belt, (2) grain belts, (3) sugar cane belt, (4) rice belt, (5) grazing belt.

3. A study of the entire continent, including polar and tropical regions, will be continued.

Visits will be made to the industrial plants in the city which will supplement class room work.

4. During the entire year for political geography, current geography will have an important place in the curriculum. A period each week will be devoted to the study of current events.

5. Expression. Drawings illustrating type scenes of plains, mountains, arid regions and tundra will be made; also map showing plateaus and mountains.

**Political Geography II. Eurasia.—I. What we owe to Eurasia.**

2. Location:

Extent

Shape

Coastline.

3. Topography: Location, extent and altitude of mountains, plateaus and plains.

4. Drainage: Great continental slopes. Location of the Arctic, Pacific, Atlantic, Indian and inland drainage systems.

5. Climate: Prevailing winds. Monsoons. Cause of Monsoons, Effect of ocean currents. Areas of heavy precipitation, of little precipitation. Account for these conditions.

6. Vegetation: Location and areas of tundra, forest, steppes, deserts and "black earth region." Reasons for position of each. Effect of each upon human life.



7. People: Regions where important civilizations have developed and persisted to the present time.

Conditions favorable to the growth of European civilization, to the Indian and his civilizations, to the Chinese and his civilizations.

8. Our commercial relations with the leading countries will be emphasized.

9. Sand models, chalk models, maps, drawings of type scenes will be an integral part of the work.

**Political Geography III.—South America, Africa, Australia. 1. South America:** A continent similar to North America in structure, but differing in its climatic conditions—hence differing in its agricultural, commercial and social relations.

The same general plan is followed as in the study of North America. Museum collection will be used to illustrate the trade relations between the United States and South America.

2. Africa: A continent differing in structure from those already studied. A continent greatly retarded in its development because of its desert conditions, plateau formation, and slightly eroded river valleys.

Points to be considered, and purpose to be attained are the same as in previous study.

3. Australia: A continent similar to South America in location, but differing from it in climatic, industrial and commercial features.

A study of current events during the year serves to unite all continents with our own.

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

The pupil is first made acquainted with library methods of study. The following topics are considered. Dewey system of classification, card catalogues, indices and bibliographies.

The course is outlined as follows:

1. Natural conditions controlling commerce, the principles of trade; unequal endowment of regions in advantage of position. in relief, minerals, soil, climate, character of vegetation, industrial development.

2. Means of transportation: Conditions and forces of land transportation; of water transportation; function of water ways in fixing rates; character and significance of harbors; the logic of ocean routes.

3. Means of communication: The postal, the parcels post, ocean cables, the telegraph, the telephone, wireless transmission,



4. Commodities of the countries taken up in topographic sections with special reference to the United States.

5. The development of manufacturing, with special reference to our own country and State.

6. Government revenues from commerce: Direct taxes, indirect taxes, tariffs, internal revenues. Government aids to consular officers, lighthouses, harbors, navies, subsidies, bounties, publications, fairs, expositions, commercial museums.

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

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

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

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

Excursions are made to illustrate the general principles.

**Mineralogy and Geology:** This course is open to those only who have taken physiography. The aim of the first part of the course is to enable the student to know and identify minerals, rocks, and soils—their properties, uses, varieties and classification. The student is expected to do field work and make individual collections. Each student is furnished with a cabinet of 30 minerals, a blow-pipe and other necessary appliances.

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

The laboratory exercises in this part of the course are designed to illustrate by means of rocks and fossils, photographs, maps, and sec-

tions, the origin and mode of occurrence of the local formations of the state, their interpretation, and representation. The study of the coal formation in the state as to economical importance, varieties, properties and history of coal age is emphasized.

The field excursions comprise a series of observations upon the weathering of rocks; the Ohio river phenomena; stratified rocks, including conglomerates; sandstones, shales and limestones; folds; joints; cleavage; terraces; ox-bow cutoffs; coal formation; iron formation; concretions; dendrites, and a collection of fossils. The region offers abundant resources for geological study.

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

#### BIOLOGY COURSE.

**Physiology I.** This course consists of the study of an elementary text book. The practical application of the facts of anatomy and physiology to personal hygiene are always emphasized. The text book work is illustrated by charts and drawings. In demonstrating the gross anatomy of organs the instructor dissects such animals as the cat or rabbit. The vital processes in living animals are demonstrated such as the circulation in the web of a frog's foot, the respiratory movements, the pulse wave, etc. The subject is also taught by the aid of a human skeleton, microscopic sections of tissues, and experiments.

**Botany:** This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

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

The plants cultivated in the three window gardens of the lab-



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

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

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

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

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

**Physiology II:** This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

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

**Forestry (To be taken with Agriculture:** This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of



forests; the forests regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests, including pruning and grafting; tree planting; and forest laws of the United States and West Virginia.

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

**Agriculture:** Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Tillage; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of crops; Economic Plants; Plant Food; Plant Breeding; School Gardens; Variation, Heredity and principles of animal breeding.

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

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

Field lessons on soil, crops, grazing, etc., are an important element of the course.

### ANCIENT LANGUAGES.

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

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

### LATIN.

The work in Latin covers 4 years, or 12 units, 5 recitations per week, of 45 minutes each. The first 6 units, covering 2 years, are

compulsory in the normal course.

**Latin I.** Beginners' Book, first 34 lessons. Text, Pearson's *Essentials of Latin*.

**Latin II.** Beginners' Book, lessons 35-65 inclusive. Text, Pearson's *Essentials of Latin*.

**Latin III.** Beginners' Book completed; Caesar's Gallic War, Book I., first 20 chapters. Texts, Pearson's *Essentials of Latin*; Caesar, Harkness & Forbes; grammar, Bennett.

**Latin IV.** Caesar's Gallic War, Book I., completed, Book II. Prose composition, 18 lessons. Texts, Harkness & Forbes; grammar, Bennett; prose composition, Riggs in *Latinum*.

**Latin V.** Caesar's Gallic War, Books III. and IV. Prose composition, 18 lessons. Texts as in Latin IV.

**Latin VI.** Cicero against Catiline, Orations I., II. and III. Prose composition, 18 lessons. Texts, Forbes; Prose; Riggs' in *Latinum*; Bennett's grammar.

**Latin VII.** Cicero, 4th oration against Catiline, oration for Poet Archias and oration for Marcellus; Vergil's Aeneid, Book I., 410 lines. Prose composition, 10 lessons. Texts, Cicero, Forbes; Vergil, Bennett; prose, Riggs' in *Latinum*; grammar, Bennett.

**Latin VIII.** Vergil's Aeneid, Book I. Completed, Books II. and III. Text, Bennett; grammar, Bennett.

**Latin IX.** Aeneid, Books IV., V., and VI. Text, Bennett; grammar, Bennett.

**Latin X.** Cicero, *De Senectute* and *De Amicitia*. Prose composition, 10 lessons.

**Latin XI.** Horace, selected Odes, Epodes, and Satires; *Ars Poetica*.

**Latin XII.** Livy, Books XXI. and XXII; Prose composition, 10 lessons.

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

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

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

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

The effort, through these nine courses, is to secure such mastery



of form and syntax that the works of the authors taken up in courses X., XI. and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

### GREEK.

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of 45 minutes each.

Greek I. First Greek Book, first 41 lessons. Text, White.

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

Greek III. First Greek Book completed; Xenophon's *Anabasis*, Book I., first 8 chapters. Text, White; *Anabasis*, Harper and Wallace; grammar, Hadley-Allen.

Greek IV. *Anabasis*, Book I. completed. Book II. Prose composition, 10 lessons. Text, Harper and Wallace; grammar, Hadley-Allen; prose composition, Gleason.

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

Greek VI. *Iliad*, Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts, Seymour, Hadley-Allen, Gleason. 4

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

Greek VIII. Selections from Herodotus, Thucydides, and Xenophon's *Memorabilia*. Prose compositions, 10 lessons.

Greek IX. Plato, *Apology* and *Crito*. Prose composition, 10 lessons.

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

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

In Courses IV. and V. an effort is made to get a good working knowledge of Attic form and idiom; in Course VI. particular attention is given to the Homeric dialect and idiom, and to figures, scan-sion, and mythology.

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

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary and ethical merits of the masterpieces he studies; to teach



him to regard them as vehicles of thought, and as a stimulus to clear thinking.

## MODERN LANGUAGES.

### GERMAN.

**Statement:** The German department has been organized this year not only on a literary basis, but also on that of a practical use of the German language. Hence the German is constantly used in the class-room. Attention is given daily in the elementary courses to pronunciation and conversation.

In courses IV., V., and VI. difficult passages are sometimes translated, but usually all explanations are made in German. Thorough drill in composition and letter-writing is required and correspondence with German students is encouraged.

Stress is laid on literary excellence in courses VII., VIII. and IX. and an effort is made, by means of a study of the life, manners, and customs the Germans to arouse in the student a desire and an interest to continue the study of this language.

Courses X., XI. and XII. in addition to the reading of the classic involve much parallel reading in German and original written work based on the literature and history of the works studied.

**Outline:** German I. First German book. Text, Collar's, first 28 lessons. Exercises daily in pronunciation based on Victor's and Klinghardt's methods.

German II. Collar's "First Year German" lessons 28-45 inclusive. Reading, Guerber's "Maerchenword, Erzaehlungen," Parts I. and II. Memorizing of poetry.

German III. Collar's First Year German completed. Reading, Storm's "Immensee;" Heyse's "L'Arrabita" with written exercises. Memorizing of Poetry. Sight reading.

German IV. Deutsche Grammatik, Text Spanhoofd; German Grammar, Thomas; Reading and discussion in German, "Willkommen in Deutschland," Text, Mosher. Study of idioms.

German V. Duetsh-Grammatik; German Grammar; German composition, Text, Pope. Study of idioms.

Reading: "Hoher als die Kirche," Hillern's Tangelichts Eichendorf.

German VI. Same grammar work continued.

Reading: "Der Nette Als Onkel, Schiller; Sight Reading,

"Geschichten Vom Rhein" Pope's German Composition; ;Poetry, Hatfield's Lyrics and Ballads."

German VII., VIII and IX. Lessing's "Minna von Barnhelm," Schiller's "Wilhelm Tell", Goethe's Herman and Dorothea," Hatfield's "Lyrics and Ballads," Original Composition work.

German X., XI., XII. Schiller's "Wallenstein's Tod;" Lessing's "Nathen der Weise;" Goethe's Egmont; Heine's Poems; Parallel Reading; Scherer's Geschichte der deutschen Literature; Goethe by Carl Heineman, Schiller, Wychgram, Deutsche Litteraturgeschichte Robert Koenig.

#### FRENCH.

First Year. Grammar, Otto Bocher. Two hundred pages.

Reading. First term: "Le Chien du Capitaine," Enault.

Second term. "Mon Oncle et Mon Cure," La Brete, with composition work based upon it.

Third term. "La Belle Nivernaise," Daudet, with composition work.

Second Year. Grammar. Otto Bocher, completed.

Reading. First term: "Tartarin sur Les Alpes." Daude.

Second term. "Le Roi des Montagues." About.

Second term. "La Tulipe Noir." Dumas.

Third term. "Quatre-Vingt-Freize." Hugo. Composition and dictation through the year.

Third Year. Grammar reviewed. Reading. Verse and drama.

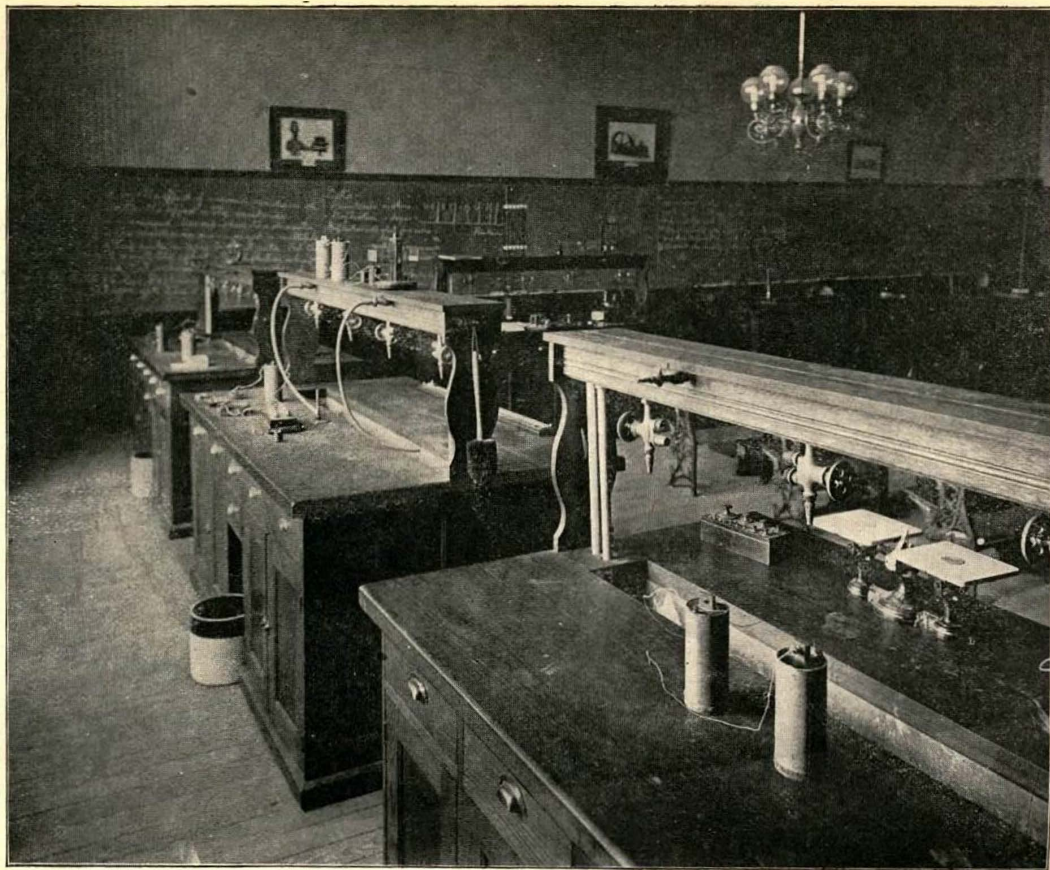
Special attention given to the works of Hugo, Moliere and Racine. Composition through the year.

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

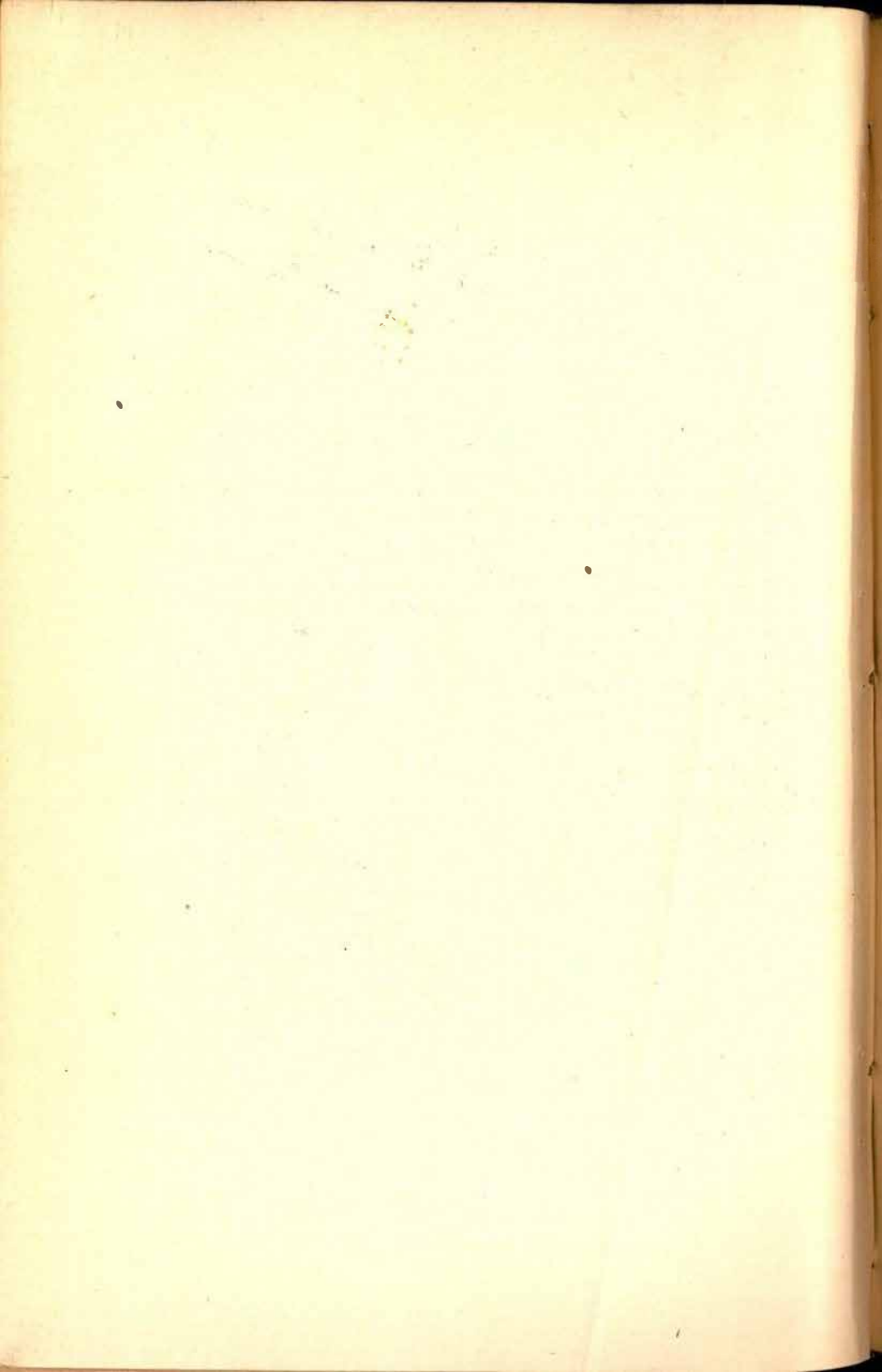
#### PHYSICS AND CHEMISTRY.

A year is given to each of these subjects. Individual laboratory work, from two to four periods a week, is required of all students. A laboratory fee of one dollar a term in Physics and two dollars a term in Chemistry is required. An additional fee for any excessive amount of breakage due to carelessness will be charged. The laboratory has just been fully equipped with abundant apparatus and individual desks with gas and water for a class of sixteen students









working at once. In Physics at least thirty-five experiments of a quantitative nature are required and the most exacting requirements of the colleges such as those of the College Entrance Examination Board, are fully met. The course does not rest satisfied with this, however. A large amount of qualitative experimentation is done to add interest to the subject and give future teachers skill in the manipulation of apparatus. The work in Chemistry is similar except that it is more largely qualitative and should if possible precede that in Physics. More attention can be given to the needs of future grade teachers as the college requirements are much less exacting than in Physics. In both subjects the industrial side is strongly emphasized. Numerous excursions are made, such as to the ice plant, the power house, pottery, glass works, locomotive shops about town, and the steel works at Ashland. Those intending to teach are encouraged to give talks illustrated by experiment to the younger classes.

The text books used are Millikan and Gale's Physics and Newell's Descriptive Chemistry.

#### EDUCATION.

The work of this department includes:

1. Ethics.
2. Pedagogy.
3. Methods of Teaching.
4. Psychology, Pure and applied.
5. Child Development.
6. History of Education.
7. School Sanitation and Architecture.
8. School Administration and Supervision.
9. Practice in Teaching.
10. School Visiting.
11. Sight Reading in Music.
12. Drawing and Color Work.
13. Manual Arts.
14. Special Lectures.
15. Library Work.
16. Orthography.
17. The Seminaries.
18. The Model School

#### ETHICS.

Theoretical ethics is considered at first with a view to finding

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

#### PEDAGOGY.

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

#### METHODS.

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

#### PSYCHOLOGY AND CHILD DEVELOPMENT.

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

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

The subject of Child Study follows, based upon the previous work. Here, Tracy's *Psychology of Childhood* is used. All of these courses are supplemented by a large amount of required reading.

#### HISTORY OF EDUCATION.

In this course the purpose is to give students a general knowl-



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

#### **SCHOOL SANITATION AND ARCHITECTURE.**

The work under this head is made somewhat comprehensive, including art in several forms, especially in the way of school room ornamentation, also landscape gardening, as well as the leading topics falling under this subject,—architecture pure and simple, heating, ventilating, outhouses, &c. *Bailey and Burrage* is used as a text.

#### **SCHOOL ADMINISTRATION AND SUPERVISION.**

This work continues throughout the year in connection with the training work in the Model School, and in connection with the work in methods in Pedagogy Seminary special lectures on the subject are given by the head of the department.

#### **THE TRAINING WORK.**

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. Normal seniors who are experienced teachers are obliged to give to this work a period a day for at least one term. Those without experience must give a period a day, for a year, to observation and teaching. Many gladly spend much more than the required time for the sake of the practice. We regard the Model School as the laboratory of the training department, for the young teacher.

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

The teacher who has had little or no experience goes into

his first school full of enthusiasm it may be, but with many serious lessons to learn.

