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6-1914

## 1914-1915 Catalogue of Marshall College, The State Normal School

Marshall University

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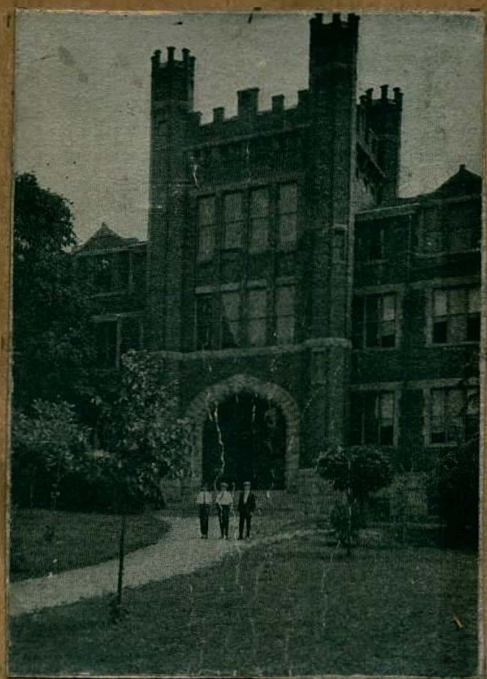


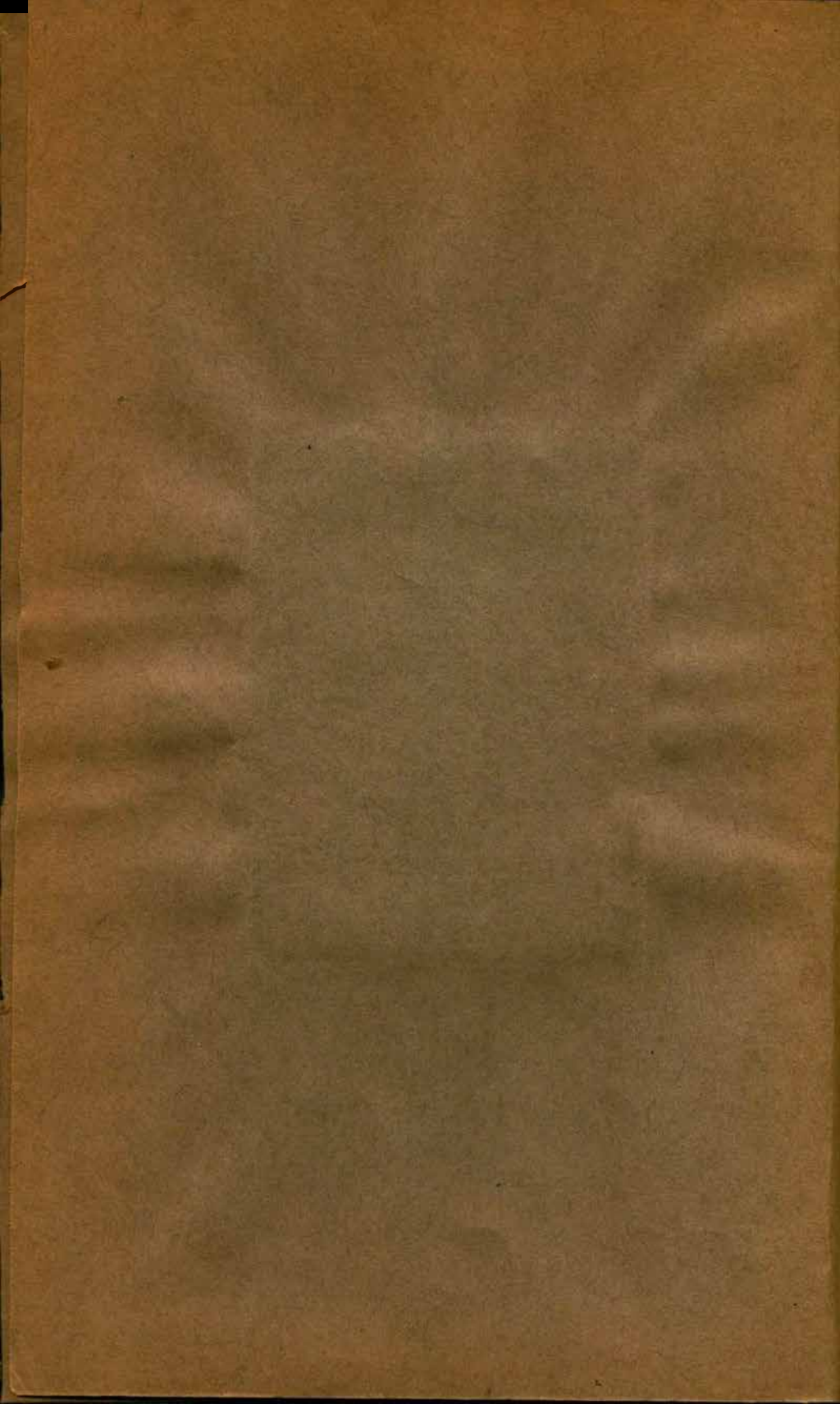
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Marshall College

42

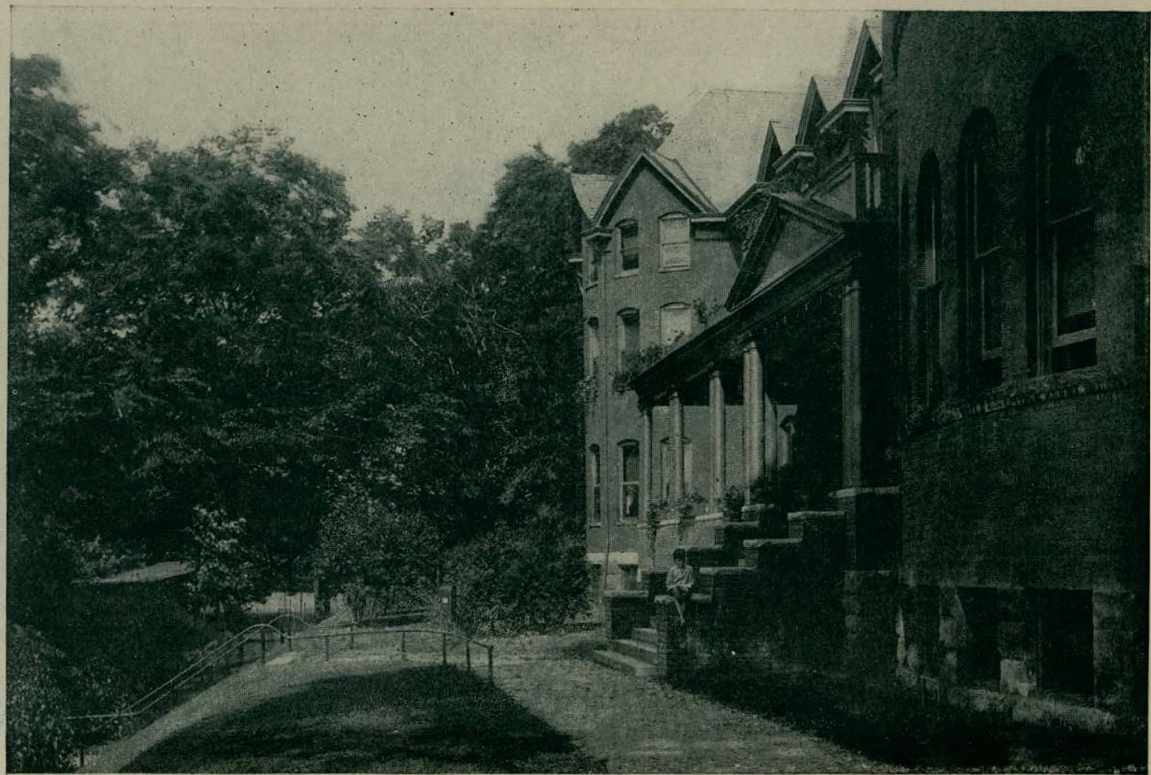






Close View From North-West Side.