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

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

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

#### SCHOOL VISITING.

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

#### SIGHT READING IN MUSIC.

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

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children,



and must therefore be able to read simple music at sight.

#### **DRAWING AND COLOR WORK.**

The work under this head includes,—

1. Drawing of natural and artificial forms in the flat and from the object.
2. Illustrative drawing.
3. An understanding of color, color mixing and the matching of tones in art and nature.

The requirements are:

1. A thorough understanding of the principles of drawing.
2. Knowledge of the theory of color.
3. The power to present the subject in its various phases to grade pupils.

#### **MANUAL ARTS.**

All normal seniors are required to take work in manual training, twice per week, under the instruction of Prof. Myers, head of the Art department.

The work includes the following subjects:

- |                                      |                        |
|--------------------------------------|------------------------|
| 1. Clay modeling.                    | 5. Sewing.             |
| 2. Paper Cutting.                    | 6. Textiles.           |
| 3. Card board construction.          | 7. Stenciling.         |
| 4. Wood work.                        | 8. Venetian iron work. |
| 9. Leather tooling and book binding. |                        |

#### **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 president 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 educational studies will be found in the booklet printed for the students and containing lists of parallel readings on all subjects in all the courses.



## THE PROFESSIONAL LIBRARY.

The professional library is unique. We have placed at the command of the young teachers, for study, the best and latest texts to be found in all of the subjects taught in the grades, as well as many of the works of the foremost writers on professional subjects. Seniors are encouraged to consult these books and to acquaint themselves with their contents in connection with each subject as it is discussed in this class in pedagogy, and also to use them for reference and side helps in teaching.

## ORTHOGRAPHY.

In Orthography the requirements are:

1. Ability to pass the final test on spelling—100 words selected from a list of 5,000.
2. Ability to pronounce, by the use of Webster's diacritics, or orally, 75 out of 100 words selected from the vocabulary of the educated man.
3. Ability to define 100 words selected from a list of 1,000
4. A fair knowledge of words in the way of word analysis, synonyms, homonyms, and antonyms, and of vowels, consonants, mutes, liquids, and phonics.
5. Familiarity with the more important rules of spelling.

## THE SEMINARIES.

The senior seminary is modeled after the "seminar" of the universities, simplified so as to meet our needs. It is planned to develop the habit of reading, the ability to gather together and logically arrange material for public presentation and the power to stand before an audience and present a subject clearly and readily.

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

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

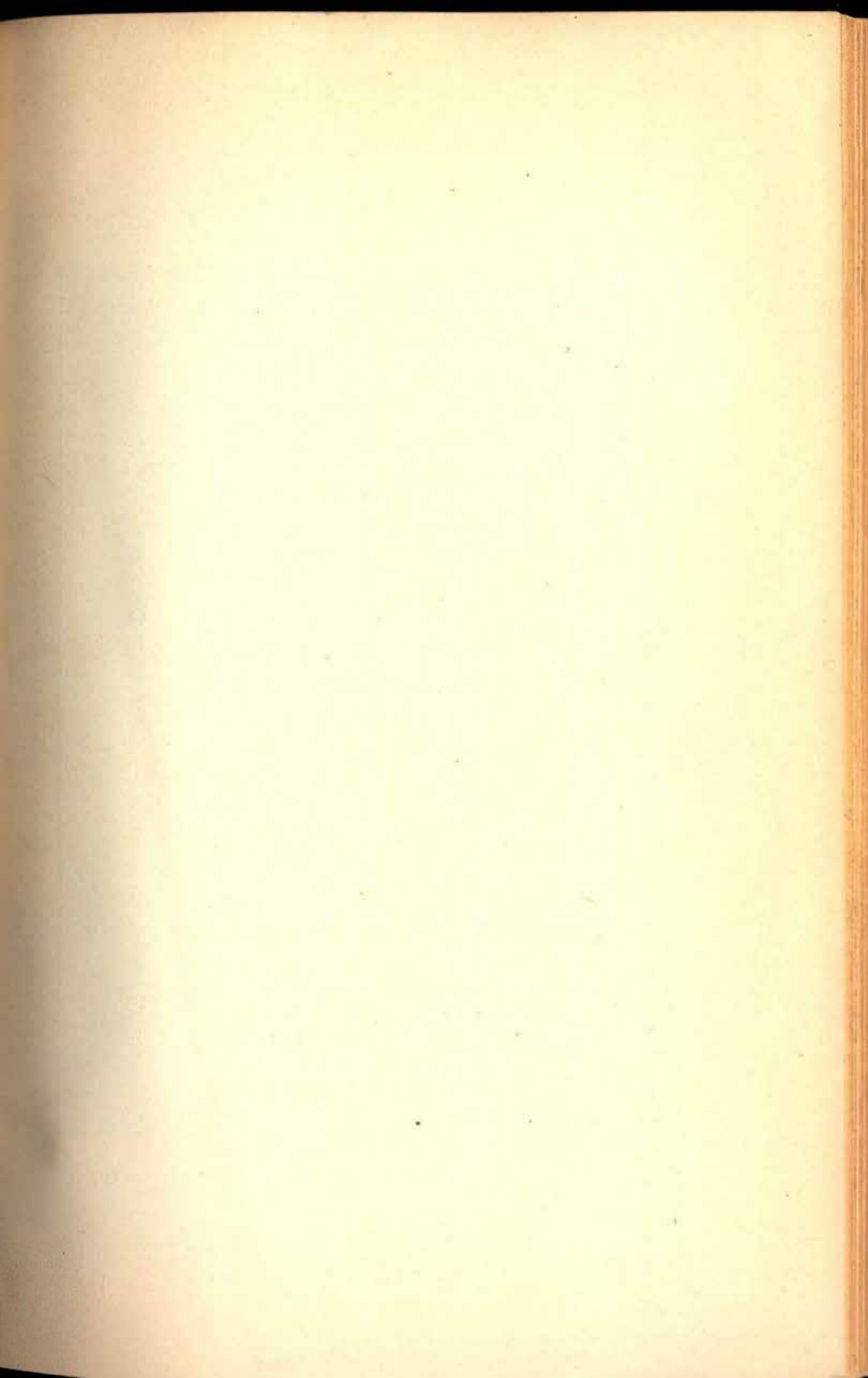
After the presentation a discussion follows in which all of the members are expected to take part. This discussion includes criticism of the form of the syllabus, the English used, the subject matter and of the opinions expressed.

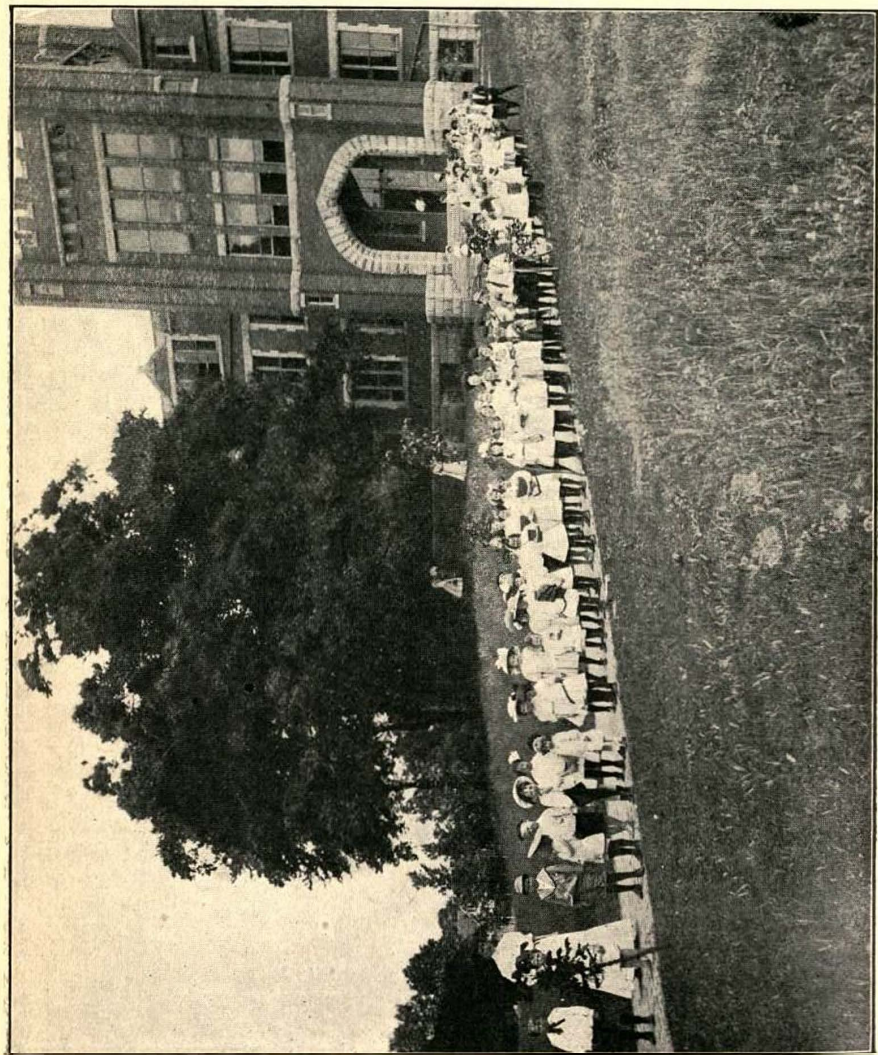


PARENTS AT 16th STREET ENTRANCE WAITING FOR THEIR CHILDREN FROM THE MODEL SCHOOL.









MODEL SCHOOL JUST ADJOURNED.

On alternate Thursdays the current events seminary is held.

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

At the end of the year all seniors must pass a rigid examination upon the work of the year. Many of the students who have gone out from Marshall College have united in saying that this part of their professional training has been more helpful and effective in its results than anything else outside of the actual laboratory work in teaching.

#### THE MODEL SCHOOL.

The purpose of the Model School as it concerns the normal students, has already been stated. But what of its purpose and advantage in relation to the child?

We aim, first of all, to surround the children with the most favorable conditions for health. The rooms are large, well-lighted and well-ventilated. To avoid the unwholesome conditions so common in crowded school-rooms, the number is limited to twenty in each room. This insures not only good air to breathe but freedom and space for work without nervous strain.

At stated times, fresh drinking water is brought to the rooms. Many of the children, at our suggestion, bring their own cups or glasses from home. Parents, as a rule, cooperate with us in encouraging the use of separate cups.

Personal care and attention are given to the bodily welfare of every child, so that physical irregularities may be detected and reported at once to the parents.

Moral health, as well as physical, we try to carefully guard. Every teacher knows the need and the difficulty of precaution in this particular, wherever children are associated together. We demand in our teachers uprightness of character with refinement of manner. These personal elements, constantly observed and copied by the child, are quite as important as pedagogical training. Then we endeavor to have the children under immediate supervision from the time they arrive at the building until they leave it to return home. They are not allowed to wander away by themselves at recess time, or to congregate in basements or cloakrooms. The different groups have recess at successive periods, so that the older and younger children do not mingle together, for any length of time. Thus, it is our purpose to exercise constant watchfulness over their conversation, and to be awake to the influence of every child as soon as he becomes a member of our school.



For mental development, it is our aim to use the most modern methods known today in the educational world. This does not mean methods which are still in an experimental stage. While it is true that all methods of teaching which are progressive must be more or less flexible and experimental, yet we aim to follow only those that are based on principles tried and accepted by the leading educators of the country. To this end the superintendent, each year, visits some one of the large normal-training institutions as Columbia, Baltimore, Chicago and others. She makes a careful examination of the work in each grade, bringing back the best suggestions from all, and adopting and applying them to the Model School. The supervisor and several of the teachers have studied recently at teachers' colleges, and they intend to do so each summer, that they may do intelligent, up-to-date work.

From time to time, the rooms have been supplied with appliances and aids for the purpose of securing the interest and happiness of the children. A few choice pictures from standard subjects hang on the walls. To these, we hope to make additions each year.

All kinds of modern kindergarten supplies, kept in a cabinet furnished for the purpose, are at the service of the teachers of the first, second and third grades.

**SUPERVISION:** At the beginning of the present school year the teaching force was increased by the addition of a trained and experienced supervisor for the Model School. This appointment has been of great benefit to the whole department. The Model School, its teachers and pupil helpers have come under the direct supervision of a competent director whose whole time belongs to them, thus making possible an intimate knowledge of the detail work of each room which has been hitherto impossible. At the same time, the new arrangement has left the superintendent free to give more time to the professional side of the work, to the individual needs of normal students and to the strengthening and building up of the entire department.

**THE LIBRARY:** Another valuable feature of our school is the model school library, for the exclusive use of the children. With the help of prominent publishers of school books, a splendid collection of books has been made suited to children of all ages. These books range from classic literature of the Greeks and Romans to juvenile histories of our own country. The volumes have been catalogued and placed on the shelves by our college librarian. They

are kept in one of the grade rooms and are used for reference by teachers and pupils, or given out to the children to be read at home. The eagerness with which the children come for books daily and the joy with which they go through one after another testifies to the value of this their own little library. Our pupils also have access to the college library where Mrs. Myers selects and loans books to them.

**MENTAL DEVELOPMENT:** In class and group work, we believe that we have a system which is unexcelled for the best development of the child mind. It is based on the principle of the natural growth, under guidance, of the individual child. Instead of restraining and cramping and forcing, until the children are little machines, all modeled after one pattern, thinking and acting alike, we would have each child free and natural, developing in his own distinct way and retaining his individual personality. The teacher must guide and suggest, strengthening his weak points and helping him to see and correct his own mistakes, but always leaving him free to exercise that originality and love of investigation which forms the very germ of mental growth. We wish to turn out children, not with heads stuffed full of dates and facts, but with the power to reason and think, and with a love for intellectual pursuits.

This kind of development is impossible where large numbers of children are studying the same subject. Free discussion and original thought are only practicable where numbers are small. The larger the class, the more dominating and mechanical must be the control of the teacher.

Just here comes the advantage of group work. With twenty, or less, children in a room and with the help of our normal seniors, we are able to know every child intimately and to give him individual help according to his needs.

**DISCIPLINE:** Our ideal of discipline demands implicit obedience and that obedience, not prompted by the physical superiority of the teacher, but by the inner self-respect of the child, which recognizes another respecting self who holds rightful authority over him. With this sense of deference and courtesy in the child, and sincere sympathy on the part of the teacher, conditions are right for the best kind of discipline. Very few rules need be made, for the pupil learns self-control. He knows that in a discussion, two persons cannot talk at the same time and be heard, that if children leave their seats at pleasure, they destroy the comfort and well-being of the room, that to interrupt another in conversation is rude and ill-mannered. He learns that when he wilfully or thoughtlessly loses control of himself, certain punishments follow, not as appeasers of a teacher's wrath, but as inevitable results of his getting out of



harmony with the order of his little community. We aim to make each group resemble a family group in which the individuality and the rights of every member are respected by all the other members; where each recognizes his place and his responsibility in upholding and promoting the welfare of all.

**READING:** Reading is a means to an end. The child wants to learn to read because he finds that books have something interesting to tell him. The mechanical process, form, intonation, etc., are kept subservient to the thought, as far as possible. The child forms the habit very early, of reading for the purpose of finding or expressing a thought, not simply to repeat words. This may account for the remarkable love of reading which seems to characterize children of the Model School.

The work 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 five 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-lore, 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 by our own experience in this country and by the just criticism of visiting foreigners that no subject in our schools 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 expression. *Patrick's Lessons in Language* is the first book used



and this is followed by Patrick's Grammar in the seventh and eighth years. 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 making of quantity from 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 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:** This we try to make practical and real. It finds its way into nearly every other subject. It also correlates itself naturally with every form of hand work, from the measuring and reckoning of card-board construction in the lower grades to the mechanical drawing and estimating of proportions and materials in the wood-working class. It is in the fourth year that we begin to lay stress on drill, the multiplication table, fixing of form, etc.

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.

Belfield & Brook's Rational Arithmetic is used during the first

years by the teacher, but this book furnishes only a basis for supplementary exercises taken from the newest and best texts of the day. It is followed by Ray's Elementary Arithmetic, and this by Milne's Standard Arithmetic in the upper grades. Daily drill in mental arithmetic is continued throughout the course.

**FRENCH AND GERMAN:** 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.

In the study of French and German the Model School has kept pace with the children's schools belonging to large institutions of the country. We offer them in every grade. In the first year, the children learn to count in these languages soon after they count in English. The work is objective and conversational until the fourth year, when they use an elementary reader. In the sixth grade, they read stories and bits of good literature.

**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, supplemented by other texts as they are found helpful. 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 text later.

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

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

All the 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 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, constructive drawing and design, light, shade and the study of color in natural and artificial objects.

**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 directions, 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, furnish 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.

**HISTORY:** As has been noted, the history of the second and



## COURSE OF STUDY—MODEL SCHOOL

### FIRST YEAR.

Reading by Words and Sentence Building	Objective Number Work	Elementary Spelling and Phonics	Beginning English	Writing Vertical Slant	French or German Conversation	Nat. Study & Health Talks	Drawing based on Nat. Study	Elements of Music and Sight Reading		
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### SECOND YEAR.

Reading	Numbers Problems and Tables	Spelling and Phonics	Elementary English	Writing	French or German Conversation and Translation	Nat. Study and Elementary Physiology	Drawing based on Nat. Study	Elements of Music and Sight Reading	History Stories & Description	Geography Talks and Descriptions
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### THIRD YEAR.

Reading	Numbers Problems and Tables	Spelling and Phonics	English Exercises and Composition	Writing	French or German	Elementary Science	Drawing based on Nat. Study	Sight Reading in Music and Song	History Stories & Description	Geography Talks and Descriptions
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### FOURTH YEAR.

Reading	Elementary Arithmetic	Orthography	English Exercises and Composition	Writing	French or German	Elementary Science	Drawing	Music	Elementary U. S. History	Elementary Geography
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## FIFTH YEAR.

Reading	Elementary Arithmetic	Orthography	English Exercises and Composition	Writing	French or German	Elementary Science	Drawing	Music	Elementary U. S. History	Elementary Geography
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## SIXTH YEAR.

Reading	Arithmetic	Orthography	English and Composition	Writing	French or German	Elementary Science	Drawing Including Map Draw- ing	Music	U. S. History	Geography
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## SEVENTH YEAR.

Reading	Advanced Arithmetic	Orthography	English and Composition	Writing	French or German	Science	Drawing	Music	U. S. History	Geography inc. Politi- cal, Phys- ical & Map Drawing
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## INTER-MEDIATE WORK.

<p><b>FALL TERM:</b>          Arithmetic, written          English          Geography          U. S. History          Mental Arithmetic          Reading and Spelling          Penmanship</p>	<p><b>WINTER TERM:</b>          Arithmetic, written          English          Geography          U. S. History          Mental Arithmetic          Reading and Spelling          Penmanship</p>	<p><b>SPRING TERM:</b>          Arithmetic, written          English          Geography          U. S. History          Reading and Spelling          Penmanship          Hygiene</p>
French or German	French or German	French or German

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.

**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 song 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.

We use the system and books established by the School of Education in Chicago. Melodies introduce note reading instead of the reverse order.

**MANUAL ARTS:** Probably no subject in the curriculum has made more rapid advance in the last twelve years than that of hand work, or manual training. Twelve years ago, it was taught in comparatively few schools and in most of those, as an experiment. Now, it has a prominent place in normal and public schools all over the country. More than this, it has occasioned the establishment of numerous craft schools for the teaching of manual arts only, and for the training of teachers as specialists in that line. Today, every school that would keep abreast with the progress of modern education, must offer to its pupils some of the various forms of hand work.

In spite of the fact that this branch of school work has been so widely adopted, there seems to exist considerable misapprehension as to its purpose and value. If asked why children in elementary and high school grades are taught wood-work, clay-modeling, sewing, cooking, cardboard construction, textiles, etc., many would reply that these occupations amuse and interest children, or that pretty and useful articles are made, or that the foundation is laid for trades, or that children thus learn to respect labor. Now, while these results do follow the teaching of manual arts, yet all of them together



would not justify the place that the arts occupy in our school system. That place could have been gained only because manual training fills a need in the intellectual development of the child, and hence is founded upon an educational principle.

This principle is two-fold. First, it runs parallel to and is closely interwoven with psychological development. Note the never-ending activity of a normal child. His strongest instinct is for constant change in the conditions and objects about him. He pulls his play things apart to make them different, to construct something new. It is this constructive or creative activity in the child that makes hand-work the natural and adequate means of stimulating and directing mental growth. In learning to control material, to create something, to make it different from any other that has ever been made, to make it beautiful or useful, to overcome difficulties, the mind becomes alert to direct the hands and to devise ways of bringing about the desired end. In other words, the mind expresses itself through the work of the hands. The two are inseparable in all natural development. The writer has seen, more than once, a backward, dull child wake up in arithmetic and other studies because of the impetus his mind received in working out a problem in wood. Then, the satisfaction experienced from having made his ideal tangible and real, is an incentive for another effort, a little more difficult and hence requiring still more mental activity.

The second aspect of the educational principle upon which manual training rests, relates to social and economic life. The child becomes acquainted with materials and processes which, since the age of primitive man, have served to perpetuate the life of the race, in furnishing food, shelter, and clothing. In his own efforts, he experiences some of the struggles through which man has passed. In other words, he gains a knowledge of society first-hand, rather than accepting facts which have been thought out and prepared for him by some one else. More than this, the part that he plays is not a passive, but an active part. As a member of the home, of the school, of the community, he gains a certain power of initiative; and he comes to know his place and his responsibility in the social and economic world. A generation ago, the home supplied this element of education, in the domestic occupations necessary to family life. As modern facilities have, little by little, taken the place of the spinning wheel, the loom, the axe, and the candle, it has fallen to the school to furnish the child with hand work, thereby reinforcing mental training with the training of eye and hand, and at the same time gradually adjusting him to his social environment.

It is clear, then, that the manual arts have not been thrust upon the school system by reformers of education. Like all innovations

which have genuine value and premanence, they are inevitable; they have made their way in, to answer a psychological demand, to fill an educational need. Their rapid advance is proving, beyond a question, their right to remain.

The first classes in manual arts in the Model School were begun last September, at the beginning of the fall term. The work was placed under the supervision of Mr. Myers, with the assistance of the grade teachers and the normal seniors. Courses were offered in paper cutting, cardboard construction, wood-work, and sewing, and the children were allowed to choose the subjects which they wished to take.

Paper cutting is especially adapted to young children and was given to those in the first, second, and third grades. After a story has been read to children, they long to give expression to the mental picture they have formed. This they do by cutting or tearing the various forms out of paper. The variety and originality of the objects made, show how each little mind is working in its own peculiar way. The work was varied by the making of articles of doll furniture from cardboard, and by sewing in the third grade. The children there pliced a small bed-quilt for the doll-house which was to be made later.

The work done in cardboard construction laid the foundation for the other forms of hand work which were to follow it. This class was made up of the older children. Among the articles made were folios for English and art papers, picture frames, calendars, telephone cards, and match-scratchers. The work involved careful measuring, folding, cutting, pasting, and decorating. This is fundamental to the later work in wood where exactness in measurement and in estimating of proportions, is necessary.

In wood, the boys began with simply a knife, ruler, and sand paper. But every article made, was carefully planned, and a working drawing was first made upon paper. This often involved mathematics and laid the foundation for future work in physics and mechanical drawing. During the first term, five or six articles, as, a keyrack, pencil-sharpener, pin-tray, scissors-holder, match-box, and calender-easel were made, each a little more difficult than the preceeding one. All were decorated with the simple designs. The boys were very enthusiastic in the work. Often, at the end of two hours they would beg to stay longer, or to take their wood home to finish.

Two classes in sewing were organized for the girls. Bags were made, simple ones at first, then more and more complicated. They have been constantly in use by the children since. The making of these necessitated learning the various kinds of stitches; and the improvement made by many of the children was remarkable. This



work was followed by the making of needle-cases. Before the end of the term, the class had completed many attractive articles to be used as Christmas gifts.

During the winter term the children were presented with a pretty doll, which they call "the school doll." This doll forms the center of interest in nearly all the classes. The sewing class made a complete ward-robe for her, including underclothes, and dresses. The girls cut their own paper patterns and, each one will be able to make clothes for her own doll, and by enlarging the patterns, garments for herself.

It was found desirable to form a class in wood, for the younger boys, in the third, fourth and fifth grades. This class voted to make a doll house for the school doll. Original plans were offered by each boy and discussed by all. Records were made of proportions, materials, and different parts of the house, all this bringing into use writing, arithmetic, spelling, and English, as well as observation of architecture. The frame work was put together, and the enthusiasm of the workers reached a high pitch.

The children in the first and second grades made furniture of cardboard for the house. Tables, chairs, bedsteads, mantels, and other furnishings are already finished. Some of these will be supplanted later by furniture made of wood. The size of the rooms in the doll house determines the size of the furniture, so that all will be in proper proportion. Wall paper has been designed by the children for decorating the rooms when the house is finished.

The older boys in wood undertook a difficult problem in the shape of a sand wheel. It was made on the same plan as the overshot water wheel, the difference being that sand is the propelling force instead of water. In preparation for this work, the boys were given a lesson by Mr. Peck of the physics department in the college, on the principles of the overshot, the undershot, and the turbin wheel. With Mr. Myers, they also visited the planing mill, taking their order for material with them. With the help of Mr. Morrow, the owner, they learned how to make out an order. They were taken into the engine room where they saw the different processes by which wood is prepared for use in the commercial world. The work will be of great value to the boys, not only in control over the mechanical processes, but in the new steps taken in mathematics, mechanical drawing, and physics.

Clay-modeling, another line of hand work, was offered to all the children above the third grade, both boys and girls. These classes promise to be among the most valuable of any yet started. Clay is the best possible medium to awaken in children an interest in art and history. It gives excellent opportunity for originality and free-



dom of expression. They were made acquainted with the material by modeling bowls, pitchers, cups and saucers, and other articles with which they are familiar in their homes. Each child has made a tea tile with his own design, to be glazed and fired and kept by the children. The clay will serve a most important purpose as illustrative of subjects the children are studying in history, literature, and English. It also offers excellent opportunity for work in decoration and applied design. In the spring term work in textiles was added. This included the designing and weaving of rugs for the doll house and the decoration, by stencilling of curtains, linen covers and scarfs.

No kind of hand work correlates more naturally than textiles, with all the subjects of the curriculum and with the other manual arts. Two exhibits of the children's work have been given during the year. The work in manual arts thus far, confirms us in the conviction that it has come at the right time, and that it must be carried on steadily and with enthusiasm, if we would see the best development of the Model School.

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#### TEACHERS.

Anna S. Cummings  
 Department of Education.  
 Flora E. Pope  
 Supervisor of Model School  
 Mrs. Naomi Everett  
 Advanced French.  
 Miss Olla Stevenson  
 German.  
 E. E. Myers  
 Department of Art.  
 Flora E. Pope  
 Music.  
 \* Mrs. R. J. Largent  
 Sixth Grade.

Lelia Purdy  
 Sixth Grade.  
 Winter and Spring Term  
 Clara M. Reed  
 Seventh and Fifth Grade  
 Marion L. Greene  
 Fourth Grade.  
 Garnet Sliger  
 Second and Third Grade  
 Harriett Ferguson  
 First Grade  
 Julia Ryan  
 Assistant in Art.

\* Resigned at end of Fall Term and was succeeded by Miss Lelia Purdy.

#### PUPILS IN THE MODEL SCHOOL

Boys— 49. Girls— 67. Total— 116

Bagby, Helen  
 \* Bagby, Louis Garland

\* Le Sage, Frank J.  
 Le Sage, Lucile F.

- \* Cammack, Howard
- \* Carter, Dayton E.  
Carter, Elizabeth  
Carter, Thelma E.
- \* Cavendish, Henry  
Cavendish, Marguerite  
Cavendish, Virginia
- \* Clark, Guy
- \* Connell, Carl
- \* Corbly, Randall L.  
Crouch, Lucile  
Cundiff, Catherine M.
- \* Dabney, Paul M.
- \* Davidson, Clarence M.  
Donovan, Ruth D.  
Doolittle, Jean
- \* Doolittle, Mac
- \* Emmons, Arthur R.
- \* Emmons, Carleton S.  
Enslow, Florence
- \* Evans, William J.  
Farrell, Doris Leota
- \* Ferguson, Clarence H.  
Ferguson, Kathleen  
Ferguson, Lillian  
Fitch, Anita  
Fitch, Mary  
Gautier, Kathleen  
Geiger, Frances A.
- \* Geiger, John Walker
- \* Gorman, Eugene R.  
Gregory, Jean  
Gue, Mable L.
- \* Gue, Edward L.
- \* Gue, Ulpha  
Guthrie, Elizabeth  
Hagen, Mary
- \* Hall, Robert Parke  
Handlin, Lois  
Hawkins, Ellnor  
Hicks, Kilpha I.  
Holliday, Louise M.
- Le Sage, Ruth M.
- \* Love, Paul E.
- \* Macdonald, Donald  
Mace, Guelma M.  
May, Beulah
- \* Matthews, Robert P.  
McClintock, Laura  
McNeer, Bessie V.  
McVay, Hilda G.
- \* Miller, Craig J.  
Myers, Doris  
Northcott, Amizetta  
Orndorff, Lillian O.  
Parrott, Helen  
Parsons, Janet
- \* Patterson, Harold  
Peters, Evelyn B.
- \* Peyton, Harvey D.
- \* Raney, Vivian  
Ries, Lois Adele  
Riffe, Lucile C.
- \* Roberts, Garland  
Roberts, Thelma
- \* Robinson, Elbert B.
- Sanborn, Audrey  
Spangler, Jessie J.  
Stevens, Alleene
- \* Swentzel, Luther P.
- \* Thornburg, Chas. Irving  
Thornburg, Josephine  
Van Bibber, Laura  
Van Bibber, Lucy Rachel  
Vanneman, Agnes C.
- \* Vickers, James Leonard  
Vickers, Lola
- \* Walton, Porter
- \* Walton, Vinson  
Watts, Margurite V.
- \* Watts, Vickers
- \* Weider, Carl  
Whittaker, Elizabeth
- \* Williams, Jesse Howard

- |                        |                            |
|------------------------|----------------------------|
| Homrich, Celeste E.    | Williams, Pearl E.         |
| Hoscher, Amanda M.     | * Williamson, John Vickers |
| * Ingram, Karl L.      | Williamson, Mary           |
| Ingram Marguerite      | Williamson, Mary Ellen     |
| Jenkins, Emma          | Wilson, Frances            |
| Johnston, Emma         | * Wilson, Louis            |
| * Jones, Selden        | Winget, Hilda              |
| Kearn, Alice           | * Winget, Walter           |
| Kendale, Amelia M.     | * Winters, Andrew          |
| * Kent, Curtis S.      | * Winters, Ernest E.       |
| Kent, Geneva C.        | * Wood, John Edmond        |
| Kirkland, Theodosia W. | Yates, Annie               |
| * Lefkowitz, Allen     | * Yates, Walter            |
| * Le Sage, Dovel       | Zeller, Sylvia P.          |
| * Boys.                |                            |

#### DEPARTMENT OF MANUAL ARTS.

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

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

Students secure facility in drawing as a language of illustration which is of great assistance should they take up teaching as a profession.

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

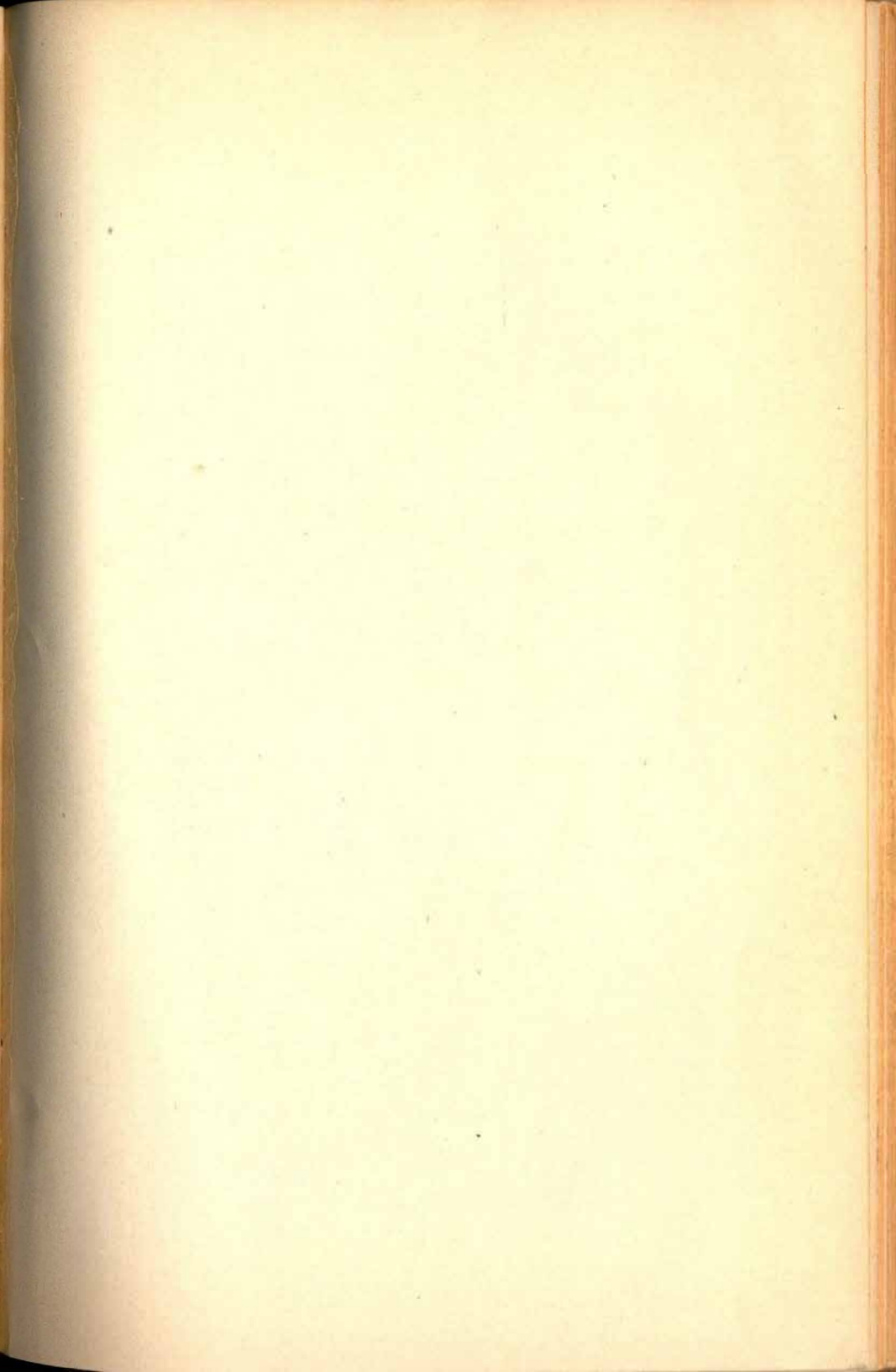
**Community.** The accepted purpose of a common school education is to prepare for good citizenship, that is, to prepare to take one's



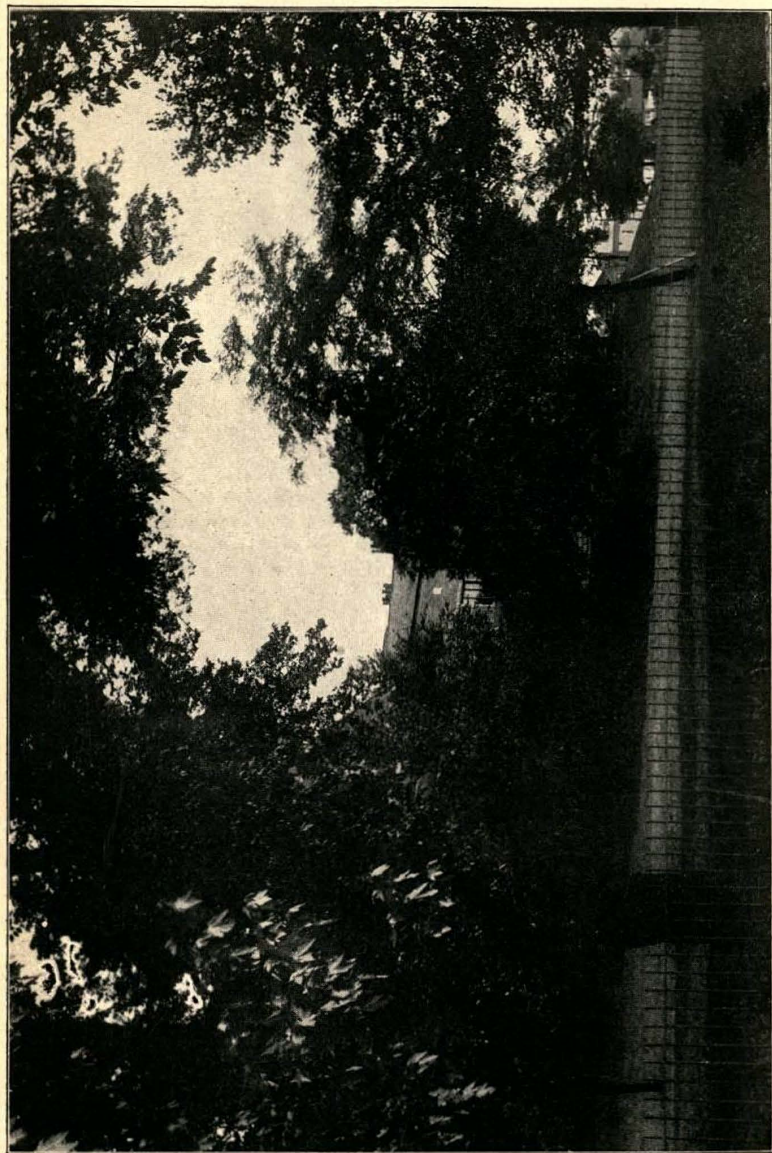


IN THE COLLEGE ROSE GARDEN, BOWER OF "RED RAMBLERS" TO THE LEFT.









CAMPUS VIEW FROM UNDER A BIG ELM.

place in the Spiritual, Mental and Industrial activities of the community. Preparation for good citizenship is the aim of education, therefore a man should be able to understand and appreciate the things that are good and true and beautiful, and also be able to carry these ideas and ideals into the issues of everyday life through the ability to plan, design or construct.

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

**Plan.** All students in the Freshman and Sophomore years will take the same work which will correlate with the other school work and lay the foundation for the mechanical drawing and Normal course in Junior and Senior years.

#### MANUAL ARTS COURSE.

##### Freshman Year.

Principles of free hand drawing	Structural Drawing.
Plant drawing	Blackboard sketching
Color	Color
Object drawing	Design
Perspective	Plant drawing
Map Drawing	Lettering

##### Sophomore Year.

Plant drawing	Working drawings
Object drawing	Map drawing
Light and shade	Color and Design
Perspective	

##### Junior Normal.

Plant analysis	Construction in
Color study	card board, paper
Design	and wood
Landscape	Flower painting
Object drawing in	Color & design
light & shade	Stenciling

##### Senior Normal.

Advanced study	House planning
Flowers, fruits, trees	Landscape-gardening
Color, Design	



Construction

Still life in

light &amp; shade

and color

House decorating

Stencilling

**Junior Mechanical.**

Geometric drawing

Free hand sketching

Symbols

Use of instruments

Orthographical

Isometrical

Projections

Free hand

Sketching

Lettering

Working drawings

**Senior Mechanical.**

Working drawings

Patterns

Freehand sketching

Machinery

Blue Printing

Architectural drawing

Machine drawing

**Freshman and Sophomore.**

The two years work is required for admission to either the Junior or Senior courses unless on examination they are found to be qualified to enter these advanced courses. The work of this department must be treated seriously.

The spirit of dilettanteism which still characterizes much of the work done under the head of art instruction is most destructive to the best work in normal schools and will not be tolerated.

**Special Classes.**

Advanced work in landscape, color and composition, still life in outline, light and shade and color, drawing from the cast and the life model.

Special Teachers Course, per term .....\$15.00

Day Class-Work, per term ..... 15.00

Night Class-Work, per term ..... 8.00

Day and Night Class-Work, per term ..... 18.00

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 .....\$13.00

Night Class-Work, per term, ..... 6.00



Day and Night Class-Work, per term, ..... 16.00

### TWO YEAR'S TEACHERS COURSE.

The growing demand for special teachers in the Manual Arts necessitates a special course that will prepare not only special teachers but supervisors.

#### FIRST YEAR

Plant drawing	Cardboard construction
Color	Child study
Paper folding	History of Architecture
Map drawing	English
Landscape composition	Design
Psychology	Construction
History of Art	Stencilling
Mediaeval and Modern History	Weaving
Object drawing	Leather
Perspective	Pottery
Structural drawing	Historic Ornament
Working drawing	Botany

#### SECOND YEAR

Plant analysis	Study of Home and its
Design	furnishings
Color Study	

#### Development of Course of study for Grades I, II, III.

Drawing from the cast	Still-life drawing
Working drawings	and painting
Mechanical drawing	Cardboard construction
Lettering	

#### Course of Study for Grades IV, V.

Study of plants, trees and flowers	Study of door yards and parks
Color	School
Design	Sanitation and Decoration

#### Course of Study for Grades VI, VII, VIII.

Certificate Granted on Completion of this Course

Enrollment: Male 92. Female 117. Total 209.