Looking East in Front of the Dormitory

Seventy-Seventh  
Annual Catalogue  
MARSHALL COLLEGE  
1837-1914

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A STATE NORMAL  
AND  
ACADEMIC SCHOOL

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ISSUED, JUNE, 1914  
HUNTINGTON, WEST VIRGINIA

# CALENDAR

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## SESSION 1914-'15

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### SEMESTER OPENINGS AND CLOSINGS

#### FALL SEMESTER:

OPENS.....TUESDAY, SEPTEMBER 15, 1914

CLOSES.....THURSDAY, JANUARY 28, 1915

#### SPRING SEMESTER:

OPENS.....FRIDAY, JANUARY 29, 1915

CLOSES.....TUESDAY, JUNE 15, 1915

#### EASTER SEMI-SEMESTER:

OPENS.....TUESDAY, APRIL 6, 1915

CLOSES.....TUESDAY, JUNE 15, 1915

#### SUMMER SEMI-SEMESTER:

OPENS.....WEDNESDAY, JUNE 16, 1915

CLOSES.....SATURDAY, JULY 31, 1915

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### HOLIDAYS

COLUMBUS DAY.....MONDAY, OCTOBER 12

THANKSGIVING RECESS.....NOVEMBER 26, 27, 28, 29

INCLUSIVE

CHRISTMAS VACATION.....DECEMBER 19 TO JANUARY 4,

INCLUSIVE

ATHLETIC CARNIVAL.....FEBRUARY 18, 19, 20

EASTER RECESS.....MARCH 31 TO APRIL 5, INCLUSIVE

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### EXAMINATIONS AND TESTS

FALL SEMESTER.....JANUARY 26, 27, AND 28

SPRING SEMESTER.....MAY 27, AND JUNE 10

EASTER SEMI-SEMESTER.....MAY 27, AND JUNE 10

SUMMER SEMI-SEMESTER.....JULY 17 AND 31



## Calendar 1914

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7	... .. 1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	... ..	29 30 31 ... ..	26 27 28 29 30 ... ..
...	...	...	...
MAY	JUNE	JULY	AUGUST
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1 2	... 1 2 3 4 5 6	... .. 1 2 3 4	... .. 1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28 29 30 ... ..	26 27 28 29 30 31 ...	23 24 25 26 27 28 29
31 ... ..	...	...	30 31 ... ..
...	...	...	...
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1 2 3 4 5	... .. 1 2 3	1 2 3 4 5 6 7	... .. 1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30 ... ..	25 26 27 28 29 30 31	29 30 ... ..	27 28 29 30 31 ... ..
...	...	...	...

## Calendar 1915

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1 2	... 1 2 3 4 5 6	... 1 2 3 4 5 6	... .. 1 2 3
3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 11 12 13	4 5 6 7 8 9 10
10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20	11 12 13 14 15 16 17
17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27	18 19 20 21 22 23 24
24 25 26 27 28 29 30	28 ... ..	28 29 30 31 ... ..	25 26 27 28 29 30 ...
31 ... ..	...	...	...
...	...	...	...
MAY	JUNE	JULY	AUGUST
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1	... 1 2 3 4 5	... .. 1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	27 28 29 30 ... ..	25 26 27 28 29 30 31	29 30 31 ... ..
30 31 ... ..	...	...	...
...	...	...	...
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
... .. 1 2 3 4	... .. 1 2	... 1 2 3 4 5 6	... .. 1 2 3 4
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
26 27 28 29 30 ... ..	24 25 26 27 28 29 30	28 29 30 ... ..	26 27 28 29 30 31 ...
...	31 ... ..	...	...

Red Figures indicate: School not in session.  
 Black Figures indicate: School in session.



## OFFICIAL BOARDS

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### STATE BOARD OF CONTROL 403 Capitol Street CHARLESTON, WEST VIRGINIA

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In the management of educational institutions the State Board of Control has the direction of the financial and business affairs.

James S. Lakin, President .....	Charleston, W. Va.
W. M. O. Dawson, Treasurer .....	Charleston, W. Va.
J. M. Williamson .....	Charleston, W. Va.

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### STATE BOARD OF REGENTS State Capitol CHARLESTON, WEST VIRGINIA

In the management of educational institutions the State Board of Regents has charge of all matters of a purely scholastic nature.

M. P. Shawkey, State Supt. of Schools, President, Charleston, W. Va.	
George S. Laidley .....	Charleston, W. Va.
Elliott Northcott .....	Charleston, W. Va.
E. W. Oglebay .....	Wheeling, W. Va.
J. B. Finley .....	Parkersburg, W. Va.

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J. F. Marsh, Secretary .....	Charleston, W. Va.
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## THE FACULTY

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### SESSION 1913-14

- L. J. CORBLY, *President*.....*French and Psychology*  
State Normal School; West Virginia University; Universities of  
Halle and Berlin, Germany.

#### ENGLISH

- C. E. HAWORTH, *Vice President* .....*Literature*  
Colgate University, A. B., A. M.; Chicago University.
- W. H. FRANKLIN, *Rhetoric and Literature.*  
Alleghany College, A. B.; Harvard.
- EDITH MARSHALL, *Grammar and Literature.*  
Wilson College, A. B.

#### HISTORY AND ECONOMICS

- MRS. NAOMI EVERETT  
Steubenville Seminary; Chicago University, Ph.B.; University  
of Sorbonne, France.

#### EDUCATION

- ANNA S. CUMMINGS, *Professional Subjects.*  
Colby University, A. B., A. M.; Leland Stanford, Jr. University;  
University of Grenoble and the Sorbonne, Paris.
- LUCY ELIZABETH PRICHARD, *Professional Work, Latin and  
History.*  
Vassar College, A. B.; University of Chicago, (appointed March  
30, 1914).
- MRS. HARRIET LYON, *Supervisor of Model School, and  
Observation.*  
Edinboro State Normal Training School, B. E. D., M. E. D.;  
Inter-State School of Methods; Work under Col. Parker;  
Thomas Balliet, and Alexander Fry.
- MARY L. MYERS, *Eighth Grade, Model School.*  
Marshall College, 1889; University of Chicago.

HATTIE E. TUDOR, *Seventh Grade, Model School.*

High School and Normal School Preparation.

LELA W. BONDLEY, *Sixth Grade, Model School.*

Mt. Victory High School Graduate; Ohio Northern University;  
Ohio State University.

NELLIE P. OSGOOD, *Grades 4 and 5, Model School.*

Marshall College, 1900.

EDITH M. WILSON, *Grades 2 and 3, Model School.*

Warrensburg, Mo., State Normal School; William Wood College,  
A. B.

LILLIAN ISBEL, *First Grade, Model School.*

Marshall College, 1892; Teachers' College, Columbia University.

#### MATHEMATICS

LILIAN HACKNEY.

West Virginia University, A. B.; Ohio Wesleyan; Cornell; Co-  
lumbia.

ANNA L. DENOON.

Marietta College, A. B.

ELLEN E. POTTBERG.

Bryn Mawr College, A. B.

LOUISE WATSON.

Bryn Mawr College, A. B.

#### LATIN

R. J. LARGENT.

West Virginia University, A. B.; Cornell; Harvard.

B. B. CHAMBERS.

Marshall College, 1901; Denison University, A. B.

KATE M. FULLER.

Randolph Macon Woman's College, A. B.

#### GREEK

HARRIET D. JOHNSON.

Denison University, A. B.; Chicago University.

### FRENCH

ELIZABETH W. COLWELL.

Vassar College, A. B.; Radcliffe, A. M. Studied in Paris.

### GERMAN

OLLA STEVENSON.

Northwestern University, A. B., A. M. Extended work in Germany.

### MANUAL ARTS

E. E. MYERS.

Pittsburg; Cincinnati; Harvard; New York University.

### GEOGRAPHY AND GEOLOGY

FRANCES B. BURGESS.

Marshall College, 1889; Chicago University, Ph.B.

### PHYSICS

R. M. WYLIE.

Denison University, A. B., A. M.

### BIOLOGY

RACHEL E. HOFFSTADT.

Indiana State Normal School; Hanover College, A. B.; Chicago University, A. M.

MARY L. DONALDSON.

Marshall College, 1908 and 1909; Mount Holyoke College, A. B.

### CHEMISTRY

WILLIAM AUGUSTUS ADAMSON.

Mercer University, Ga., A. B.; University of Chicago; Cornell.

### MUSIC

MILDRED MACGEORGE, *Piano*.

Student three years in Berlin, Germany, under Hugo Kaun, Alberta Jonas, and Walter Weyrowetz.

EFFIE MAY WILSON, *Piano and Public School Music*.

William Woods College, A. B.; Graduate of Cincinnati Conservatory of Music.



MRS. URNA SHEPHERD, *Piano.*

LOUISE FAY HAWORTH, *Voice.*

Private study under Marie Bissell, Armour Galloway and Oscar Sawyer.

E. V. TOWNSHEND, *Director of Young Men's Choral work.*

M. C. MILAM, *Leader of College Band.*

#### EXPRESSION

SWANNIE E. TAYLOR.

Graduate of Millersburg Female College, and of the Boston School of Expression.

#### BOOKKEEPING AND PENMANSHIP

MRS. STELLA E. BOOTHE.

#### EXECUTIVE, CLERICAL, ETC.

MRS. NAOMI EVERETT.....*Dean of Women*

MRS. HARRIET LYON.....*Associate Dean*

HELEN HILLIS NEWELL.....*Matron*

MRS. R. M. WYLIE.....*Secretary to the President*

MRS. ELIZABETH F. MYERS.....*Librarian*

\*ORA B. STAATS.....*Registrar and Treasurer*

B. B. CHAMBERS.....*Athletic Coach*

LOUISE WATSON.....*Director of Athletics for Young Women*

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\*Associate dean till February 14, 1914.

## STANDING COMMITTEES

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### SESSION 1914-'15

#### I. CLASS OFFICERS

CLASS OF 1915—Miss Colwell.  
CLASS OF 1916—Miss Burgess.  
CLASS OF 1917—Miss Watson.  
CLASS OF 1918—Miss Johnson.  
CLASS OF 1919—Miss Marshall.  
CLASS OF 1920—Miss DeNoon.  
MUSIC—Miss Wilson.  
EXPRESSION—Miss Taylor.  
HOME ECONOMICS—Miss Yerion.

#### *CLERICAL HELP TO CLASS*

OFFICERS on Enrollment Days.  
and in other Emergencies.

TO MISS COLWELL—Miss Fuller.  
TO MISS BURGESS—Florence Hughes.  
TO MISS WATSON—Price Marsh.  
TO MISS JOHNSON—Miss Donaldson.  
TO MISS MARSHALL—Minter Wilson.  
TO MISS DeNOON—Guy Dowdy.  
TO MISS YERION—Miss Higgins.

#### II. GENERAL

REGISTRATION—The Class Officers.  
LIBRARY—Miss Colwell and Mrs. Myers.  
PRINTING—Mr. Corbly and Mr. Franklin.  
SCHEDULES—Miss Hackney and Mr. Corbly.  
STUDENT SOCIALS—The Associate Dean and the Matron.  
BOARDING—Mr. and Mrs. Wylie and Mrs. Lyon.  
PUBLIC EXERCISES—Miss Johnson and Mr. Largent.  
CARNIVAL—Mr. Chambers, Miss Hackney and Miss Johnson.

CREDITS AND GRADUATION—Miss Hackney and Mr. Corbly.  
SPECIAL EXAMINATIONS—Mr. Wylie and Miss Johnson.  
COMMENCEMENT—Miss Colwell, Miss Cummings, and Mr. Corbly.  
CARE OF BUILDINGS—Mrs. Wylie and Miss Prichard.  
CARE OF GROUNDS—Miss Colwell, Mr. Corbly, Mr. Franklin and  
Mr. LeCato.

#### SPECIAL ASSIGNMENTS FOR CARE OF GROUNDS—

Section 1—Miss Colwell.  
Section 2—Miss Prichard.  
Section 3—Mr. Franklin.  
Section 4—Miss Hackney.  
Section 5—Mr. Dowdy.

RECOMMENDATIONS—Miss Cummings and Miss Hackney.

PREPARING CLASS CARDS—Mr. Franklin, Mr. Largent, Mr. LeCato, Mr. Adamson, Miss Stevenson.

ALUMNI—Mr. Chambers, Miss Burgess, Miss Myers, Miss Donaldson, and Miss Isbel.

ATHLETICS FOR YOUNG MEN—Mr. Chambers, Mr. Wylie, Mr. Largent, and Mr. LeCato.

ATHLETICS FOR YOUNG WOMEN—Miss Higgins, Miss Watson, and Miss Colwell.

### III. EXECUTIVE

EXECUTIVE COUNCIL—Mr. Corbly, Dr. Haworth, Mr. Myers, Mrs. Everett, Miss Cummings, and Miss Hackney.

ATHLETIC BOARD—Mr. Corbly, Mr. Chambers, Mr. LeCato, Mr. Wylie, Mr. Franklin, and Mr. Largent.



## INFORMATIONAL

### 1. THE NAME

Marshall College is not a "degree-conferring" institution, indeed, is not a "college" in the accepted meaning of that term. Some one may ask, Why the name "Marshall College"? Answer: it received the name because the trustees had decided, at the time it was given, 1856, to change it from an "academy" to a "college," and eleven years later, 1867, when the school passed from private to state control, the legislature voted to retain the name "Marshall College," which, therefore, is the legal name.

### 2. HISTORY

"Marshall Academy" was established in 1837, shortly after the death of Chief Justice John Marshall of the Supreme Court of the United States, in whose honor the school was named. It was organized as a private institution. In 1856 the work of the "Academy" was enlarged and reorganized, and the name changed to "Marshall College."

Soon afterward came the stormy days of the Civil War; and this part of the South being on the border land of Sectional strife between the combatants of that terrible conflict, a strife that resulted in the division of the historic state of "Virginia" into two states, "Virginia" and "West Virginia," naturally the fortunes of the school became deeply involved. So serious was the situation that, after exhausting all other available resources, a number of leading citizens in this section of the new state of "West Virginia" succeeded in having the legislature take it over as a "State" Normal and Academic School, "Normal" in name, but wholly "academic" in organization and in fact, and such it remained with varying fortunes and successes, save a little teaching of "pedagogy," "school management," etc., till 1897, when the beginnings of a "primary school" of one grade were put in operation; but the state refused to support it, and, accordingly, this nucleus was abandoned, after two years of unappreciated effort to develop the "normal training" feature, and the school continued as an academic institution as before.

In January, 1902, the Department of Education was organized, and a "model," or "practice" school for teachers was opened, thus



adding to the academic work of the school a professional department for the training of teachers for the public schools of the state. The nature and extent of the work of this department may be noted under the index heading, "Department of Education."

### 3. COURSES OF STUDY

The following courses of work will be offered for the session of 1914-'15.

1. One *purely normal* course of two years based upon a four-year high school course.
2. One *part-normal* and *part-academic* course of two years, based upon a four-year high school course.
3. One *purely academic* course of two years, based upon a four-year high school course.
4. Courses in Agriculture.
5. A three-year course in *Art*.
6. A four-year course in *Piano*.
7. A five-year course in *Piano*.
8. A three-year course in *Voice*.
9. A three-year course in *Expression*.
10. A two-year course in *Public school music*.
11. Courses in *Household Arts and Sciences*.
12. A four-year *secondary course* corresponding to high grade high school or preparatory course.
13. Short courses for teachers in the rural schools.