## DEPARTMENT OF EXPRESSION.

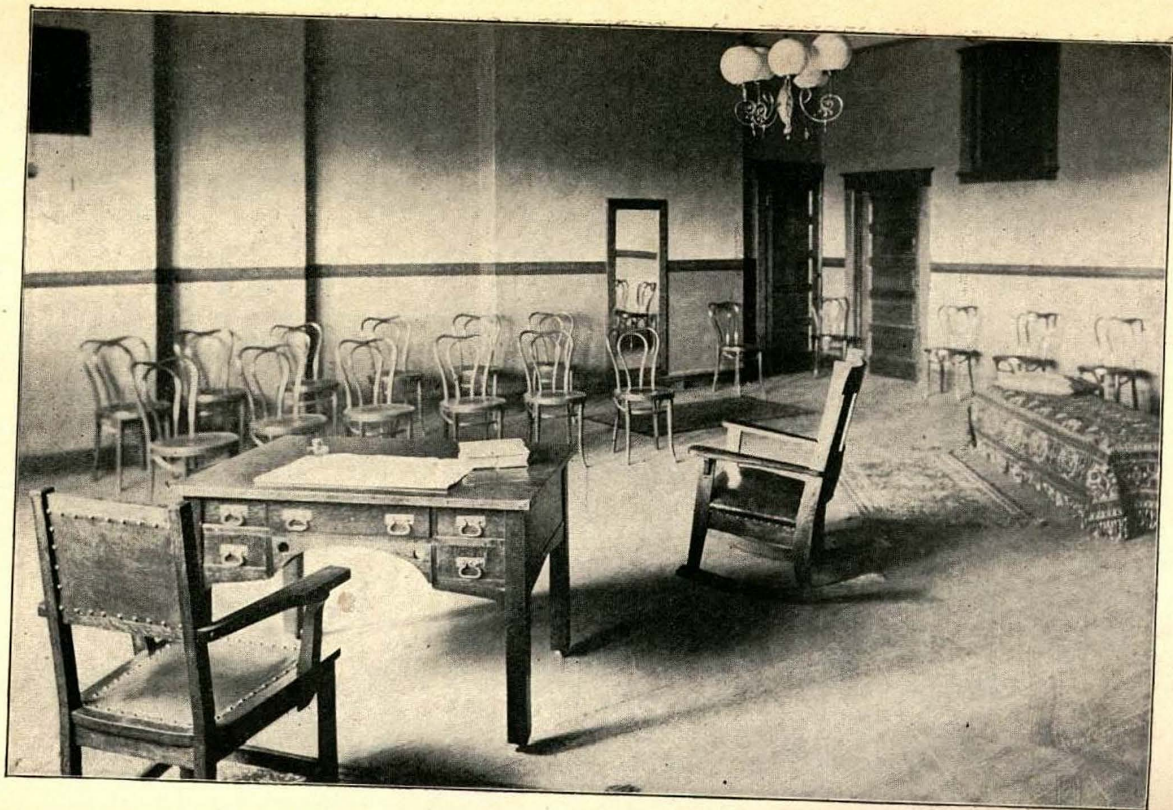
The twentieth century marks a new era in the history and development of expression, for the art of the spoken word is surely and inevitably resuming its rightful place among the great arts. The chief factor which is aiding this growth is the recognition of technique as a requirement in this, as in all other fine arts.

In expression, just as in every other art or science, "The foundation must be stronger than the superstructure." This brings us to the essential truth, viz: the development must be that of inner potentialities. Every trace of superficiality must disappear, all insincerity and all tendencies that do not emanate from the soul of the speaker, must be overcome. Every gesture, every expression of the face, every inflection of the voice is the interpretation of the speaker as the medium of literature. So the first requisite in the progress of this art, must be a good solid working foundation.

Charles W. Emerson seemed to realize to a greater degree than other disciples that growth in expression must be accomplished by gradual stages of development. That only when the basis is substantial, can the outward form be true. So going back to the old theory of building a house upon a rock, he formed a definite basis for the technique of expression. In brief, the theory rests upon this principle: The soul is the motive power of the individual. The mind, body and voice are the agents of expression. If the motive power is sound, the emanating force will be directed into the proper channels. As evolution is coming to be one of the leading factors in the development of the mind, so it forms the foundation theory of the technique of expression. "Evolution of Expression is the study by means of which the student of oratory rises to the perfection of his art through successive stages of development." These successive stages form natural divisions for the process of evolution from one phase of growth to another. This growth must be through each of the agents of expression, the mind, the body and the voice. So the study of expression may be classified under three heads. Reading, Physical Culture, and Voice Culture. These combined and perfected give us the objective results, "Interpretation." These subjects are so co-related that one cannot be separated with satisfactory results from either of the other two. The necessity of training the body and voice to respond to the action of the mind cannot be too strongly emphasized.

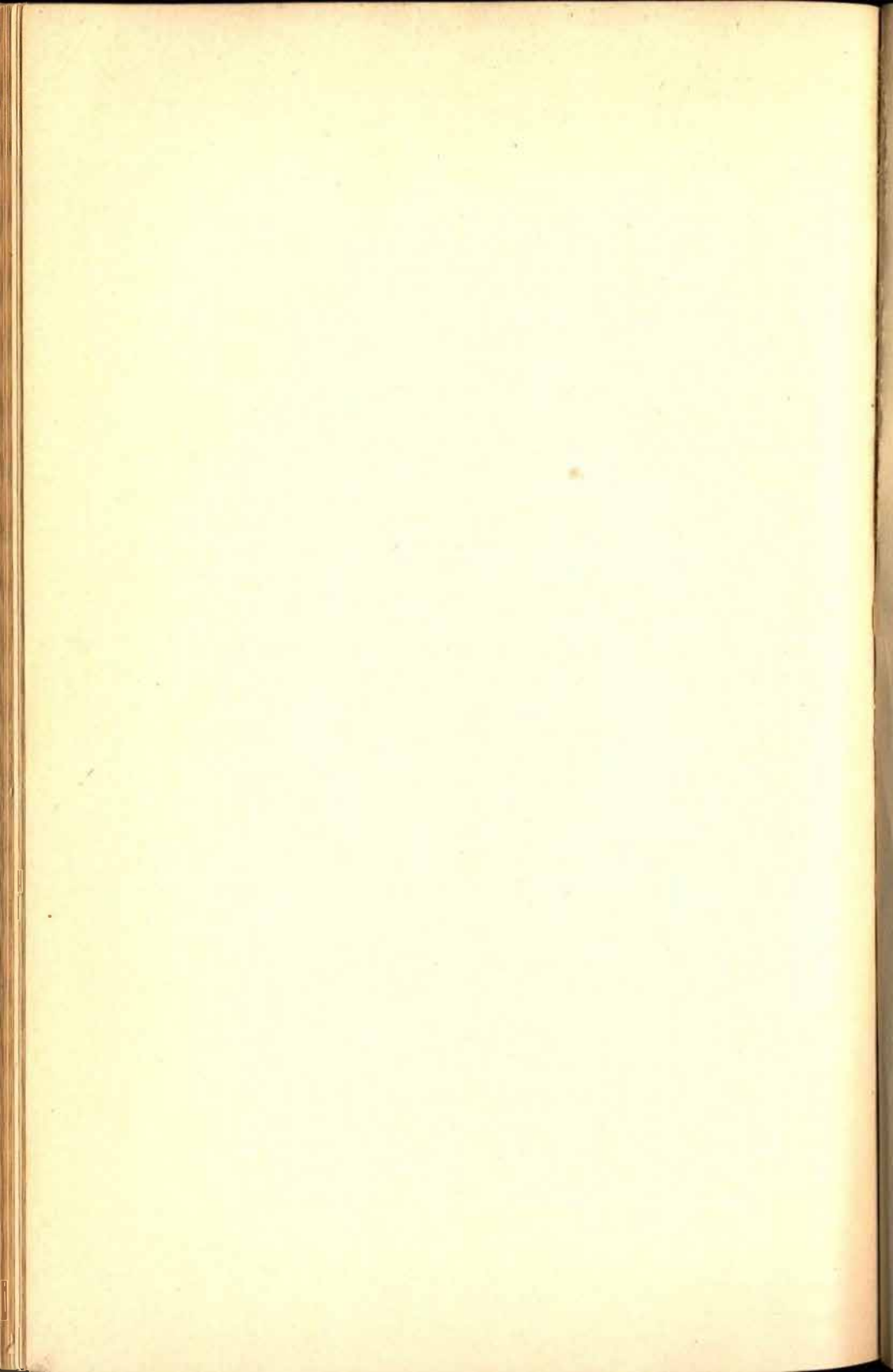
"The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought." It is essentially a study of personal develop-





INSIDE OF STUDIO, DEPARTMENT OF EXPRESSION.





ment which cannot recognize as legitimate mere tricks of voice and gesture. The development of imagination, power to think, and emotional capacity, cannot fail to be of vital value to every personality. Therefore in undertaking the study of expression each student should begin with resolution, energy and hopefulness. "Have faith in some power outside of yourself; have just as positive a faith in your own possibilities;; have will power and work like a fiend."

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

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

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson, two hours each.

After this year the course for graduation will comprise three years or nine terms of work. (A terms work is three months.) On the completion of the course, diplomas will be awarded.

#### COURSE OF STUDY.

One class period each week will be given in each of the following subjects:

##### FIRST YEAR.

Evolution of Expression (Vols. 1, 2.)

Voice training.

Physical training.

Pantomime

Personal Development.

One private lesson.

##### SECOND YEAR.

Evolution of Expression (Vols. 3, 4.)

Voice and Physical Culture, period alternating

Analytical study of Hamlet.

Extemporaneous Speaking.

Human Nature.

(a) Character study through literature and observation.

(b) Construction and reproduction of an original scene.

One private lesson.

**THIRD YEAR.**

Poetic Interpretation.

Scene work in Hamlet.

Interpretative study of "As You Like It."

Character study continued.

Personal Development.

One private lesson.

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

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

Text books used: Evolution of Expression—C. W. Emerson.

Rolfe's Edition of Shakesperean Plays.

**TUITION, PER TERM.**

First Year, per term ..... \$16.00

Second Year, per term ..... \$18.00

Third Year, per term ..... \$20.00

**COACHING.**

Two private lessons per week, per term....\$10.00

One private lesson per week, per term.....\$ 5.00

Single lesson .....\$1.00

**ENROLLMENT.**

Session of 1907-'08.

Senior Class—Males 0, Females 6, Total 6.

Junior Class—Males 2, Females 7, Total 9.

Special Students—Males 11, Females 19, Total 30.

**NET TOTAL 45.**

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

**DEPARTMENT OF MUSIC.****The Faculty**

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

Flora Ray Hayes, Director, Teacher of Piano.

• Rhoda Crumrine, Senior Teacher of Piano and History of



Music.

Hazel Heather, Piano and Harmony.

Mary Sharp, Piano and Harmony.

Pearl H. Parrott, Voice.

Rose Franks McClintock, Violin.

\* (Session of 1908-'09.)

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

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

The world's greatest men,—statesmen, philosophers, scientists, and literary masters as well as our masters in music, attest the value of music as one of the greatest, if not the greatest, of the arts. Note the following:

"Music is the essence of order, and leads to all that is good, just and beautiful." Plato.

"Music is a stimulant to mental expansion." D'Israeli

"I verily think and am not ashamed to say, that next to divinity, no art is comparable to music." Martin Luther.

"Music is God's best gift to man;; the only art of Heaven given to earth, the only art of earth we take to Heaven." Lander

"Study only the best, for life is too short to study everything." Bach

"The world is full of musical treasures, but we are not being enriched by these to half the extent we ought to be." Booth.

"Music is calculated to compose the mind and fit it for instruction" Aristides

"It is in music, perhaps, that the soul most nearly attains the great

end for which, when inspired by the poetic sentiment, it struggles—the creation of supernal beauty." .....Edgar Allen Poe.

"We cannot understand a complete education of man without music."  
Jean Paul Richter

"Of all fine arts, music is that which has most influence on the passions, and which the legislator ought the most to encourage

Napoleon Bonaparte

"Would'st thou know if a people be well governed, if its laws be good or bad:—examine the music it practices."  
Confucius

"It hath been anciently held and observed that the sense of hearing, and the kinds of music have most operation on the manners"

Lord Bacon

"The person who is unacquainted with the best things among modern literary productions is looked upon as uncultivated. We should be at least as advanced as this in music."  
Robert Schumann

#### Special Advantages.

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

#### Building and Equipment.

The Department now occupies the upper floor of the new building and may boast of the best appointed studios and practice rooms in the State. A new Recital Hall seating 200 people has just been provided for lectures and student's recitals. The auditorium, seating 1,200 people, contains a Chickering Concert Grand Piano.

#### Faculty Recitals

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

**Students' Recitals**

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

**The Choral Society**

The Choral Society under the direction of the voice teacher of the college numbers about sixty members. All students of the college who can sing are admitted to this Choral Society free of charge.

**Awards**

The "Mozart award," \$10.00 in gold, offered annually by L. J. Corbly, president of the college, is given to encourage the study of the history of music and the biography of musicians. 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.

The "Bach award," \$10 in gold, offered annually by Miss Crumrine, instructor in piano and harmony, is given at the close of each year to the student who excels in playing selected preludes from the "Well Tempered Clavichord" of Bach.

The "Beethoven award," \$10 in gold, offered annually by Miss Hayes, instructor in piano and history of music, is given at the close of each year to the student who excels in playing a sonata selected from Beethoven.

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**GENERAL ANNOUNCEMENTS.**

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

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

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

The competition for awards is confined to those who have



entered the Department at the opening of the school year.

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

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

### **Courses of Study**

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

### **In Piano**

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

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### **Department of Instruction.**

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

### **PIANO First Year**

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

### **Second Year**

1. Technical Studies.
2. Kanz Canons.
3. Schumann Album for the Young.

4. Clementi Sonatinas.
5. Selected Compositions.

**Third Year.**

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

**Junior Year**

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

**Senior Year**

1. Advanced Technical Studies.
2. Bach's Well-Tempered Clavichord.
3. The Greater Sonatas of Beethoven.
4. Studies by Chopin, Henselt, and Liszt.
5. Concertos by Masters of the Classic, Romantic and Modern Schools.
6. Composition by Schubert, Schumann, Chopin, Grieg, Brahms, Moszkowski and others.

**Requirements for Certificates and Diplomas**

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

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

Candidates for diplomas must complete the work of the five years and must take advanced work in Harmony, Theory and the

History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

#### FEES—Piano and Organ.

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

With heads of departments the fees are as follows:

Fall Term .....	\$18.00
Winter Term .....	16.00
Spring Term .....	16.00
Summer Term .....	8.00

With assistant teachers the fees are:

Fall Term .....	\$16.00
Winter Term .....	14.00
Spring Term .....	14.00
Summer Term .....	7.50

#### FEES—For Piano and Organ Practice

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

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

#### VOICE

##### First Year

Placing of tones.  
Studies from best composers.  
English and German Ballads.  
Elements of Church Music.  
Sight-reading and Part Singing.

##### Second Year

Studies from the best composers.  
Songs by modern composers.  
Church music.



**Third Year**

Studies from the best composers.

Oratorio and Opera.

Songs by classical composers.

Normal Training.

Practice of accompaniment.

Harmony and theory.

History of music.

The work in voice includes also the following:

1. Normal Class in Sight Reading.
2. Choral Club.
3. Choir Singing.

1. **NORMAL CLASS IN SIGHT READING:**—In this class students are taught the intervals by the use of numerals, a thorough knowledge of time, rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

**FEES.—For Voice**

Fall Term .....	\$18.00
Winter Term .....	16.00
Spring Term .....	16.00
Summer Term .....	8.50

**VIOLIN**

Lessons on this instrument will be given by our regular teacher at the rate of

**70 Cents Per Lesson**

Two lessons per week; if fewer than two lessons per week are given the rate is

**75 Cents Per Lesson**

Lessons on the Mandolin and Guitar will be given at reasonable rates.

**HARMONY**

The course in Harmony covers one year. It may all be taken in the third year, or it may be divided among the last three years of the course.

Harmony I. covers the first twenty lessons in Emery's Elements of Harmony, supplemented by practical work at the piano. This course is required for the completion of the third year work in either piano or voice.

Harmony II. covers lessons 21 to 41 in Emery's text. Original work at the piano is required. Candidates for Teachers' Certificates must complete this course.

Harmony III. covers lessons 41 to 64 in Emery's text, supplemented by Bussler's "Practical Harmony at the Piano Forte." Candidates for diplomas must complete the full work in harmony.

#### FEES—For Harmony

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

#### HISTORY OF MUSIC

Work in the history of music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior Years as a part of the course.

The class in the history of music recites once per week throughout the Third, Junior and Senior Years.

#### TEXT BOOKS:

1. Fillmore's "History of Piano Forte Music."
2. Matthews "A Popular History of Music."

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

#### FEES—For the History of Music

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

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

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

#### RULES AND REGULATIONS.

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

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

Teachers' certificates and diplomas are conferred only on those

pupils who have completed the regular course of study and passed the examinations successfully.

Special rates will be made in the following cases:

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

When a student takes both piano and voice.

Students wishing to pay all their fees for the full year in advance will be allowed ten per cent discount.

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

**Candidates for Certificates, June, 1909**

1. All the Preparatory Work.
2. Grammar IV., V., and VI.

**Candidates for Diplomas, June, 1909.**

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.

**Candidates for Certificates, June, 1910.**

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.

**Candidates for Diplomas, June, 1910.**

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.

German (

or ( I., II., and III.

French (

**Candidates for Certificates, June, 1911.**

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.



4. Junior English I., II., and III.
5. Psychology.

Candidates for Diplomas, June, 1911.

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.
4. Junior English I., II., and III.
5. One year of Ancient or Modern Language.
6. Psychology and Ethics.

Candidates for Certificates, June, 1912.

1. All the Preparatory Work.
2. Freshman and Sophomore English.
3. Five units of Freshman and Sophomore History.
4. All the Freshman and Sophomore Science.
5. One year of Ancient or Modern Language.
6. Psychology and Ethics.

Candidates for Diplomas, June, 1912.

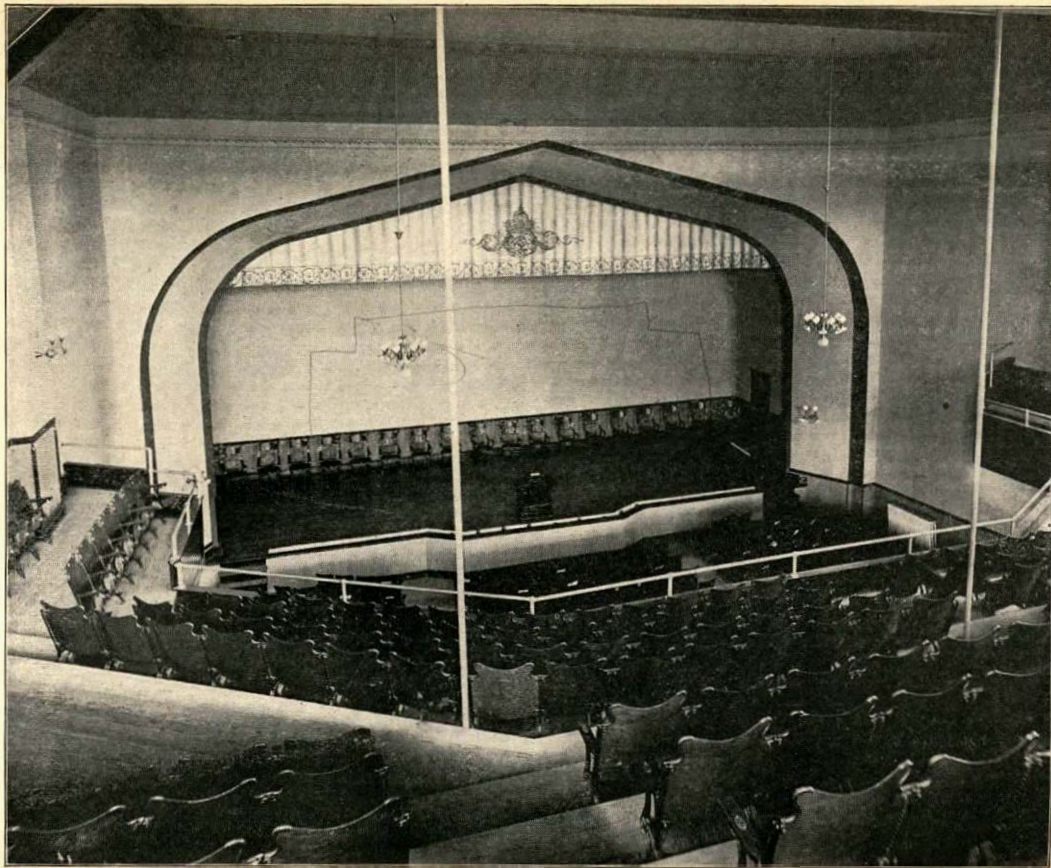
1. All the Preparatory Work.
2. All Freshman, Sophomore, and Junior English.
3. Five units of Freshman and Sophomore History.
4. All Freshman and Sophomore Science.
5. Two years of Ancient or Modern Language.
6. Psychology and Ethics.

After the session of 1911-12 all candidates for music certificates will be required to do the academic work required of 1912 candidates for diplomas, and all the candidates for diplomas after the session of 1911-12 will be required to do the diploma work for 1912 plus three additional "units" to be selected by the president of the college.