Course 1 leads to a *normal diploma* which carries with it a *No. 1 teacher's certificate* good for *five years*, and renewable.

Course 2 leads to a *normal diploma* which gives the holder thereof *junior standing* in college and university "degree" courses, and a *No. One teacher's certificate*, good for *five years*, and renewable.

Course 3 leads to an *academic diploma*, which entitles the holder thereof to *Junior standing* in college and university degree courses.

Courses 7 and 12 lead to *diplomas*.

Courses 5, 6, 8, 9, and 10 lead to *certificates*.

One of the courses under No. 11 leads to a *diploma*, and one to a *certificate*.

The courses under No. 12 lead to the advanced courses under Nos. 1, 2, and 3, and also to a *college entrance diploma*.

The shorter courses under No. 12 are arranged with a view to their leading to a No. 1 *rural teacher's certificate* (which it is hoped the next session of the legislature will provide for), a short-lived certificate renewable on condition that a certain amount more advanced work be done.

The work of the various courses is organized under the following heads, or departments.

- |            |                           |
|------------|---------------------------|
| 1. Art     | 10. Physics               |
| 2. Latin   | 11. Chemistry             |
| 3. Greek   | 12. Education             |
| 4. Music   | 13. Expression            |
| 5. French  | 14. Mathematics           |
| 6. German  | 15. Review Work.          |
| 7. English | 16. Home Economics.       |
| 8. History | 17. Geography and Geology |
| 9. Biology |                           |

See the Index for reference to details under "Courses of Study" and "Departments."

#### 4. SOURCES OF INCOME

Since Marshall College is a state institution, essentially its chief source of financial support is the State of West Virginia. The total income is derived from two sources: Appropriations, and student fees. For appropriations the school depends upon the biennial sessions of the State Legislature, which are held each alternate winter, odd years. These biennial "allowances" for the current biennial period, also for the three-quarter year, were, at the last session of the legislature, as follows:

	$\frac{3}{4}$ year		
	1912-'13	1913-'14	1914-'15
Repairs and Improvements.....	\$ 3,000	\$ 6,000	\$ 6,000
Current Expenses .....	7,000	9,000	9,000
Buildings .....	15,000	15,000	15,000
Salaries .....	28,000	40,000	40,000
Total .....	\$53,000	\$70,000	\$70,000



The figures for 1913-'15 exceed those for the previous biennial period by the following per cent:

Repairs and Improvements.....	100 per cent.
Current Expense .....	50 per cent.
Salaries .....	61.5 per cent.

The "¾ year" referred to above is due to the change in the beginning of the "fiscal year" from October first to July first to correspond with the "school year." The school has had no other "building appropriation" since 1904 except a small amount for finishing the third story of the "1905 building."

Other sources of income for the school are limited to small fees charged students, see under the head of *Fees* in the index. These fees, for the session of 1913-'14, amounted to \$19,682.80.

The total income for the support of the school for the session of 1913-'14, was as follows:

1. Repairs and Improvements .....	\$ 6,000
2. Current Expenses .....	9,000
3. Buildings .....	15,000
4. Salaries .....	40,000
5. Student Fees.....	19,682.80

Total      \$89,682.80

The amount collected for board through the dormitory is not reckoned as a part of the expenses of the school.

## 5. GOVERNMENT

As far as possible government is as little removed from the individual as is consistent with orderly behavior, gentlemanly habits, and reasonable application among the student body. The individual teacher is supposed to handle all matters affecting his relations with his students in school work if possible, appeals to the president being a last resort.

Each class (the "Class of 1914," "Class of 1915," etc.,) has a "class officer" assigned by the president of the school, in its freshman year. This officer is the personal adviser of the class in all matters affecting its organization, its policy, its public exercises, etc. This officer seats the class in chapel, is responsible as far as possible for the general conduct of the class, and is held accountable by the president of the school for keeping in close touch with the work and attendance of each member of the class, for keeping a continuous record of the studies and class standing of each member, for seeing that his studies are properly selected, coordinated in time and in sub-

jects chosen, and the work done in proper sequence. This "class officer" serves and directs the class through its entire course from "freshman entrance" through the "senior year," and becomes in a very considerable degree, responsible for the size and character of the class on graduation day. Certain phases of correction and discipline essentially fall to his lot as "class officer."

The "Faculty" as a body is the next higher authority above the "class officers" in point of discipline and responsibility. They meet weekly after the close of school on Fridays.

The "Executive Council," composed of three men and three women, the more mature and experienced of the faculty, of which body the president of the school is, ex-officio, chairman, ranks highest in point of authority and disciplinary powers. Its members are appointed by the president, and meet at his call, or at the request of any three members, (of one member if urgent). This is a very effective, and, at the same time, a very "give and take" kind of executive body, one that has fully justified the venture of its creation, which dates from the opening of the 1912-'13 session.

To the president of the school, however, is left, by a kind of "unwritten consent," the duty and the responsibility of all direction and discipline which can be wisely entrusted to "one-man" power; this, both for the sake of expedition and of proportionately placed authority and responsibility.

Suspensions are by no means frequent, indeed they occur seldom and only for brief periods; but no limits are placed on either frequency or time.

Expulsions are almost unknown; but here, too, nothing precludes either frequency or dispatch (save alone a personal and pronounced disapproval of such methods) except in *extreme cases*. Few features of control over others are so effective as—a sincere belief, on the part of those one would control, in the justness of the motives and the judgment of the one who seeks to control, an abiding conviction that justice will be meted out with courage and with dispatch, and a feeling that deliberation, tempered with calmness, consideration and sympathy, will never give way to haste or bitterness.

## 6. THE SCHOOL YEAR

The "School Year" or "Session," is divided into "semesters" and "half-semesters" known as "semesters" and "semi-semesters." The Fall Semester opens on the Tuesday nearest the middle of September, and closes on the last Thursday of January. The Spring Semester opens on the day following the close of the Fall Semester, and closes



on Tuesday nearest the 10th of June. The Easter Semi-Semester opens on the Tuesday nearest the first day of April, and closes on the Tuesday nearest the 10th of June, a *ten weeks' term*. The Summer Semi-Semester opens on the day following the close of the Spring Semester and continues *nine weeks*.

## 8. HUNTINGTON

Huntington, West Virginia, named for C. P. Huntington, the great railroad builder and former owner of all the land on which his namesake municipality stands, is West Virginia's youngest, but one of its most progressive cities, second in size (only Wheeling having a greater population) and certainly the best laid out city in our commonwealth. Its founding dates from the *seventies*—about forty years after the founding of Marshall College. Its population at this writing, June, 1914, is between 40,000 and 42,000, and is increasing at a percentage rate exceeded by but few cities in America. It ranked *eleventh* among the cities of the United States for percentage of increase from 1900 to 1910, and its rate of increase has been greater since that period. The *slogan* of its people is, "75,000 population in 1920."

The people of Huntington are an unusually progressive folk, a rather happy mixture of the New England Yankee and the real Southerner, the wide-awake Westerner and the conservative Northerner. They take unusual pride in their city, in education, and in all that goes to make up the modern idea of "The City Beautiful." The business men of the city have always stood as a unit in their support of Marshall College.

Marshall College is peculiarly favored from the standpoint of accessibility from the various sections of our own state and from the outside world. Barring the one short link of eight miles that separates the N. & W. Railway from Huntington, an eight mile link that is covered by three other railways, the school is in immediate connection, without change of cars, with four trunk-line railways—the B. & O., the C. & O., the N. & W., and the Virginian; with the Guyandotte Valley Railway, and with the Ohio Valley Electric Railway, a total of 930 miles of railway lying wholly in West Virginia. To this can be added 355 miles of river, lying wholly within the state, on which both freight and passenger steamers ply, thus making a total of 1285 miles of West Virginia territory from which students may reach the college practically without change of cars or steamers. And, by changing cars but once, about 1200 miles more of railway lying within this state are put in immediate connection with the college—a total

of about 2500 miles of West Virginia railways and navigable rivers over which students may be transported, with not more than one change, directly to this school, at a two-cent rate.

The city is *four hours* distant from Cincinnati, *one hour* from the State Capital (Charleston), *five hours* from White Sulphur Springs, *eleven hours* from Richmond, Va., *thirteen* from Washington, D. C., *fifteen* from Chicago, *eighteen* from New York, *three* from Parkersburg, *five* from Wheeling, *eleven and one-half* from Pittsburg, *five* from Columbus.

Pure water, constant and diligent attention to sanitary conditions, clean, airy streets, and a people peculiarly in earnest about making Huntington as nearly as possible a model city, these combine to make our city an unusually healthful place in which to live.

From an aesthetic point of view our city has just awakened to the importance of beauty, music, etc., as a very potent factor in the development of an attractive city. Among the expressions of this awakening are the following:

1. A new city park of 80 acres.
2. The organization of the "City Beautiful League" and the work done in that line by the Woman's Club.
3. Boulevards and beautified streets.
4. The Huntington Choral Association, an organization of over 100 voices, which expended \$1700 in bringing artists from the larger cities to assist in their programmes last year.
5. The E. R. Parker Music Company which brought to our city the past year such artists as Madam Alda, Evan Williams, Maude Powell and Madam Schuman-Heink, talent of a grade that was comparatively new to our city.
6. With the backing of the Chamber of Commerce of our city, the Choral Association will expend about \$8000 for special artists next year.

These, with the high grade lectures to which our people are treated each year, greatly add to Huntington's value as a school city and to the opportunities of Marshall students for cultural value outside the school—matters for serious consideration when a parent is choosing a school for his sons and daughters, or when a youth is making his own selection of a school.



## ENTRANCE REQUIREMENTS

The law requiring "appointment" by a county superintendent in order to enter a state normal school in West Virginia has been abolished. The only requirements for entrance now are the following:

1. **RECOMMENDATION:** Every student entering school here for the first time should bring a letter of recommendation from some reliable and influential man who lives in the same community as the student, and who knows his character and habits. This recommendation should vouch for the student's character and reputation.

2. **LETTER OF WITHDRAWAL:** Students coming from another normal school, a college, or university, are required to present a letter of honorable "withdrawal" or "dismissal" on entering here, said letter to be signed by the principal or president of the normal school, college, or university whence he comes.

3. **CREDITS:** If possible a statement of the work done elsewhere should be presented when the student enters—*must be presented* if he wishes credit for that work. It is much better to have this attended to before entering. Such statements must be made out by the proper authorities and signed by the head of the school where the work was done. Blanks for this purpose may be had by writing to

THE REGISTRAR,  
Marshall College,  
Huntington, West Virginia.

It is much preferred that credits be submitted on blanks furnished by the registrar of this school, since all such credit sheets are kept on file in the registrar's office, hence important that they should be of uniform size and form.

### 4. FEES

#### NORMAL AND ACADEMIC DEPARTMENT

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
Model School .....	\$7.50*	\$7.50*	\$5.00	\$0.00
Secondary Courses .....	5.00*	5.00*	3.00	8.00
Normal Course .....	5.00*	5.00*	3.00	8.00
Academic Course .....	5.00*	5.00*	3.00	8.00

\*It is possible that these fees may be raised a little for the season of 1914-'15.





Dormitory Entrance



Athletic Field



## MUSIC DEPARTMENT

Piano—Head Teacher .....	\$27.00	\$27.00	\$15.00	\$12.00
Piano—Assistants .....	23.00	23.00	13.00	10.00
Public School Music .....	10.00	10.00	6.00	8.00
Voice .....	27.00	27.00	15.00	12.00
Harmony .....	9.00	9.00	6.00	6.00
History of Music .....	6.00	6.00	4.00	4.00
Use of Piano for Practice Hours:				
If used 1 hour per day....	3.00	3.00	2.00	2.00
If used 2 hours per day....	4.50	4.50	3.00	3.00
If used 3 hours per day....	6.00	6.00	4.00	4.00
If used 4 hours per day....	7.50	7.50	5.00	5.00
If used 5 hours per day....	9.00	9.00	6.00	6.00
If used 6 hours per day....	10.50	10.50	7.00	7.00

## ART DEPARTMENT

Art—Private Instruction .....	\$25.00	\$25.00	\$15.00	\$12.00
Art—Class Work (Regular) .....	5.00	5.00	3.00	8.00

## EXPRESSION DEPARTMENT

First Year .....	\$24.00	\$24.00	\$14.00	\$12.00
Second Year .....	27.00	27.00	15.00	12.00
Third Year .....	27.00	27.00	15.00	12.00
Single Lessons, \$1.00				

## LABORATORY FEES

Physics .....	\$1.50	\$1.50	\$1.00	\$1.00
Chemistry .....	3.00	3.00	2.00	2.00
Geology .....	.50	.50	.50	.50
Botany .....	1.00	1.00	.50	.50
Agriculture .....	.50	.50	.25	.25
Zoology .....	.50	.50	.50	.50
General Biology .....	.50	.50	.50	.50
Art .....	.25	.25	.25	.25

## HOME ECONOMICS

The fees for this department will not be fixed till after the opening of the department, September, 1914, since it cannot yet be determined what the laboratory requirements are; but the fees will be just



as small as they can consistently be made, not to exceed \$5.00 per Semester for regular students and *not to exceed* \$10, for special students.

NOTE 1: An additional fee of \$9.00 per semester, \$5.00 per semi-semester is charged students from other states, in the *normal* and *academic* departments, except during the *summer* semi-semester when fees for students from all states are the same.

There is no additional fee in any department, for non-residents of the state, except in the *normal* and *academic* departments. In every other department the fees are the same for all students, whether from West Virginia, Ohio, Kentucky, or any other state or country.

NOTE 2: A *Semester* is half a school year, approximately 18 weeks.

A *Semi-Semester* is half a *semester*, approximately 9 weeks.

NOTE 3. Several times the question has come before the registrar as to whether a student or parent who owns property and pays taxes in West Virginia would be entitled to tuition at West Virginia rates in the *normal* and *academic* department. This question was referred to the State Board of Control, which ruled that only "*bona fide* residents" of the state are entitled to West Virginia rates.

## **PART II**

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### **COURSES OF STUDY**

**1914-'15**

# COURSES OF STUDY

## NORMAL AND ACADEMIC

### SCHEDULE I

#### COURSE D

The following list of subjects, arranged in groups by years, represent 310 *semester hours of work*.

On the completion of 150 of these 310 *semester hours* the student will be awarded a diploma which will admit him either to our *advanced courses*, or to *freshman standing* should he wish to enter college or university work elsewhere.

(See explanation of "*semester hour*" and other features of the course, below.)

<i>Subjects</i>	FIRST YEAR	<i>Semester Hours</i>
*1. Algebra I. and II.....		10
2. Domestic Economy .....		1
*3. English I. and II .....		10
*4. Foreign Language .....		10
*5. Hygiene .....		1
*6. Oriental and Greek History .....		5
* 7. Roman History 4, or General Biology.....		5
SECOND YEAR		
*8. Art I. ....		4
*9. Botany I. ....		4
10. Domestic Economy .....		1
*11. English III. and IV. ....		8
12. Foreign Languages .....		40
*13. General Biology 5 or Roman History.....		4
*14. Hygiene .....		1
*15. Plane Geometry I.....		4
THIRD YEAR		
*16. Agricultural Chemistry .....		5
17. Art. I. or II.....		4



18.	Botany II. ....	4
19.	Domestic Economy .....	1
*20.	English V. and VI. ....	8
21.	Foreign Languages .....	40
22.	General Chemistry .....	10
23.	Geology I. ....	4
*24.	Hygiene .....	1
25.	Modern History .....	4
26.	Mediaeval History .....	4
27.	Physiography I. ....	4
*28.	Plane Geometry II. ....	4
29.	Solid Geometry .....	4

## FOURTH YEAR

*30.	Agriculture I. ....	5
31.	Agriculture II. ....	5
32.	Algebra III. ....	4
33.	Analytical Chemistry I. and II. ....	8
34.	Art I., II., or III. ....	4
35.	Commercial Geography .....	4
36.	Domestic Economy .....	2
37.	English History .....	4
*38.	English VII. and VIII. ....	8
39.	Foreign Languages .....	40
*40.	Hygiene .....	1
41.	Mechanical Drawing I. ....	4
42.	Physics I. and II. ....	10
43.	Trigonometry I. ....	4
44.	West Virginia: Its Resources, Development, Institutions, and Government .....	2

## EXPLANATORY NOTES

1. A "semester hour" represents the amount of work done by carrying a subject in which there is *one* recitation *per week*, for *one semester* (18 weeks). Hence, if a student do *two* recitations per week he will do *two* "semester hours" of work per semester; if *three* recitations per week, three "semester hours" per semester, and so on.