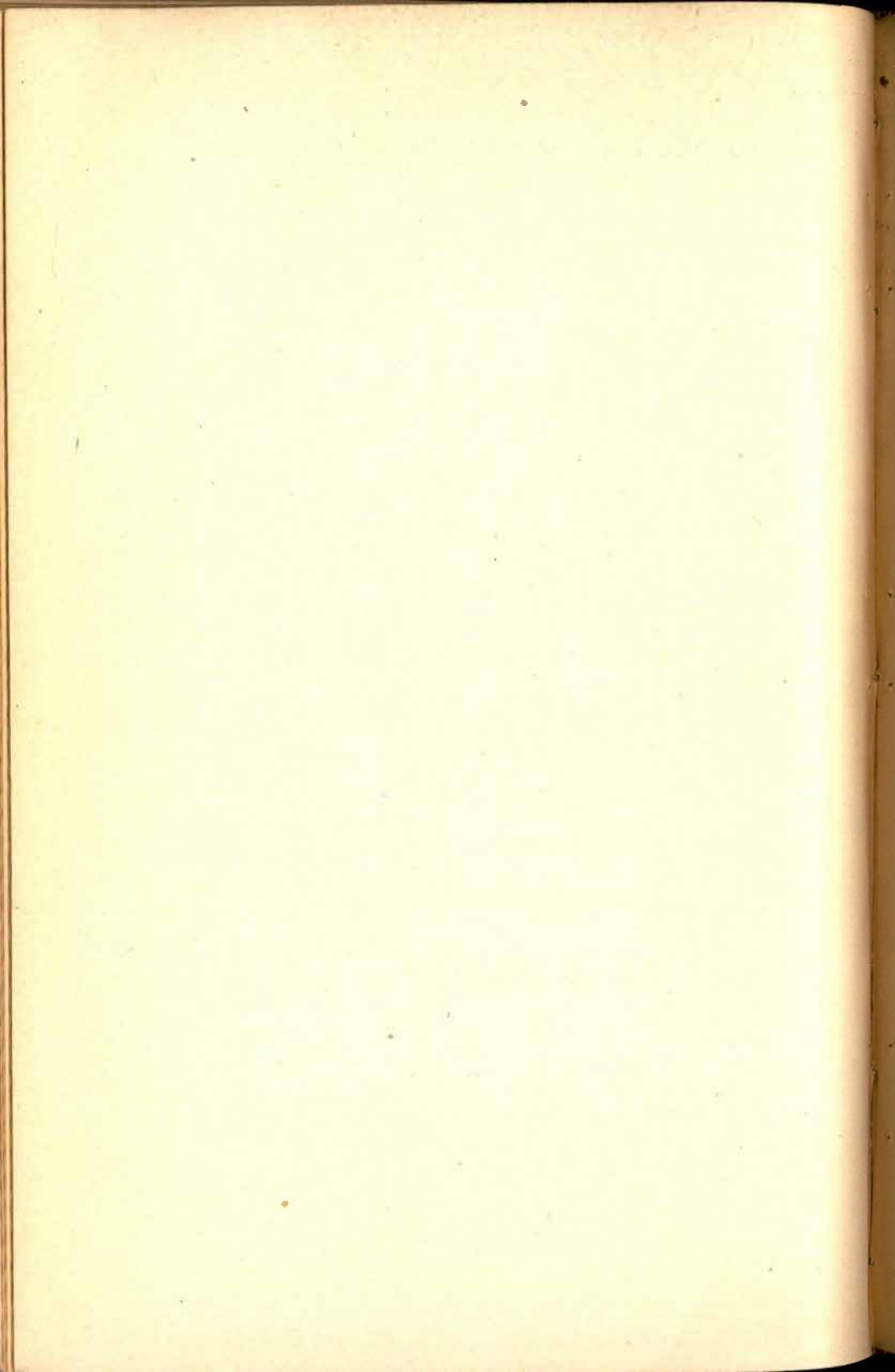
Candidates for certificates and diplomas in the "department of expression" for the years 1909, 1910, 1911, 1912, and thereafter, will be required to do the same academic work as is required of music students for those years.

Candidates for certificates and diplomas in the art department, for the years 1909, 1910, 1911, 1912, and thereafter, will be required to do the same academic work required of the music and expression students for those years.

NOTE: Any music, expression, or art student may substitute three academic units not named in the above requirements for any three units in the prescribed lists, provided the president approves of the substitutions desired.



LOOKING FROM THE REAR OF THE GALLERY OF THE AUDI-  
TORIUM DOWN UPON THE STAGE AND FIRST FLOOR.





## MUSIC ENROLLMENT.

	MALE	FEMALE	TOTAL.
Grade I.	4	51	55
Grade II.	0	34	34
Grade III.	0	14	14
Grade IV.	0	5	5
Grade V.	0	2	2
Graduate	0	1	1
	<hr/> 4	<hr/> 107	<hr/> 111
Harmony	0	14	14
History of Music	0	51	51
	<hr/> 4	<hr/> 172	<hr/> 176
Total in Piano Division	4	172	176
Voice	6	14	20
Choral Class	0	60	60
Normal Class	16	24	40
	<hr/> 22	<hr/> 98	<hr/> 120
Total in Vocal Division	22	98	120
Violin	0	5	5
Mandolin	1	0	1
	<hr/> 1	<hr/> 5	<hr/> 6
Total in Violin Division	1	5	6
	<hr/> 27	<hr/> 275	<hr/> 302
Total in All Divisions	27	275	302

## EXAMINATIONS.

At the close of the fall and spring terms an entire week is set apart for examination, which 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 examination could be obtained; most rules are subject to some exceptions;

but if a student expects to continue work here or anywhere else it would be to his advantage to pass his examinations; and if he refuses to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

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

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 from the president, 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 weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student must be in school and must be here regularly and promptly unless his excuse will bear investigation; ;that we want no students who do not come here to work; and that we propose to get rid of those who will not work.

Attending school is a buisness here, not a pastime.

#### GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal, Science, Modern Language, or Ancient Language, Music, Art or Expression 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 here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to 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.

Immediately after the opening of the fall term, each year, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than 15 units against him at that time he is notified that he cannot graduate that year, for no one with more than 15 units to make for the year is admitted to the senior class at the opening of the fall term.

The "senior roll" is made up at the close of the fall term. At that time every candidate who has been admitted on trial at the opening of the fall term is entered on the senior roll or is dropped finally from the class for that year.

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

No one could sympathize more truly 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 sentiment and 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 success that has been and continues to be the lot of most of them.

Many have continued their studies to the completion of some 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 turning their attention pretty largely to 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 \$50 to \$75 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 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 discipline, 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, etc. 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 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 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 some time, if it be after the age of 40.

We congratulate sincerely 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 offspring 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 sincerity 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 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 who 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.

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 revealing 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 c Him in whom knowledge is complete, the one omniscient.

## PART IV.

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### EXPENSES.

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#### I. BOARD.

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

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

The figures given below are taken from the actual cost for the past year, 1907-'08.

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

#### Board Per Month.

In Clubs .....	\$10.50 to \$12.00
In College Hall .....	12.50 to 13.50
In Private Families .....	12.00 to 14.00

#### Board Per Term.

In Clubs .....	\$27.50 to \$37.00
In College Hall .....	35.00 to 43.00
In Private Families .....	35.00 to 49.00

The difference in the total cost of board per term, as shown in

the above figures, is due to the difference in the length of terms, the fall term being from two and one-half to three and one-half weeks longer than the winter and the spring terms.

#### Board Per School Year.

Club Board .....	\$ 92.00 to \$ 99.00
College Hall .....	113.00 to 117.00
Private Board .....	108.00 to 125.00

#### II. BOOKS.

This item is a small one. The school has its own book-store. 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. The cost of books to a student depends:

- (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 considerably more than the cost of the books used in our lower grades.

About \$5.00 is the average annual cost for books in our lower grades, and about \$8.00 in the higher grades.

#### III. ENROLLMENT.

To all students this fee is \$2.50 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—\$2.50 per term, or \$7.50 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:

West Virginia students who fail in any work will be required to pay tuition for the succeeding term as follows:

1. The student who carries 5 studies will pay \$1.20 for each failure.
2. The student who carries 4 studies will pay \$1.50 for each



failure.

3. The student who carries 3 studies will pay \$2.00 for each failure.

Every student is required to carry at least three studies, or pay tuition, except when the President is satisfied that the student is physically unable to do the work. Rate, \$2.00 for each study below three.

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

#### V. LAUNDRY.

Laundry varies from 75c to \$1.50 per month for young men, according to how much white and starched clothing one may choose to wear. For young women it varies from \$1.50 to \$2.00 per month.

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.

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 Part III.

#### 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 food-stuffs, 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 crystalizing of college sentiments and opinions.

5. It has partially 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 cases 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 cases 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.

**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 some one 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, any 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 must be a mature young man, and a thoroughly honest one.
2. He should be cordial and direct in all his relations.
3. He should be a good business man.
4. He should be economical, 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 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.

14. 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, exofficio, member of the faculty boarding committee, and as such must assist in whatever ways that committee finds necessary.

Each club manager must also regard himself as assistant to the president in the field work of the state and is expected to cooperate with him-(the president) 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 proven himself capable.

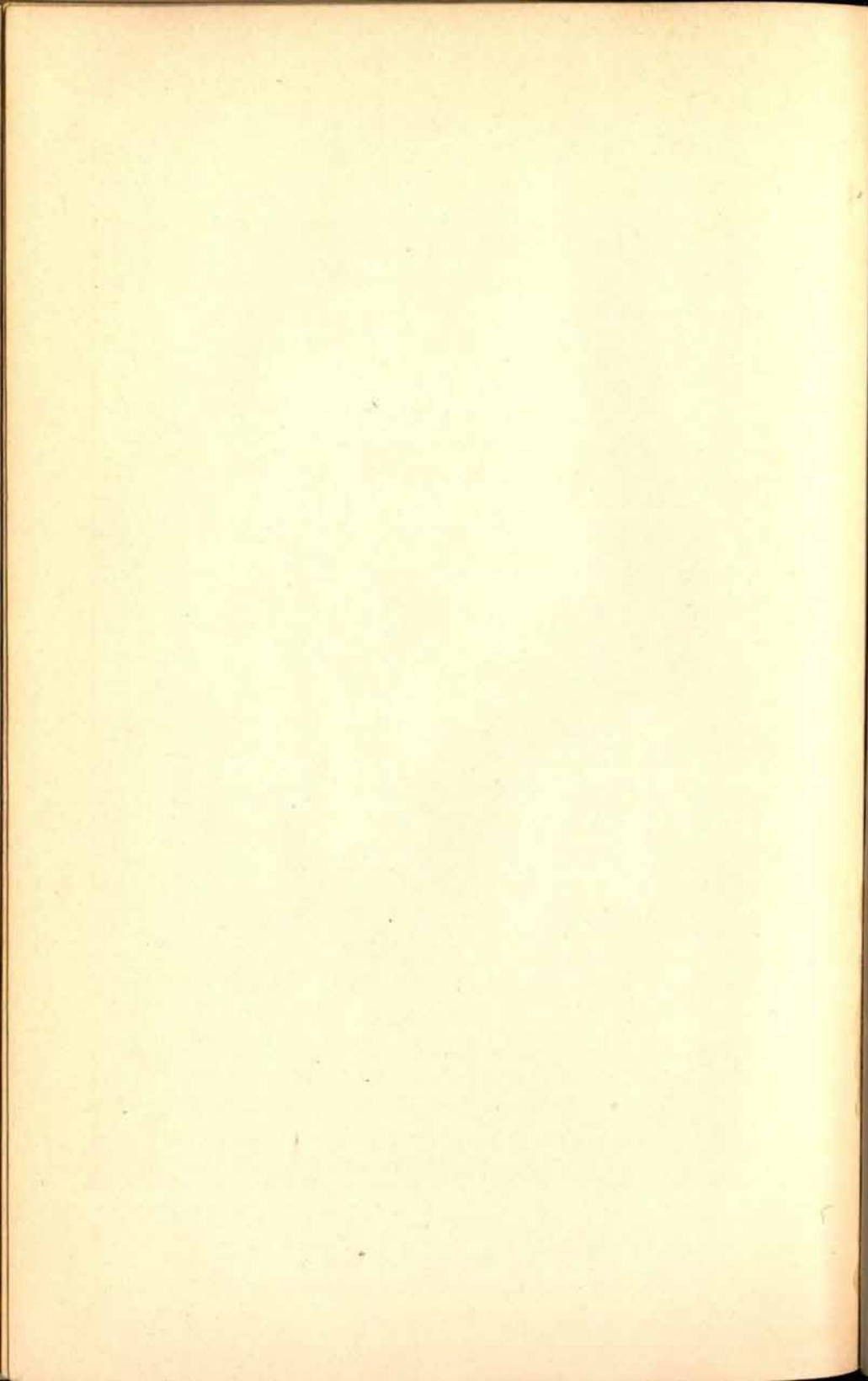
Each club manager will be expected to keep the president informed of any and all irregularities in the club, report the name place or rooming, and name of family with whom rooming, of every student immediately after entering his club; report any changes in his place of rooming, any misbehavior at the club, or other irregularities the president should know; notify the president immediately after any student has left his club and where he has gone, and report promptly all cases of illness, all irregularity in coming to meals. 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. Weekly reports must be duly sent in to the president, made out in due form on blanks furnished managers by the president, and any one failing to make such reports will be removed as manager.

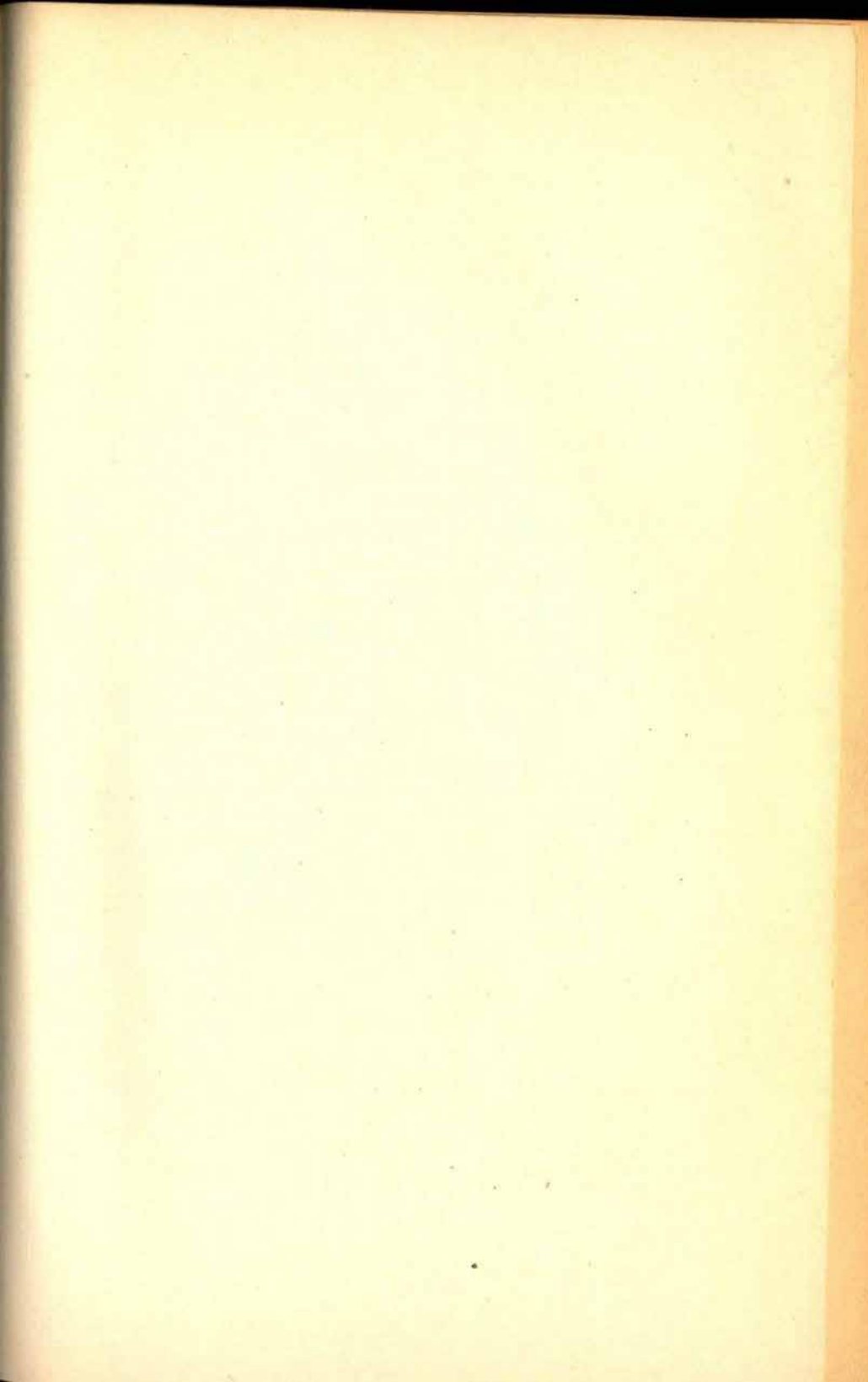
The boarding committee of the faculty reserve the right to appoint and to remove for cause all club managers, fix regulations for the clubs, and rule who may and who may not board in a club, it being the purpose of the committee that only those approved by them shall take meals at a club. Of course this 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



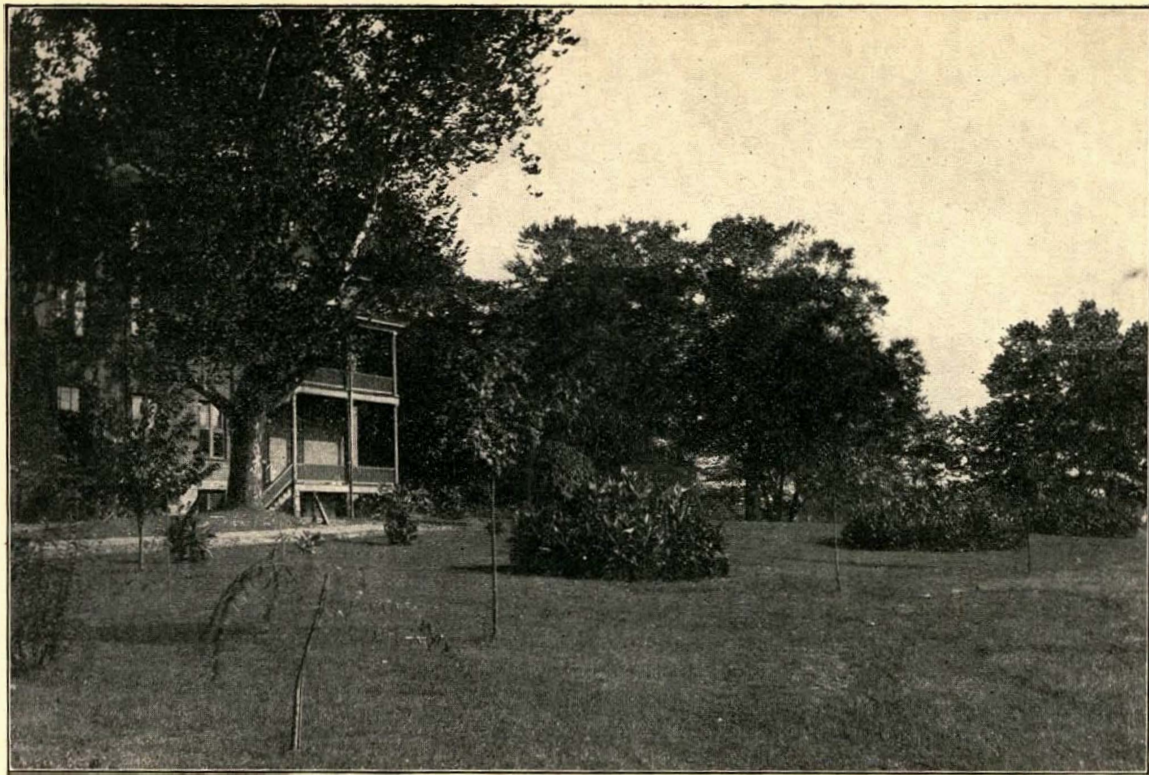


COLLEGE HALL, FRONT VIEW.









COLLEGE HALL LAWN, REAR SIDE OF BUILDINGS.

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 unless it be found necessary, for these matters should be handled by the students as far as possible. But the committee reserves 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 meddling brain, or a careless hand be placed at the head of a students' club.

## II. IN COLLEGE HALL.

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

The 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 president'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 reception room matron's room, 'phone room, pantries, kitchen, dining room, hall-ways, and 8 sleeping rooms.

The second floor is occupied by the president's rooms, the guest room, 16 girls' and teachers' rooms, a bath room, stair-cases, two cross hall-ways and the main hall.

The third floor is occupied by a bath room, 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:** Some of the lady teachers board in the hall.

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

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

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

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

So much do parents and young ladies appreciate the advantages and conveniences offered by this Hall, that for 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.

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

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

1. The large veranda roof, 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 president'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. 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, 400 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.