2. A student of average ability and good health can do about twenty recitations per week (20 "semester hours" of work per semes-

ter, or 40 "*semester hours*" per year of 36 weeks). Some students can do more, some cannot do so much. In the more advanced subjects 16 to 18 recitations per week is enough for the average student.

It will be seen, therefore, that it will take the student of average ability and good health about *four years* to do the 150 "*semester hours*" of work required as a condition of receiving a "Secondary" or "College Entrance" diploma.

If the student take the summer half-semester each year he can shorten this time to about  $3\frac{1}{2}$  to  $3\frac{3}{4}$  years.

Mature students, such as are a large per cent of the young men and women who come to us from the rural districts, can easily do the work in *three years* by taking the summer half semesters.

3. The amount of work a student will be permitted to carry will depend upon these things:

(1) His health.

(2) His maturity.

(3) The *quality of work* he has previously done, that is, his record as a student.

4. *Two hours* of "laboratory work" is the equivalent of *one hour* of "recitation work" because the recitation hour presupposes at least one hour of preparation, on an average.

5. *All recitation hours are 60 minutes in length.*

6. Subjects listed with more than *five "semester hours"* are continued during an entire school year, 36 weeks.

7. The "Foreign Language" listed in the *first year* is supposed to be Latin, but there are cases where French or German may be accepted instead.

8. By listing "Foreign Languages" in the *second, third, and fourth years* at 40 "*semester hours*" is meant that four languages will be offered: Latin, Greek, French, and German. The student, *with the advice of his class officer*, is permitted to elect which of these four languages he wishes to carry, and whether more than one; but all elections must be made with the approval of his *class officers*. (On entering school the first time each student is assigned a "class officer," member of the faculty who is to act as his counsellor throughout his course here, on all matters pertaining to his school work. All subjects taken up, dropped, or exchanged for other work, must be done with the full consent and approval of the *class officer*.)

9. Subjects marked with an "*asterisk*" (\*) are *compulsory for all students*, unless both the president and the class officers agree to substitutions.



10. Subject *number 44* is compulsory for West Virginia students and for students who expect to become West Virginians or to teach in West Virginia.

11. Young women who have not already done 5 *semester hours* of work in Domestic Economy in an accredited school will be required to take work in that subject; and no young woman will receive the diploma offered above who has not done 5 semester hours of work in Domestic Economy.

12. Both "Agriculture I," and "Agriculture II," are compulsory for young men.

13. Every student is required to take 18 lectures on "Hygiene" in the above work. These are made distinctly practical and are delivered by professional men.

14. Those who take "General Biology" in the *first year* will take "Roman History" in the *second year*, and vice versa.

15. "Art II," "Art III," and "Solid Geometry" are compulsory for those who take Advanced Course B.

16. Students completing more than the 150 "*semester hours*" required for a diploma in the foregoing list of studies will be given credit on either our Advanced Courses or on their degree courses elsewhere, provided the extra "*semester hours*" be done in any of the following subjects: Nos. 4, 12, 18, 21, 22, 23, 25, 26, 29, 31, 32, 33, 37, 39, 41, 42, and 43.

17. Vocal Music is compulsory. Those who *cannot sing* are required to learn the principles of singing and to try to sing. Those who *can* learn to sing are expected to do so. Those who can sing already are expected to improve and to help the rest. Credit will be given for the actual time spent in class study and practice in singing.



## ADVANCED COURSES—A, B and C

From the following list of subjects, representing a total of 200 "semester hours" of work, *three courses of study* are offered, each *two years* in length above a "first class" *four-year* high school course.

For convenience these courses will be referred to as "Course A," "Course B," and "Course C."

*Course A* leads to an *academic diploma* which entitles the holder to "junior standing" in college or university work, and leaves him but *two years* to complete his A. B., B. S., or other like degree course.

*Course B* leads to a *normal diploma* which entitles the holder to a *No. one* "teacher's certificate" good for five years and renewable, but does not entitle the holder of this diploma to "junior standing" in a college or university "degree course," because the work of this course has chiefly to do with preparing teachers to teach the "common branches" in the rural and the graded schools of the state, hence includes chiefly such work as, *a careful study of the common school subjects, methods, teaching, child study, pedagogy, history, of education, observation, psychology, and kindred subjects*, for only part of which will colleges and universities give credit on "degree courses." The work of this course would, perhaps, give the student who completes it, "*advanced sophomore standing*" on a college or university "degree course."

*Course C* is a combination of courses A and B, and leads to a *normal diploma* which carries with it a *No. one* "teacher's certificate."

This course is intended especially for those who wish to prepare for teaching more or less before they complete their degree work, but want to do enough academic work (and only such professional work as will be credited on a degree course), to make sure of their "*junior college standing*" on the completion of this course.

See "EXPLANATORY NOTES" on Courses A, B, and C, below.

## SCHEDULE II

## FIRST YEAR

<i>Subjects</i>	<i>Semester Hours</i>
1. Child Study .....	2
2. Common School Subjects ("Common Branches") .....	3
3. Domestic Economy (Young Women) .....	1
4. English IX and X .....	8
5. Essentials of Debate (Young Men) .....	2
6. Essentials of Discussion and Conversation .....	1
7. Foreign Languages .....	32
8. Graded School Problems .....	2
9. History VI and VII .....	8
10. Hygiene .....	$\frac{1}{2}$
11. Mathematics .....	4
12. Methods (10) .....	5
13. Observation of Teaching (10) .....	5
14. Parliamentary Practice .....	1
15. Pedagogy .....	3
16. Physiography II .....	4
17. Physics III and IV .....	8
18. Psychology I .....	3
19. Rural School Problems .....	2
20. Seminary (Pedagogy) .....	1
21. Seminary (Current History) .....	1
22. Singing .....	$\frac{1}{2}$
23. Zoology I and II .....	10

## SECOND YEAR

24. Agriculture III .....	4
25. Art III (4) .....	2
26. Astronomy .....	3
27. Domestic Economy (Young Women) .....	1
28. Economics .....	4
29. Economic Biology I and II .....	8
30. English XI, and XII .....	6
31. Ethics .....	3
32. Foreign Languages .....	32
33. Geology II .....	4
34. History VIII .....	4

35. Hygiene .....	½
36. Philosophy of Education.....	2
37. Psychology II .....	3
38. School Administration .....	2
39. Singing .....	½
40. Sociology .....	4
41. Teaching (8) .....	4
42. West Virginia: Its Resources, Development, Institutions and Government .....	1
43. Words: Their Use and Abuse; Essentials of Composition and Letter-Writing .....	2
44. History of Art.....	3

## EXPLANATORY NOTES

## I. Course A—75 Semester Hours

1. Schedule II: Nos. 3, 4, 5, 6, 10, 14, 21, 22, 27, 28, 30, 31, 34, 35, 37, 39, 40, 42, and 43, a total of *forty-two* "semester hours."