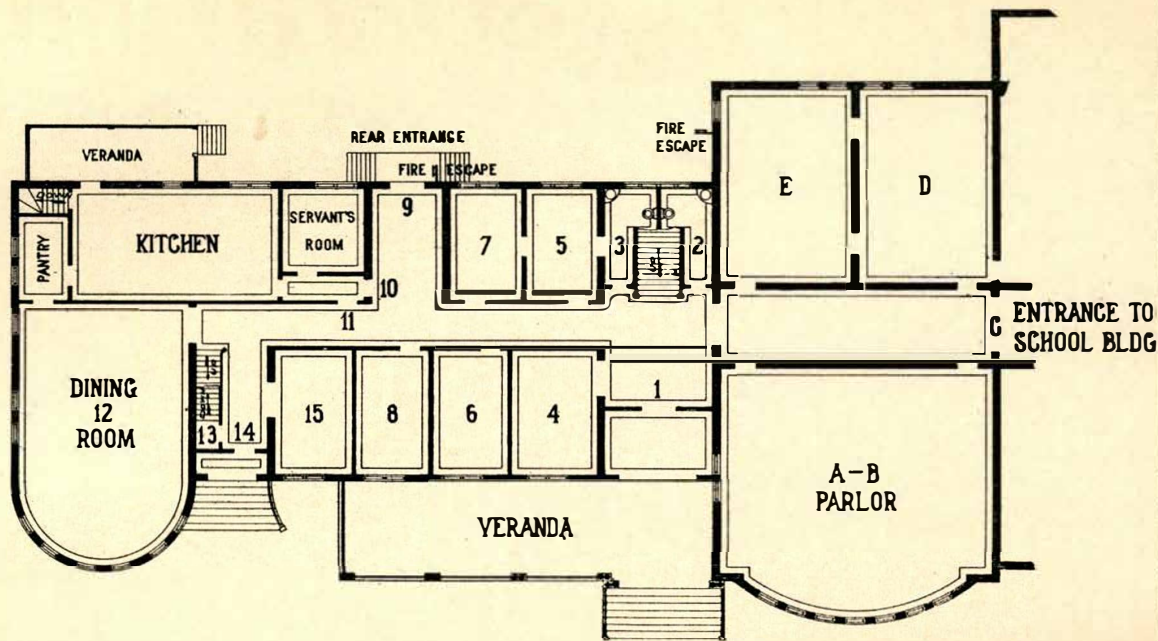
5. The immediate connection of the Hall with the school building, girls thus being able to pass from the Hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

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

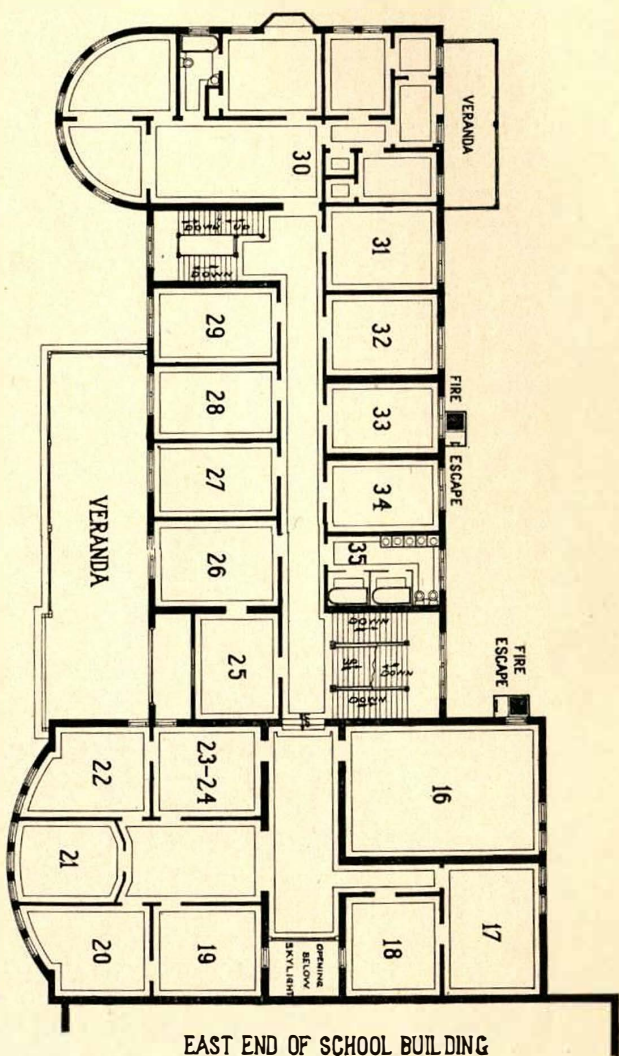




**-FIRST-FLOOR-PLAN-**



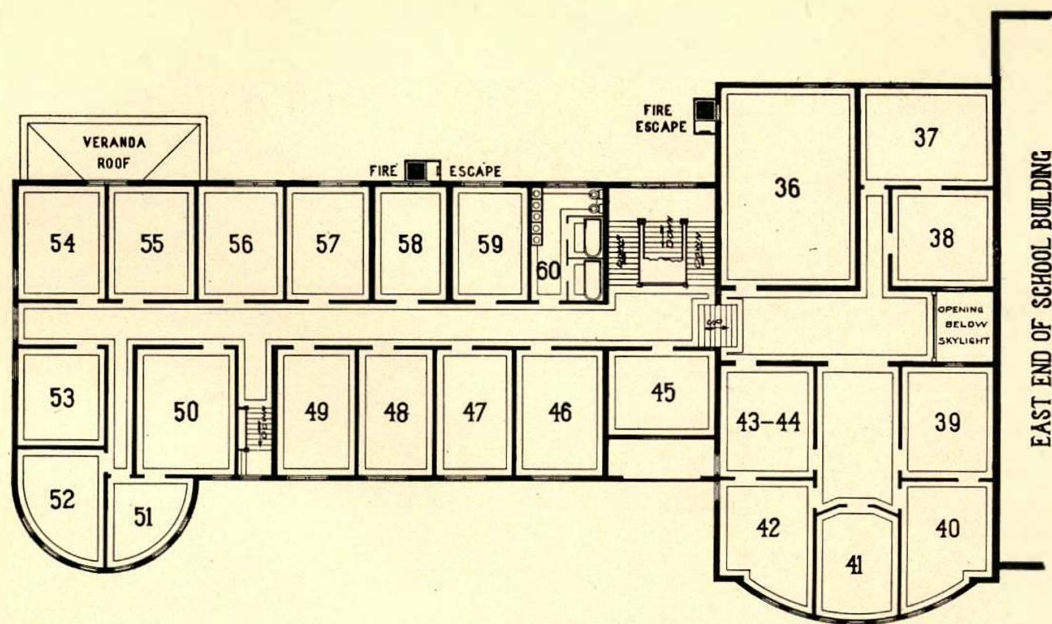




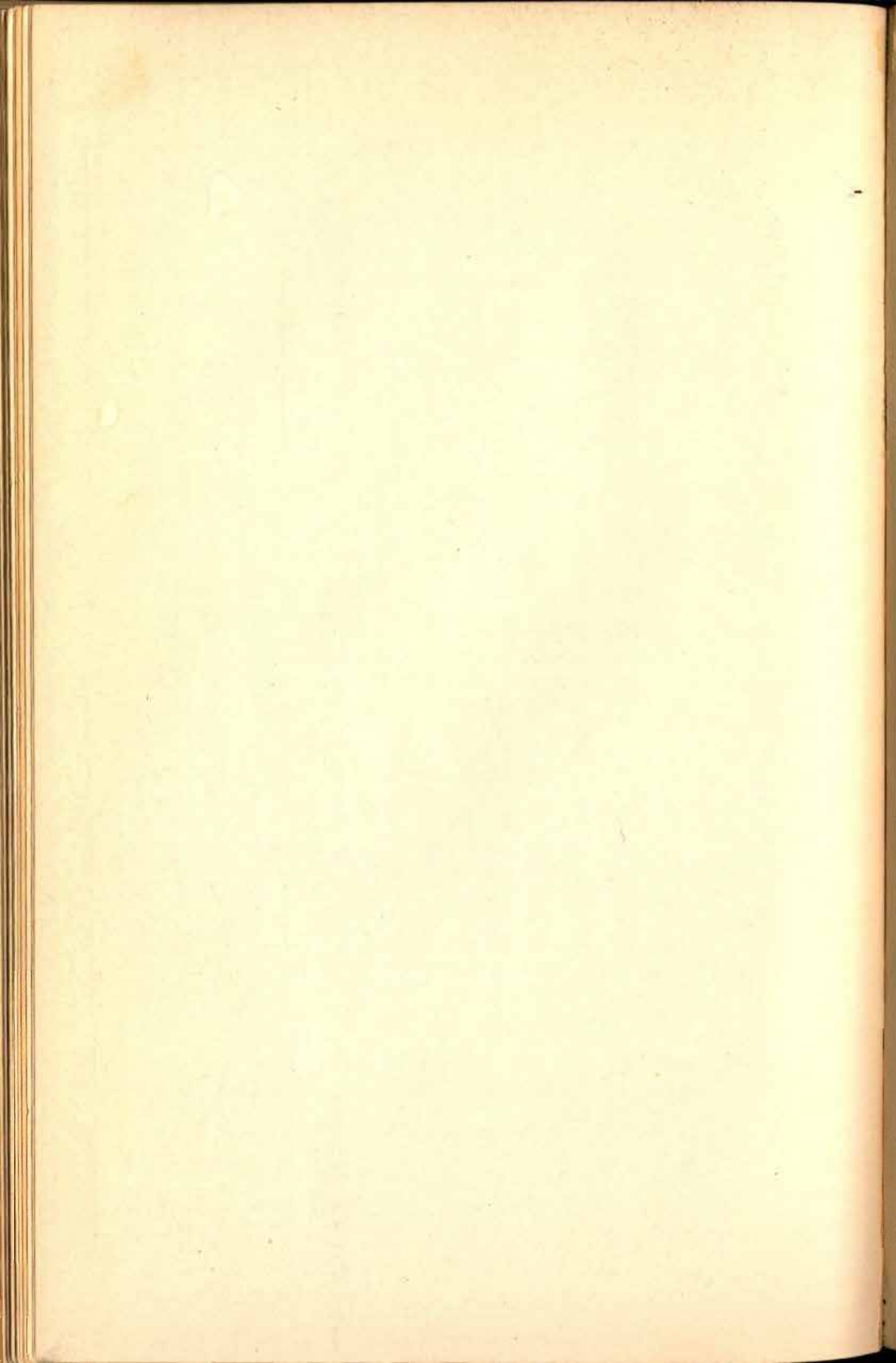
# --SECOND-FLOOR-PLAN--







**-THIRD-FLOOR-PLAN-**



undesirable company, male or female.

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

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

4. Care and attention when sick.

5. Assistance when shopping.

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

7. Board at reasonable rates.

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

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

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

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

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.

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



floor.

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.

Rooms No. 6, 8, and 15 are rated at \$10. per term, two in a room (\$5. each). These rooms are 12x16 feet.

Room 4 is rated at \$16. per term, 2 in a room.

Second Floor: Rooms 21, 27, 28, 29, 31, 32, 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 hallway does not extend to the ceiling, it being a section of the hallway cut off by a wood partition eight feet high.

All these rooms are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It is rated the same as No. 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, 56, 58 and 59 are all rated at \$9.00 per term, two in a room \$4.50 each person). These rooms are each 12x16 feet.

Room No. 37 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, are rated at \$12. per term two in the suite (\$6. each), \$13.50 per term, three in the suite, \$4.50), or \$15. per term, four in the suit (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, 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 stair-case.

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

**ROOM-RENT IS NEVER REFUNDED:** There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before 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.

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 rooms than we can accommodate in the other rooms. All rooms are now furnished with single beds except suites and Nos. 52 and 53.

**CONTINGENT FEE:** A "Contingent Fee" of \$2.00 per term will hereafter be paid by all who enter the Hall. Heretofore this has been only a deposit known as the "Damage Fee," and was refunded in case there were no damages assessed against the girl so depositing. It has been found, however, that the contingent expenses of the Hall have run behind more and more each year, hence, in order to keep the Hall in better repair and in better condition as a home, which means the employment of more service, the "refundable Damage Fee" has been discontinued and the "Contingent Fee" substituted. This fee will not be refunded, but will go into the "Repair and Service Fund."

The Room-Rent Fees go into the "Hall Furniture Fund."

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

**The occupants of a room are responsible for the furniture and**



the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bath-room. 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 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 unnecessary breakage or destruction of property either in the school or in the Hall should be studiously avoided.

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

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

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

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

Room-Rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron, at room No. E., first floor. Room-rent and Contingent fees are payable in advance per term, that is, at the opening of each term.

**TABLE BOARD:** All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs. None goes toward furnishing the Hall. Bills for furnishing are paid out of the charges made for room-rent.

**TABLE BOARD IS \$11.00 PER MONTH OF FOUR WEEKS, and is payable in advance to Mrs. Kearn, matron, room No. E., first 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 deduction can be made in table board for a few days absence at the beginning or end of the term, as expenses for service &c. are just the same.

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 treasurer and the preceptress.

**ONLY SEVERE ILLNESS** will be regarded sufficient cause for absence when weekly deductions from table board may be made. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in book-keeping.

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

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

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

Be it said to the credit of the young ladies' of the Hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that it is not a boarding school with all the foolery and folly and freaks of such, but a school family of young ladies, becomes more wholesomely evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not who they are, what their parents are worth in money or bonds or securities, but what they are decides how girls shall be received and treated. If they come here to show their fine clothing, boast of their fine possessions, and display their fine accomplishments, or if they come to "have a good time" and work as little as possible, they soon find themselves in uncomfortable quarters.

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 everyone 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 or 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, for while under our care we must decide what is best, and not they.

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 Dean of Women, 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 preceptress, and continue from 8 to 10 p. m.

Calling on the young ladies of the Hall is permitted when and to whom the preceptress 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.

3. 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.

4. Leaving the grounds is allowed only when permission has been obtained from the preceptress. We must know where the young ladies are if we are to be responsible for them.

5. 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.

6. 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 respect conflict with our Hall government, they cannot be granted.

7. 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 president 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.

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 influence in the way of detracting from study interest,



**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. There are too many demands for room and full board in the Hall to have some taking only part board.

### III. IN PRIVATE FAMILIES.

Board can be had in private families from \$12.00 to \$14.00 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, etc., 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 case the father or older brother should come and select the house or 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 five years up. This is the ideal plan, and cannot be too highly commended.

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 everyone who will look about and find it.

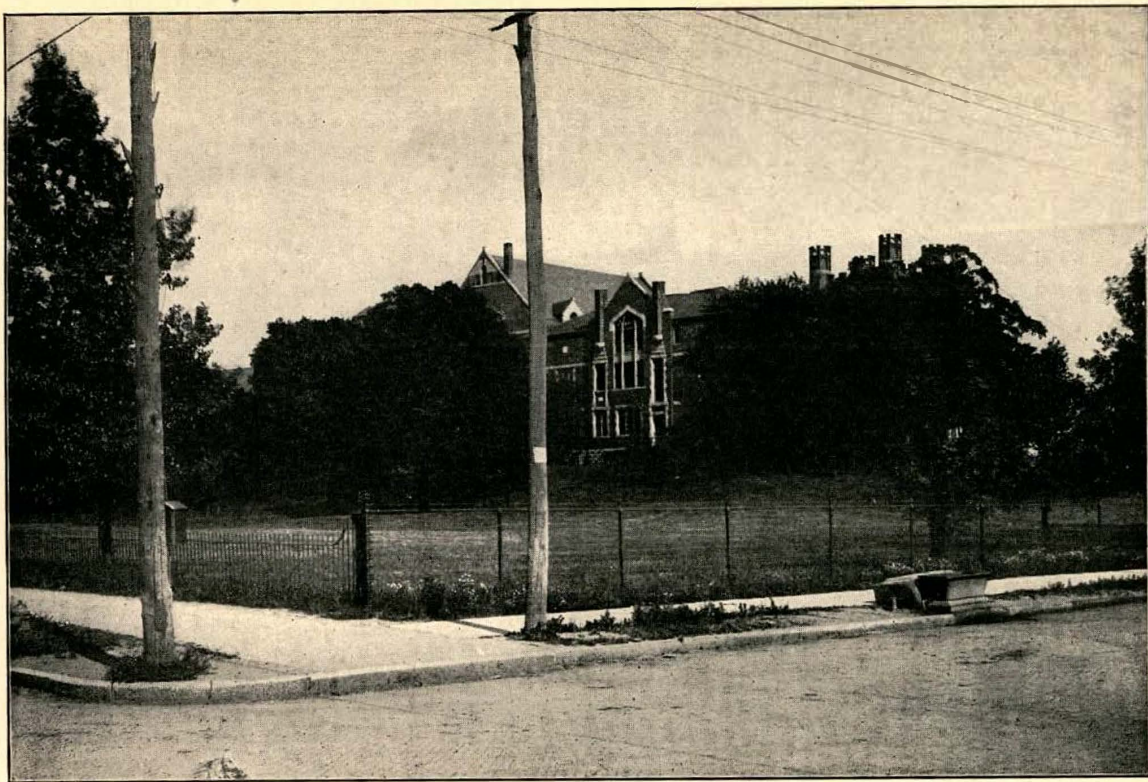


COLLEGE HALL GIRLS AMONG THE CANNAE BEDS.









COLLEGE VIEW FROM THE NORTH-WEST.  
Corner of 3rd Avenue and 16th St.

## PART V.

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### BUILDINGS AND GROUNDS.

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**SCHOOL BUILDINGS:** These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire grounds, a wide area of the city, the Ohio hills on the north, and the West Virginia hills on the south.

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

The buildings have their main frontage on Third avenue and Sixteenth 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, 26x55 feet, 40x70 feet, and 40x73 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, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in



1899, thus making the entire series new and up-to-date, in their appointments.

**SCHOOL GROUNDS:** The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the west and Seventeenth street on the east, two city blocks in length and one and one-half blocks in width, contain 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 Sixteenth street level is crowned with a large widespread ing 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 southeast 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 the brooklet, fringed with stately trees and covered with verdure, especially at its northwestern portion, that Dr. Goss, of Cincinnati thought the most beautiful spot he had ever seen on a college campus. The brooklet, with an arm extending eastward and covered with over fifty trees, forms the eastern boundry 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 4 acres, and almost entirely level. The northern or Third avenue frontage descends by a deep, carefully cultivated terrace some twenty feet from the high central portion, and from the foot of the terrace to Third 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. 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 driveway 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 the 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 Third 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 dimensions), and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the College with all parts of the city, with Guyandotte four miles to the east, Central City four miles west, Ceredo 8 miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park with its beautiful groves and beautiful lake, fourteen miles, Ashland, sixteen miles and Ironton, Ohio, twenty one miles west, students from which centers and from the intermediate smaller towns landing from this, 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 75,000 people.

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



## PART VI.

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### GOVERNMENT.

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#### 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, 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 term 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 government, progress and development of these schools.

**COMPENSATION:**—The sum of \$1,800 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 school, 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, partially nil for a quarter of a century.

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

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### GENERAL REGULATIONS AND SUGGESTIONS

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#### 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.

These cases will be considered by the faculty, who insist upon the right to pass final judgment in all such matters.

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 \$2.50 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 .....60c  
Two persons, each, per lesson, one hour .....40c



Three persons, each, per lesson, one hour .....	35c
Four persons, each, per lesson, one hour .....	30c
Five persons, or six, each, per lesson, one hour .....	25c
Seven, eight or nine persons, each .....	22c
Ten or more persons, each .....	20c

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 these subjects.

5. All students, in whatever departments they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 11:00 to 11:45 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.

7. When a student wishes to change his boarding or rooming place, permission must first be obtained from the boarding committee, and satisfactory reasons therefore must be given. They must give the number of the house and the name of the family 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.

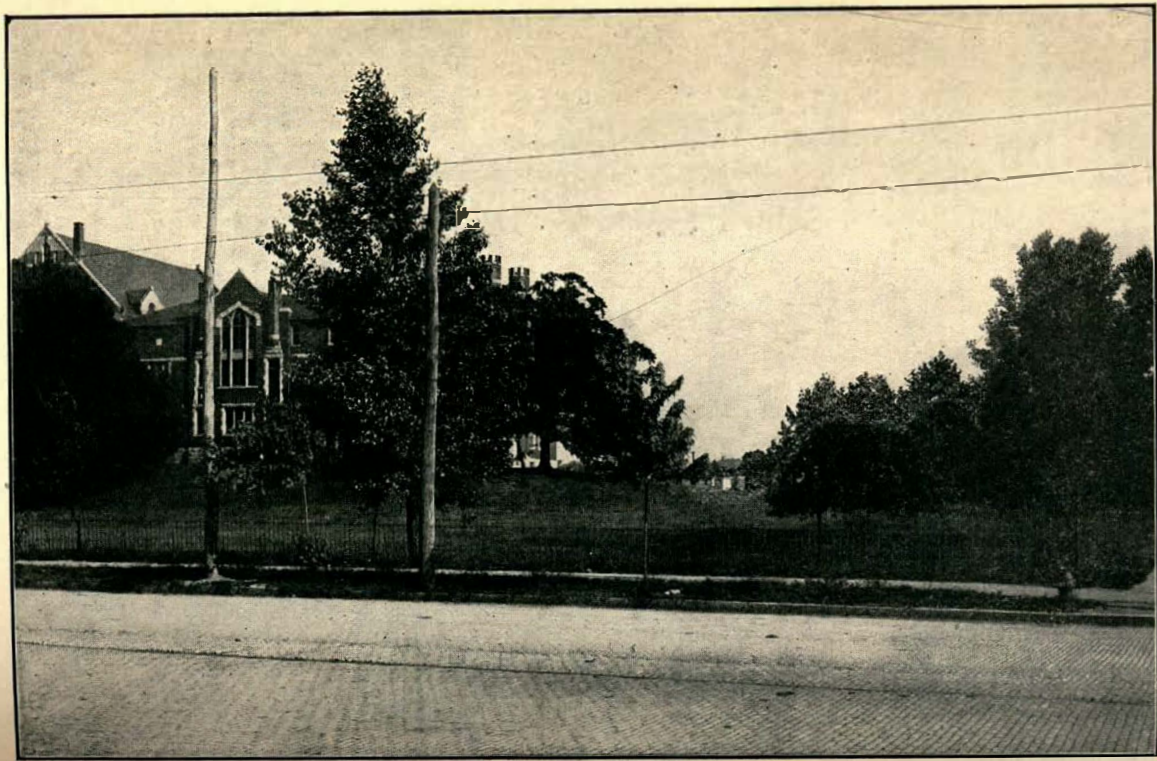
8. Students are not permitted to board or room in those parts of the city where either the water is unhealthful, or the surroundings undesirable. Searching investigation of the premises where students board and room will always be made before locating them. It is often too late afterward.

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

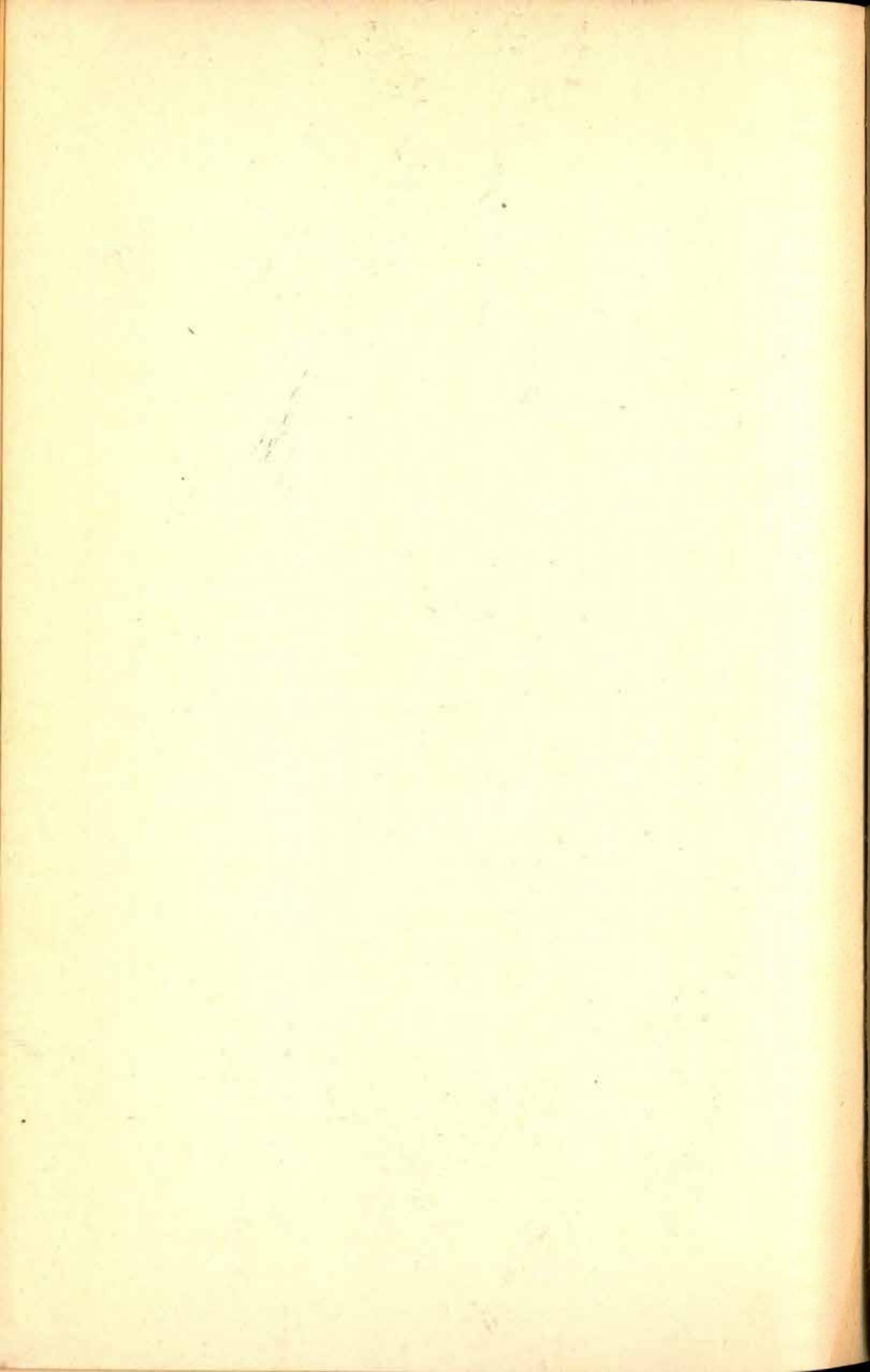
10. Every student who does not board in College Hall is expected to report to the president the number of the house (street number) and the name of the family where he has his room and where he takes his meals, within twenty-four hours after enrolling. Failure to observe this regulation will result seriously.

11. A rule of the state board of regents limits all students to five full studies,—25 regular recitations per week.

12. There are few offenses against the successful work of a



LOOKING SOUTH ACROSS THE CAMPUS, WEST END.





school that are regarded more serious at Marshall College than those of irregularity to class without good cause, or leaving the building before one's recitations for the day are over without notifying the teacher or teachers of said class or classes.

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.

13. 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.

14. 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, etc., 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.

15. 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.

16. Very many parents and young people write us to inquire about appointments. Do not forget 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.

17. Every student is expected to notify the president before leaving the city, whether temporarily or to withdraw from the school, and state the reason. In no other way can the president 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 president'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.

18. 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.

19. Sometimes parents who send children here to school send us word to look after all expenses and send bills to them. We are glad to do this, but every student should have his \$2.50 "Enrollment

Fee" with him when he enrolls. By so doing much inconvenience in bookkeeping is saved us. Please do not forget the regulation which requires that the "Enrollment Fee" must be paid before the student can enter his classes, also the "Tuition Fee" in case of students coming from other states.

20. In no way, seemingly innocent in 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 or 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.

If one chooses questionable associates one becomes questionable at once. Men of a kind, and women too, naturally attract each other. One is judged by his associates, no matter what excuse he make. The first "pointer" as to his character the president gets after his arrival here, is the students or the city people he selects as his associates.

21. Now that the school is much too large for the president to act as personal advisor 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 advisor, and he will consult that teacher in all matters in which he needs counsel, and the teacher will consult with the president in all cases requiring especially careful decision. Of course the president will always be approachable to all students when they wish to advise with him. Every student should know the president, 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 class officer and as soon afterwards as possible, with the president.

#### SUGGESTIONS.

1. Come the full year if possible.
2. Get acquainted with the best students.
3. Join one of the literary societies within the first month after entering.
4. Attend the exercises of the "Lecture Course."



5. 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.

6. 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.

7. Take plenty of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, nor later.

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

9. See that you are in the Study Hall at intervals between recitations. Lounging in the hallways, on verandas or on the grounds between 8:00 a. m. and 1:15 p. m. may result seriously.

10. Take the full course. It pays. The world likes a boy or girl who completes, who *finishes* things.

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

12. 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.

13. 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.

14. Always take off your hat to your teacher when you meet him on the grounds, on the street, or elsewhere out of the classroom.

15. Enter on the opening day of the term and stay till the term has closed.

16. 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.

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

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

19. 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.

20. 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.

21. Do not forget that special railroad rates can be gotten



when as many as ten come from any one point.

22. 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.

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

24. If you come to board in College Hall, see that all bed-clothing and all wearing apparel have been carefully examined, so that the unnamable insect which gets into the best of homes now and then,—the "*cimex lectularius*" as zoology calls it,—may not come with you.

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. The beds are thoroughly attended to once a month during the school year also, and the girls who room in the Hall are expected to do the rest.

25. Boys and girls coming to room in the city in other people's 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.

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

27. 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."

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

29. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home then pay his bills, by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more

businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

30. Parents who wish their children's money handled by some one connected with the school can make such arrangements by writing the president, 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 hand.

31. Be careful what kind of fun you indulge in. Many things college boys and girls call "fun" is nothing other than roughness, deviltry, rowdyism, or ruffianism. Fun, real fun, is honest, manly, womanly, injures no one, hurts no one's feelings, and respects law and order.

32. Beware of that elusive and dreadfully misunderstood thing known as "college spirit". If you recognize the real thing we strongly advise that every one get it in large but wholesome drafts, for the real thing is a fine thing. But few things are so poorly understood as "college spirit." College rudeness, college meanness, college incivilities, college nonsense, college disorder, college insubordination, college ruffianism, college debauchery, and college a-good-many-other things are usually mistaken for college spirit. Genuine "college spirit" never hurts the character or reputation of either the college itself or of any person or persons connected therewith or not connected therewith. On the other hand it helps all these; it builds up the college in the estimate of right thinking people, extends and establishes its good name; it does not manifest itself in rowdyism in any form! it is a high-toned, a manly, womanly, a loyal, an enthusiastic, an earnest, hopeful, a healthful, a happy "spirit." It does not create and foster class, or factional, or sectional bitterness and hatred; it heals wounds, adjusts differences, harmonizes opposing elements. It does not seek to write its name highest or most conspicuously on material things, especially to the defacement of these things; it seeks recognition in no such common form. It makes students loyal, obedient, manly, true, and it creates a pure wholesome atmosphere in a school.

Get the real spirit when you get this thing called "college spirit", and get plenty of it. It pays the student and it pays the school large returns.

33. **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.

**34. 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 and 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 schoolmates 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, 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 workshop 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 missed about one recitation out of three? Or has he ever taught and had a pupil to 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.

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 building, 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 barber's 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 through the list. The president 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.

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 each year. My young friends, seriously consider this matter.

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 president 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 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 of today 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.



## PART VIII.

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### STUDENT ORGANIZATIONS

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#### LITERARY SOCIETIES.

On the completion of the third floor of the new college building new homes were provided for the literary societies. These halls are 40x55 feet, floor area, and have arched ceilings 30 feet high in the center.

The new homes of the literary societies are a decided improvement over the old, though those were in every way creditable.

**EROSOPHIAN LITERARY SOCIETY:** The hall of this society is handsomely carpeted with brussels carpet, beautifully frescoed, and is furnished with nice chairs, secretary's desk, debaters' tables president's table and chairs, and other necessary furniture. On its walls are some pictures, one a beautiful painting of Psyche, 3x5 feet, painted by Prof. E. E. Myers of the art department and purchased by the society for \$50. There are 4 wall brackets for gas jets, and two five light chandeliers, making a total of 14 gas jets for lighting the hall. All furniture and furnishings were paid for by the society except the plumbing. This society spent \$400 in beautifying its hall within the past year.

**VIRGINIAN LITERARY SOCIETY:** The hall of this society is also handsomely frescoed, furnished with nice chairs, debaters' tables, secretary's desk, president's table and chair, wall pictures, and has 4 wall brackets and two five light chandeliers, furnishing a total of 14 gas jets. As in the case of the other society, all furni-



ture and furnishings except the plumbing 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.

There are two annual literary contests between these two societies:

1. The Annual Inter-Society Contest, (the only one held heretofore,) which occurs within each annual commencement week, on which occasion the following programme is offered, with the monetary awards attached:

- (1). Debate, one contestant from each society,—\$36.
- (2). Oration, one contestant from each society,—\$24.
- (3). Essay, one contestant from each society,—\$18.
- (4). Reading, one contestant from each society,—\$12.

At the June commencement, 1908, the Erosophians won the debate and the oration, and tied with the Virginians on the essay, thus winning \$69. of the award, while the reading and half the essay went to the Virginians, \$21.

Heretofore the honor and awards have been pretty evenly divided on the whole, sometimes even, sometimes almost entirely one way, sometimes the other.

2. The Valentine-Garland contest in debate.

This contest is a new feature, the award, \$50., having been offered for the year 1908-'09 for the first time.

As the name suggests, it consists of debate only, one young lady and one young gentleman from each society to take part. The date for the inauguration of this annual inter-society contest has not been decided upon at this writing, but it will be either near the Thanksgiving vacation, or the Washington birthday holiday.

In addition to the two regular literary societies as centers of literary interest for the student body, the following have been organized within recent months, and are proving valuable auxiliaries to the literary opportunities offered students at this school:

1. The Excelsior Club.

This club was organized during the session of 1906-'07. Its membership is limited to twelve. Its object is, improvement of its members in the art of public speaking. Only young men are eligible for membership.

2. The Ciceronian Debating Club.

This club was organized on the 12th of October, 1906. Its membership is limited to twenty-five. Its objects are explained in its name. Only young men are eligible for membership.

3. The Senate Club.

This club was organized on the 24th of January, 1908. Its

membership is limited to twelve. Its purposes are the same as those of the two preceding clubs. Only young men are eligible as members.

Other school organizations for literary work are:

**1. The Zeta Rho Epsilon.**

This, as its name indicates, is a Greek organization. Any one having taken Greek in Marshall College is eligible for membership. The object of the organization is to encourage the study of the Greek language, Greek literature, and Greek art. The annual banquet at commencement time is well attended, and very commendable enthusiasm characterizes the work of the organization at all times as well as its banquets, lectures &c.

**2. Die Deutsche Gesellschaft.**

This organization's purposes are clearly indicated by its name, it being a parallel, but neither so old nor yet so effective as its sister Zeta Rho Epsilon; but it promises much for the department of German.

**3. The Dramatic Club.**

This organization is a feature of the work in the department of expression and has made an excellent impression upon the public by the programmes it has offered thus far in its brief history. Its name is self-explanatory.

**4. Current Events Club.**

This is a club made up of ladies from College Hall who are interested along the line indicated by the name. It was organized on October 18, 1907, and has made an excellent beginning in a work which will mean very much to its members, both now and hereafter.

Of christian organizations we have three.

**THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION** was organized in the fall of 1903 and has grown gradually and substantially since that time. The first half hour of the service is Bible-class work and is under the instruction of a teacher. The last half hour is given up to devotional exercises and is under the direction of a member of the organization, who must be a student of the school.

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. In every way it has been a

success, and has added an influence altogether wholesome to the work of the school.

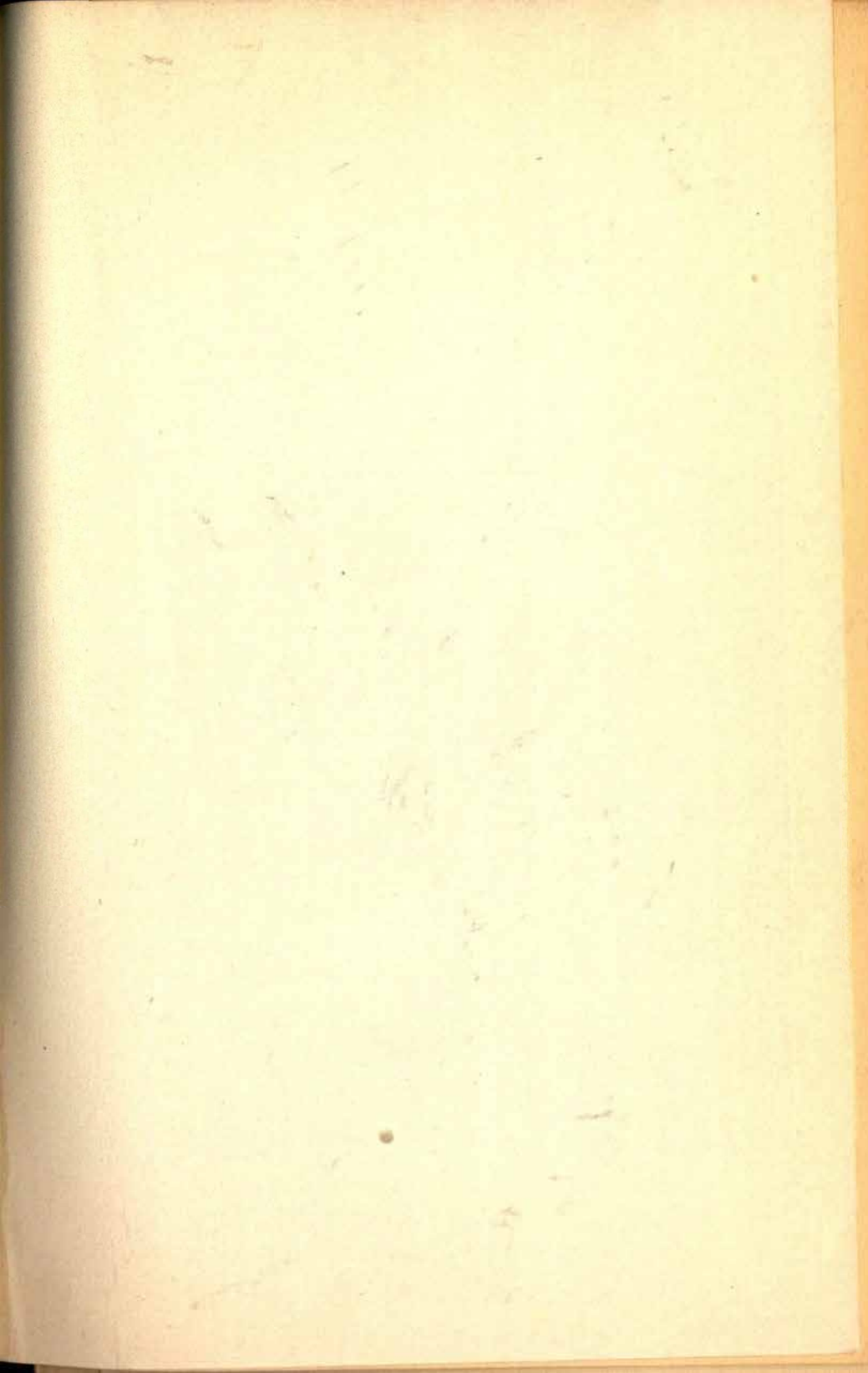
THE YOUNG MEN'S BIBLE CLASS seems to us an extremely valuable auxiliary to the school work here. Its relation on the one hand to the Christian life of the student body, and on the other to the literary and historical attainments of our young men, cannot but prove in every way useful and wholesome.

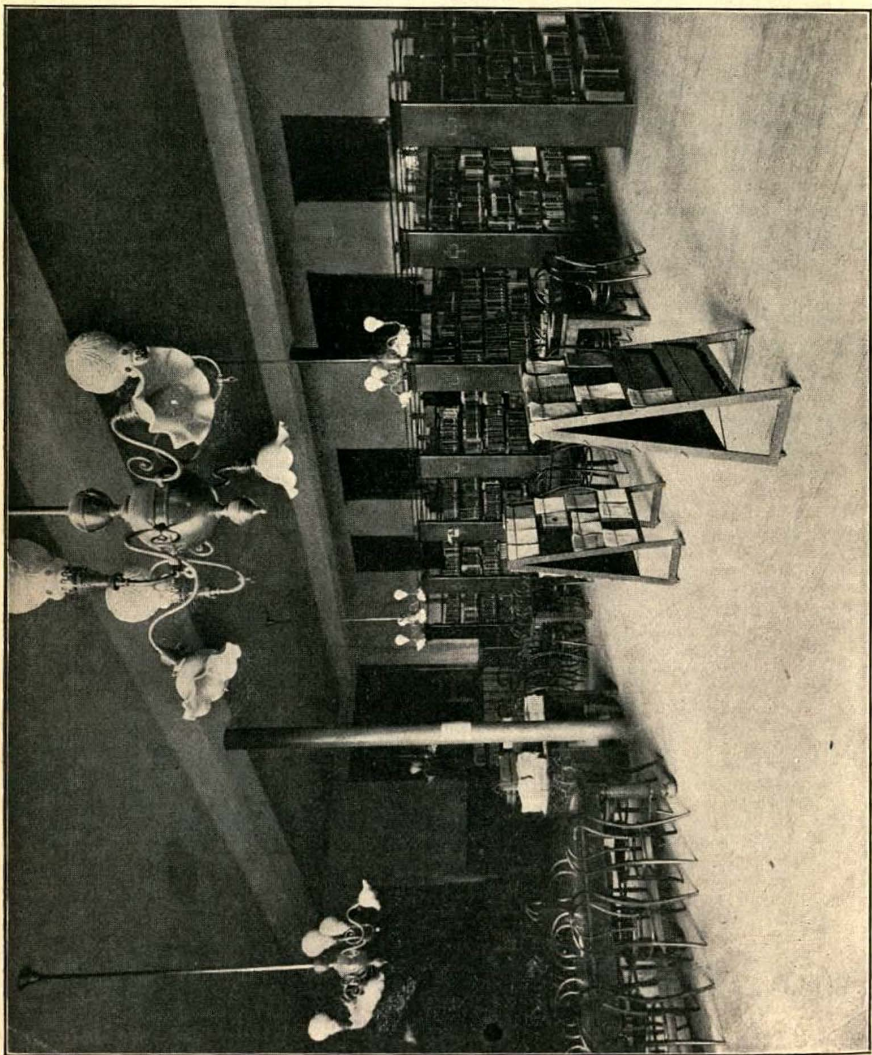
To encourage this work quite an amount of expensive and valuable literature has been placed at the disposal of this, the Y. M. C. A. and the Y. W. C. A. among which is the new Jewish Cyclopedia, 12 volumes costing \$96.