Credits or substitutions for the foregoing, satisfactory to the "Credit Committee," will be accepted.

The remaining *thirty-three* semester hours of this course may be elected from the following, the class officers approving:

(1) Schedule II: Nos. 7, 9, 11, 15, 16, 17, 20, 23, 26, 29, 32, 33, 44, and such others of this schedule as will be accepted as "college credits" by the school in which the student expects to complete his "degree course."

(2) Schedule I: Such subjects in this schedule as will be accepted as "college credits" by the school in which the student expects to complete his "degree course," provided he has not already had credit for such on his *secondary course*. Of these the following are preferred: Nos. 4, 6, 7, 8, 9, 12, 13, 16, 18, 21, 22, 23, 25, 26, 29, 30, 31, 32, 33, 35, 37, 39, 41, 42, and 43.

2. Schedule I: The following or their equivalents are *required* before the student receives his diploma from Course A: 1, 3, 8, 9,



11, 13, (General Biology), 15, 16, 20, 22 or 30, 28, 29, 31 (for young men), and 38.

#### Course B—75 Semester Hours

1. Schedule II: Nos. 1, 3, 4, 5, 6, 8 or 19, 10, 12, 13, 14, 15, 18, 20, 21, 22, 24, 25, 27, 30, 31, 34, 35, 37, 39, 40, 41, 42, and 43, a total of *sixty-nine* semester hours.

Credits or Substitutions for the foregoing, satisfactory to the "Credit Committee," will be accepted.

The remaining Six "semester hours" of this course may be elected from the following, the class officers approving:

(1) Schedule II: Nos. 7, 11, 16, 23, 26, 28, 29, 32, 36, 38, and 44.

(2) Schedule I: Nos. 4, 6, 7, 12, 16 or 22, 18, 21, 23, 25, 26, 30, 31, 35, 37, 39, 41, and 43. Of these, Nos. 4, 16, 18, 21, 23, 25, 26, 30, 31, 35, and 37, are to be preferred, especially Nos. 16, 18, 23, 30, 31, 35, and 37.

2. Schedule I: The following or their equivalents are *required* before the student receives his diploma from Course B:

Nos. 1, 3, 8, 9, 11, 13 (General Biology), 15, 16 or 22, 17 (Art II), 20, 27, 28, 29, 30, 35, and 38.

3. Candidates for a diploma in Course B will be tested on their knowledge of the *common school subjects* soon after their entrance, and those found "wanting" will be *required* to do work in such of those subjects as they are found weak in. Credit to the maximum amount of *Three* "semester hours" will be given for such work.

#### Course C—75 Semester Hours

1. Schedule II: Nos. 3, 4, 5, 6, 8 or 19, 10, 14, 15, 20, 21, 22, 27, 28, 30, 31, 34, 35, 37, 39, 40, 42, and 43, a total of *Forty-eight* "semester hours," are *required* in this course unless satisfactory credits or substitutions are offered by the student. The remaining Twenty-seven "semester hours" of this course may be elected from the following, the class officers approving:

(1) Schedule II: Nos. 1, 9, 11, 16, 17, 23, 26, 28, 29, 32, 33, 36, 38, 41, and 44.

(2) Schedule I: Nos. 4, 6, 7, 12, 16, 18, 21, 22, 23, 25, 26, 29, 32, 33, 37, 39, 41, 42, and 43.

2. Schedule 1: The following or their equivalents are *required* before the "Course C" diploma is awarded:

Nos. 1, 3, 8, 9, 11, 13, (General Biology), 15, 16 or 22, 20, 21, 27, 28, 29, 30, 35, and 38. If credit has not already been given for these subjects on the student's secondary course some of them can be credited on Course C.

3. Candidates for this course will be tested on their familiarity with the *common school subjects*, as in Course B, and will be *required* to do further work on those subjects if found weak in them, but will not be allowed more than three *semester hours* of credit for such work.

#### GENERAL NOTES ON ALL THE FOREGOING COURSES

1. All recitation periods are *one hour* in length.

2. No. 44 in Schedule 1 is the same work as No. 42 in Schedule 2, and is *required* of West Virginia students, and those who expect to teach in West Virginia.

3. Review work in the "common school subjects" will be offered during each semester hereafter—Fall, Spring, Easter, and Summer semesters.

4. Work in the department of *Expression* will be accepted as a credit in any of the foregoing courses, to such an extent as may be approved by the head of the department of English and the president of the school, but in no case more than *ten* "semester hours" for the entire course in *Expression*.

5. CREDITS: The following is a brief statement of the regulations governing credits:

(1) Before credits for work done here can be recorded the student must have been in continuous regular class attendance for not less than *six weeks*, and must have complied with all class requirements for credits.

(2) Credits for work done elsewhere must be certified to the credit committee of this school in due form and duly signed by the proper school official which should always be, if possible, the *head of the school*.

(3) Nothing less than *one year's* work in a foreign language will be credited on a diploma course.

(4) Credit for work done in Spanish or Italian in an accredited school will be accepted provided the student has done as much as *ten* "semester hours" of said work.



## REVIEW WORK

### A NEW DEPARTMENT

Lucy E. Prichard.....Head of Department  
Vassar College, A.B.; Chicago University; Harvard; Ex-Principal of the Huntington High School; Ex-Member of the State Board of Graders for State Uniform Examinations.

Others who will do more or less work in this department are:

L. J. Corbly.....President  
Lilian Hackney.....Head of Department of Mathematics  
E. E. Myers.....Head of Department of Art  
Frances B. Burgess.....Head of Department of Geography and Geology  
J. M. LeCato.....Head of Department of Biology and Agriculture  
Mrs. Harriet Lyon.....Supervisor of Practice School  
Joe B. Yerion.....Head of Department of Home Economics  
Swannie E. Taylor.....Head of Department of Expression  
Effie M. Wilson.....Head of Division of Public School Music

The work of this new department has been organized after eighteen years of puzzling as to what was best to do with this work and how to do it. Several times it was thought well to discontinue it, as many schools have, and leave it to the so-called "summer normals"; but, after investigating the field as it is today in our state, and talking with a number of county and district superintendents, it was deemed not only advisable, but next to imperative, that this work be properly organized, placed in the hands of trained and experienced teachers, and made a serious department of the work offered by the school.

It will be no "cramming" school or department, but will be a division of the "normal" work of the school, whose chief purposes are the following:

To familiarize undergraduate teachers and prospective teachers who are anxious to equip themselves for teaching more or less before they graduate, with the *common school subjects* that they may do more effective teaching and may command *better grade* certificates and better positions.

To put those young people who come to us only a part of each year for *Reviews* in touch with our library where about 15,000 books and *one hundred* of the best magazines are at their command.

To get them in touch with real school life and educational inspiration, and lift them above the mere sordid desire to *cram for an examination*.

To try to make review work *educational, inspirational, a part of a normal course of study* on which certain credit will be given toward a normal diploma.

To supply the State with a higher grade of undergraduate teachers by organizing and systematizing the work of these *Reviews*, and giving *Review* students opportunity to go into our *model* or *practice school* of about 200 children covering all the eight grades, and into our *rural practice school* just outside the city limits, where they may see what we try to make "good teaching."

Finally, to have this work done by men and women of college training and large experience, whose only motive is to help these young people to do better teaching and to inspire them to continue their education.

This work will be offered the *entire year*. Students may enter at the opening of any semester or semi-semester (or as near the opening as convenient for them):

September 15, 1914.

January 29, 1915.

April 6, 1915.

June 16, 1915.

The *Fees* are the same as in the regular courses:

Fall Semester, 18 weeks.....	\$5.00
Spring Semester, 18 weeks.....	5.00
Easter Semi-Semester, 10 weeks.....	3.00
Summer Semi-Semester, 9 weeks.....	8.00

See *Index* for pages on which "Fees" are listed, under the heading, "FEES."

The work of this department consists of the following:

*History*: State, United States, and General.