The Y. M. C. A. work proper and the Young Men's Bible Classes are entirely distinct organizations, as are the Y. W. C. A. proper and the Young Ladies' Bible Class.

The Y. M. C. A. and Y. W. C. A. hall is a large, nicely carpeted, well lighted, and well furnished room,—seating capacity over 200,—on the 3rd floor of the 1899 building.







A CORNER OF THE LIBRARY.

## PART IX.

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### LIBRARY AND READING ROOMS.

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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 impressed 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 about seven thousand volumes in the collection besides a large number of valuable pamphlets, maps, etc.

The new building contains admirable library quarters,—a suite of rooms about 45 x 120 feet in floor area,—which is furnished with every convenience needed by the students.

The library is catalogued by the Dewey system and is in charge of a trained 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 best magazines published, an unusually fine supply of which is placed on the tables of our Reading Rooms.

These magazines, as will be seen from the list given below, are selected with reference to the needs of every department of the school and not simply to fill up the tables or to accommodate any



particular class of readers.

**Magazines and Other Periodicals Found on the Tables of the Marshall**

**College Reading Rooms:**

**LIST OF MAGAZINES.**

American School Board Journal	Journal of Pedagogy
American Historical Review	Ladies' Home Journal
American Journal of Psychology	Le Messenger France-American
American Naturalist	Library Journal
American Journal of Sociology	Literary Digest
American Journal of Philology	McClure's
American Magazine	Munsey's Magazine
Atlantic Monthly	Musical Leader and Concert Goer
Baltimore Sun	Musical Courier
Banker's Magazine.	Musician
Bird Lore	Nation, The
Bookman	Nature Study
Broadway Magazine	National Geographic Magazine
Charities & The Commons	Nineteenth Century.
Century	New York Times
Collier's Weekly	Normal Instructor
Contemporary Review	North American Review
Cosmopolitan	Ohio Educational Monthly
Country Life in America	Outlook
Current Literature	Pedagogical Seminary
Dial, The	Political Science Quarterly
Edinburg Review	Popular Science Monthly
Education	Popular Astronomy
Educational Review	Primary Plans
Elementary School Teacher	Psychological Review
Etude	Putnam's Monthly
Everybody's	Readers' Guide to Periodical
Fortnightly Review	Literature
Forum	Review of Reviews
Good Housekeeping	Saturday Evening Post
Harper's Bazaar	School Arts Book
Harper's Monthly	Scientific American
Harper's Weekly	Scribner's
House Beautiful	Success Magazine
Inter Ocean	Theater
Independent	World, New York
Intelligencer	World's Events
Journal of Education	World Today
Journal of Geology	World's Work
Journal of Political Economy	Youth's Companion
Journal of Geography	

## PART X.

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### PRIZES, AWARDS AND SCHOLARSHIPS.

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#### PRIZES.

1. The **Mozart Prize**," offered by the president to the student of music who passes the best examination in the "History of Music" and The "Biography of Musicians,"—\$10.

2. The **"Bach Prize**," offered by Miss Rhoda Crumrine to the student who excels in playing selected preludes from the "Well Tempered Clavichord" of Bach,—\$10.

3. The **"Beethoven Prize**," offered by Miss Flora Hayes to the student of music who excels in playing a sonata selected from Beethoven.

4. The **"Modjeska Prize**," offered by the president to the student in voice who sings a selection in sacred music, (his or her own choosing), in the most acceptable manner to the judges,—\$10.

5. The **"Forum Prize**," department of Expression, offered by the president to the student who reads best, in a public contest, a selection from some standard author, the selection to be made by the president and the head of the department,—\$10.

6. The **Raphael Prize**," to be offered for the best piece of work in colors, Art Department. This offer is made only to those taking regular work in art, and the work must all be done in the college studio. This piece of work must be on a card not less than 18 x 24 inches, or if of different dimensions, then of this area, and the color part must not be less than 12x18 inches or its equivalent in area. The painting is to become the property of the college without ad-

ditional consideration to the painter,—\$15.

#### AWARDS.

##### The "Annual Inter-Society-Contest" Awards:

Reading, .....	\$12.
Essay, ..... ..	\$18.
Oration, .....	\$24.
Debate, .....	\$36.

The "Valentine-Garland" award: Inter-Society debate, \$50.

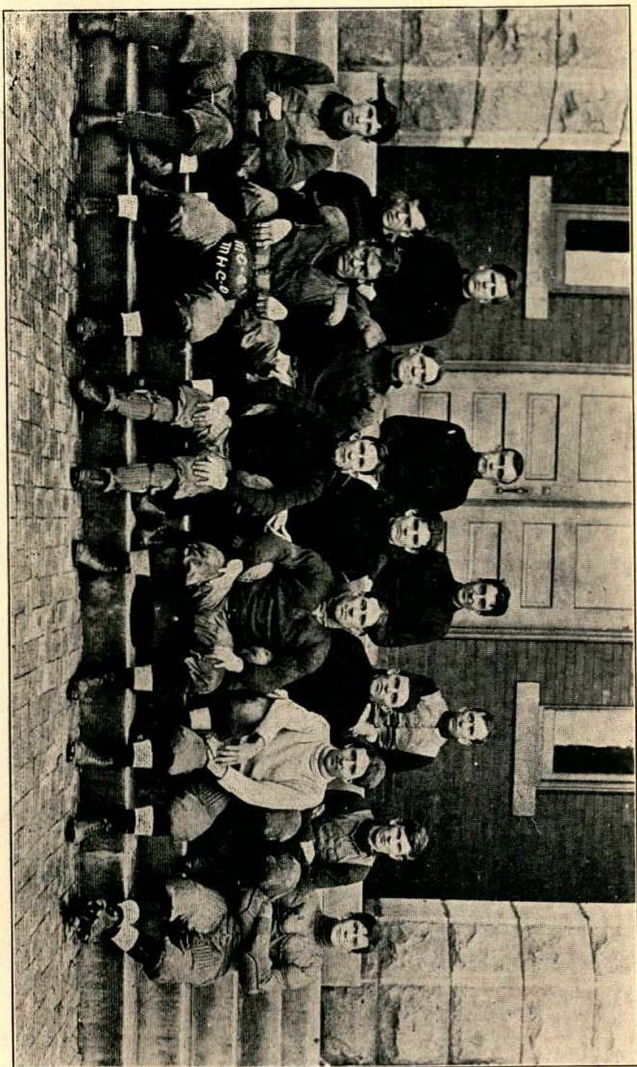
#### SCHOLARSHIPS.

The "Mrs. Elizabeth Corbly Scholarships," two in number, the Junior \$50., and the Sopomore \$50., are offered by the president in loving remembrance of his wife, whose gentle, self-sacrificing, earnest devotion to the interests of the school, and whose enthusiastic, consecrated and most efficient assistance to her husband in every phase of his work in trying to build up the institution changed discouragement into hope, disheartening reverses into more determined persistence, seeming impossibilities into success on many a trying occasion.

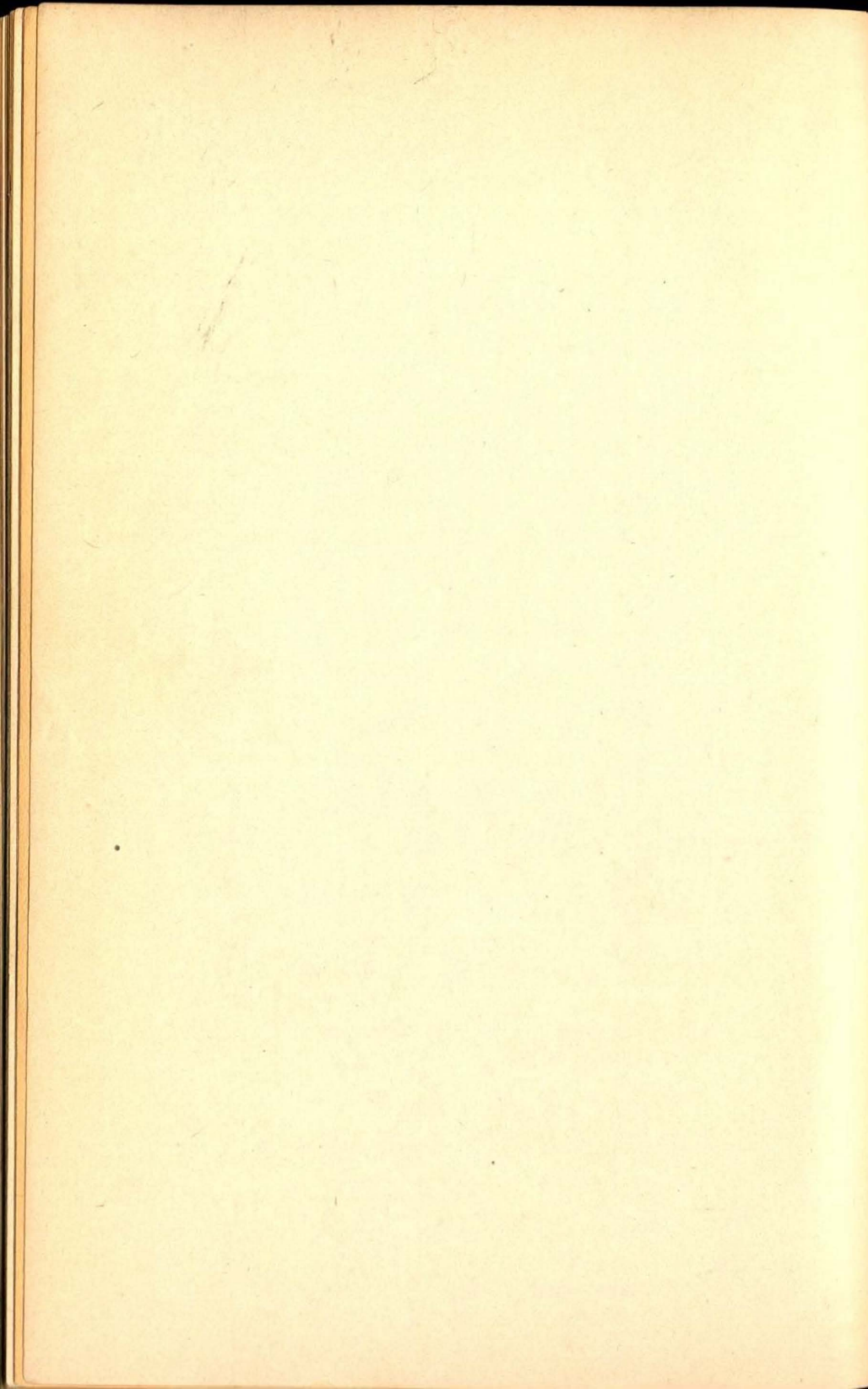
The character, class standing, habits of study, decorum, financial situation, attendance and punctuality of the students are the chief points considered in the awarding.

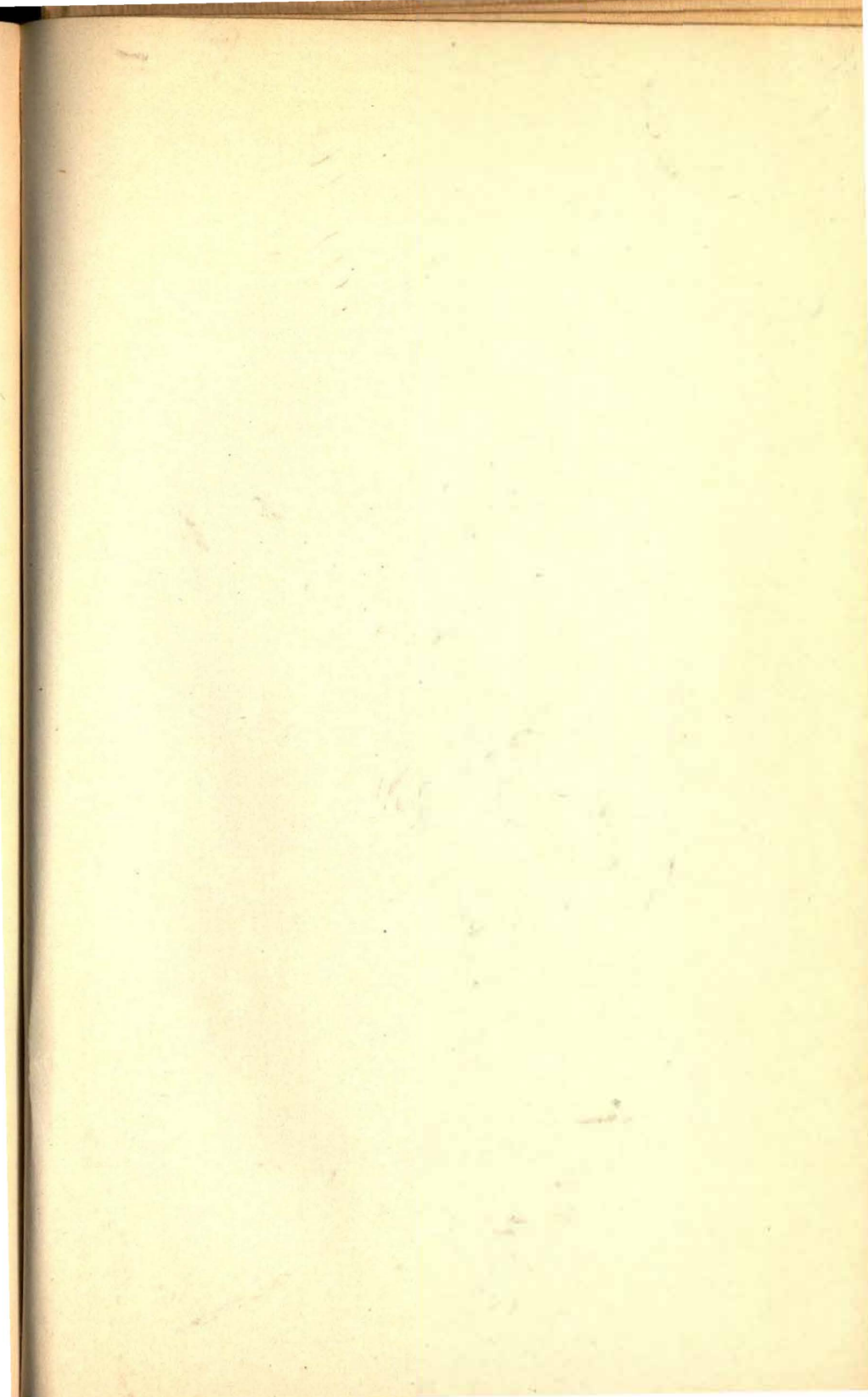
These scholarships were awarded to W. R. Goff, of Roane county, W. Va., and Miss May Cokeley of Ritchie county, for the session of 1907-'08. Several other scholarships will be announced later, for the session of 1908-'09.





THE GRIDIRON FORCE.









THE BOYS WITH THE "BIG STICK."

# PART XI.

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## ATHLETICS.

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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 new gymnasium supplies a long and seriously felt want in our college life and will be enjoyed to the utmost, especially during the months when outdoor athletics are out of the question. A floor area of 45x65 feet affords ample space and the room is to be fitted with all of the appliances found in any modern school gymnasium.

A physical instructor will be provided for the girls and hereafter they will have regular drill.

**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.

**FOOTBALL:** The record made during the football season for the session of 1907-'08 was a good one. The most important games played were the following:

Ashland 0—Marshall 0  
Georgetown 5—Marshall 11  
Charleston 12—Marshall 0  
Games Won, 3.  
Games lost, 2.  
Pointst lost, 35.

Parkersburg 0—Marshall 22  
W. Va. Wesleyan 18—Marshall 0  
Morris Harvey 0—Marshall 5  
Games tied, 1.  
Points won, 38.



**BASE BALL:** The students went back to the "school team" this year, as against "class teams" of last year, and their record was an exceptionally good one. No detailed record, however, is at hand for publication.

**BASKET BALL:** Only for the past two years have our young men taken hold of this game, but when they did they went about it in earnest. Their record for the session of 1807-'08 was:

Charleston, 6—Marshall, 7	Hinton, 4—Marshall, 30
Ronceverte, 11—Marshall, 11	Charleston, 11—Marshall, 18
Allegheny, 12—Marshall, 14	Ashland, 2—Marshall, 21
Games Won, 5.	Points won, 101.
Games tied, 1.	Points lost, 46.
Games lost, 0.	

The following rules have been adopted to govern the organization of all Athletic teams:

1. Athletic teams which represent the college shall be composed of bona fide students only. No one is to be considered a bona fide student unless he carry as many as three units in one of the regular courses given in the school.

2. Any student who has deficiencies in scholarship, shall be considered ineligible to any team until such deficiencies are made up. Athletics should promote physical vigor without lowering the educational standard of the college.

3. No member of any team shall receive any remuneration for services in playing on that team.

4. Every contest entered into by any manager of a Marshall College athletic team shall make rules 1, 2, and 3 apply to both parties to the contract.

5. All members of teams and those who accompany them on their "trips," are absolutely forbidden to indulge in alcholic liquors; and smoking is to be discouraged among active members of teams.

6. All business proceedings of the Athletic Association shall be carefully recorded, to show financial relations, from both debit and credit sides. This record shall be open to the inspection of all.

7. A list of players shall be handed to the faculty before each game, and only those players who are approved by the faculty shall be eligible to play in that game.

8. The schedule of games for each branch of athletics is subject to the approval of the faculty. As a rule, it is not deemed advisable to schedule games with other than college teams.

9. The enforcement of these rules shall lie with the Executive Committee of the Athletic Association, the Faculty Committee on Athletics, or the faculty as a whole.



## PART XII.

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### ADDITIONAL FEATURES

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**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, etc., 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.

In planning the new building, we have diligently looked after this feature for the future; in this building is one work laboratory 28x32, and another 28x60. In addition to these there are a geography, physical geography, geology, astronomy, and botany laboratory 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 is to be nicely housed and classified.

Several hundred geological specimens have been collected and placed in the cases.

Indeed the new building with its ample space and laboratory facilities has revolutionized the work in science at Marshall College, and all lines of work have been 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.

**ADVANTAGES TO TEACHERS:** The "Training Department for Teachers" is now thoroughly established, the Model school including all grades from the "first primary" to the "high school;" 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.

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. These, plus the advantages named above and those named below, make this school especially attractive and helpful to teachers.

Moreover, the state legislature at its last session, passed a law which authorizes the State Superintendent of schools to issue a number one certificate, good for three years, and renewable at the expiration of that time under certain conditions, to all persons gradu-



ating from the Normal Department of Marshall College or any of its five branches after May 31, 1908.

**SOCIAL ADVANTAGES:** 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 who goes through with his higher education without paying careful attention, very careful attention to the social side of his culture, neglects one of the essentials 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 over-rated or 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 eighteen churches for white people; two M. E. churches, three M. E. South, three Baptist, two Christian, one Jewish, one Congregational, one Catholic, two United Brethren, one Episcopal, one Presbyterian and one Holiness unto the Lord.

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 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, open to students only, 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." Beliefs all have, most of us well defined beliefs on all matters pertaining to religion, but these are not allowed to prejudice our estimates of good in others, no matter what their beliefs may be.

The National Secretary of the Y. M. C. A. reported the moral and Christian tone of this school as of the very best.

**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 the 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.

**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 seems to us the solution of the temperance problem. We are no friend of the saloon; very far from it. As it is conducted ordinarily it is not only a curse to youth and to manhood, it is a curse to any civilization. But if we can't dispense with it, we can regulate it so that its ugliest features will disappear; however, unless we mistake the temper of the American people on this subject, they are about to put an end to whiskey selling and whiskey making in almost all forms; they are about to say to the whiskey men, as we see the situation, "you have temporized with our proposals, trifled with our feelings on this subject just a bit too long; we now have no compromises to make. Both the saloon and whiskey are doomed.

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 baneful 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 use 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 a matter easily regulated by the parent; and if the student has plenty of funds of his own he will spend them, if a spendthrift, no matter where he is, and will save them if economic, no matter whether in city or country. This fact has been clearly demonstrated in our experience and observations with young people.

**LECTURES:** A first-class lecture course is given every winter, including lectures by some of the best speakers in the country and several musical numbers by leading artists. We consider this an especially fine feature of school life at Marshall. 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 a description of these societies at Marshall, see under the heading, Students Organizations, Part VII.

**LIBRARY:** Under this head as an advantage it would be difficult to speak too strongly. The difference between even a common school education obtained where there are no advantages in the way of large, well-selected library, magazines &c, to supplement study in all branches, and a common school education obtained where there are such advantages, is too great to permit of intelligent comparison. Text books are but guide books, a well selected library is the laboratory, in obtaining a real education. And yet we find hundreds and hundreds of young persons choosing to attend a local school with no large library advantages, when they could get the larger advantages of a good library at little, if any more expense, by going out to our state schools.