*English*: Grammar, Rhetoric, Composition Literature, Letter Writing, Orthography, and Reading.

*Geography*: Political, Physical, Commercial and Map-Drawing.

*Civil Government*: City, District, County, State and National.

*Bookkeeping and Penmanship*.

*Drawing and Vocal Music*.

*Arithmetic*: Practical and Mental.

*Physiology: Hygiene, and School Sanitation.*

*Agriculture, and Household Arts and Sciences.*

*Theory and Art: Pedagogy, Methods, Primary Plans, Psychology (elementary), Observation of Teaching in the Grades and in a Rural School, Rural School Problems, Graded School Problems, Round Table Discussions, and Lectures.*

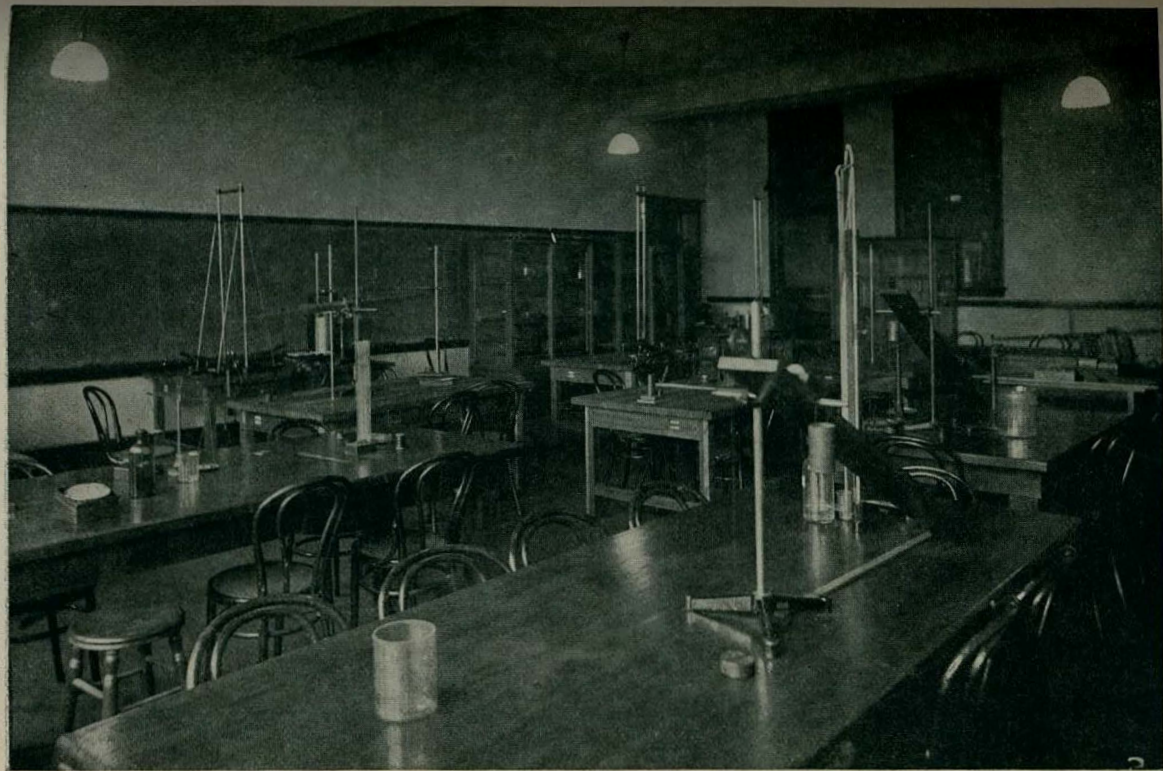
*Use of Words, Conversation, Debate, and Discussion.*

*West Virginia: Resources, Development, Products, and Institutions.*

NOTE: All Review Work required of normal students in the Advanced Courses will be done in this department.

For courses of study in Art, Expression, Music and Household Economy, see *Index* for pages.





Physics Laboratory



Library



## COURSES OF STUDY IN DETAIL

The work of the courses of study is organized under the following heads designated as "Departments":

- |                           |                    |
|---------------------------|--------------------|
| 1. Art                    | 9. Biology         |
| 2. Latin                  | 10. Physics        |
| 3. Greek                  | 11. Chemistry      |
| 4. Music                  | 12. Education      |
| 5. French                 | 13. Expression     |
| 6. German                 | 14. Mathematics    |
| 7. English                | 15. Review Work    |
| 8. History                | 16. Home Economics |
| 17. Geography and Geology |                    |

The Roman numerals attached to the several divisions of the work under each subject indicate "semester" divisions. For example, English I., II., III., and IV. cover the first *four* semesters of the course in English, and so on with other subjects.

### ENGLISH

**ENGLISH I:** *Composition and Rhetoric.* English I and II deal with the principles of correct sentence structure, involving careful practice in the oral and written expression of simple related thoughts concerning matters of common interest in the experience and the reading of the student. Textbooks: *Scott and Denney's* Elementary English Composition, and *Woolley's* Handbook of Composition. Classics Studied: Old Testament Stories; *Franklin's* Autobiography. Miss Marshall.

**ENGLISH II:** *Composition and Rhetoric.* English II continues the work begun in English I. Textbooks: The same as in English I. Classics Studied: *George Eliot's* Silas Marner; *Scott's* Ivanhoe. Miss Marshall.



ENGLISH III: *Composition and Rhetoric*. English III and IV are planned to develop the *habit* of using good English. Selections of good English are used as models, and attention is given to sentence structure and to the application of the principles of expression as discovered in correct and effective oral speech and in literature. English III deals with Narration and Description. Textbooks: *Kavanaugh and Beatty's* Composition and Rhetoric, and *Woolley's* Handbook of Composition. Classics Studied: *Coleridge's* The Rime of the Ancient Mariner, and *Lowell's* The Vision of Sir Launfal; *Scott's* The Lady of the Lake; *Bryant's* translation of The Iliad, Books I, VI, XXII, and XXIV. Miss Marshall.

ENGLISH IV: *Composition and Rhetoric*. See English III.

ENGLISH IV deals with Exposition and Argumentation, and with Narration, Description, Exposition, Argumentation, and Persuasion combined. Textbooks: The same as in English III. Classics Studied: *Macaulay's* Life of Johnson; *Burke's* Speech on Conciliation with America; *Shakespeare's* The Merchant of Venice. Mr. Franklin.

ENGLISH V: *English Literature*. A study of English literature from its beginnings to the end of the Sixteenth Century. Oral recitations and discussions; composition exercises, chiefly the writing of well constructed paragraphs on topics from the literature studied. Textbooks: *Halleck's* New English Literature, and *Newcomer and Andrews'* Twelve Centuries of English Poetry and Prose. Classics Studied for College Entrance: *Shakespeare's* Julius Caesar, and Macbeth. Mr. Franklin.

ENGLISH VI: *English Literature*. A study of English literature from the beginning of the Seventeenth Century to the present time. Recitations, discussions, and exercises as in English V. Textbooks: The same as in English V. Classics Studied for College Entrance: *Bunyan's* Pilgrim's Progress, Part I; *Milton's* L'Allegro, Il Penseroso, and Comus. Mr. Franklin.

ENGLISH VII: *Rhetoric*. Synonyms, antonyms, and prepositions, 1 hour; relations of words in sentences, 1 hour; argumentation, 2 hours. Mr. Franklin.

ENGLISH VIII: *American Literature*. A study of American literature from its beginnings to the present time. Classics Studied

for College Entrance: *Irving's Sketch Book*; *Hawthorne's The House of the Seven Gables*. Dr. Haworth.

ENGLISH IX: *English Literature*. Fall Semester. *Shakespeare*, ten weeks; *Spenser*, *Jonson*, and *Donne*; the *Caroline poets*; *Dryden's Satires*, and *Palamon and Arcite*; *Pope's Essay on Criticism*; lectures on the development of the "classic" element in literature. Dr. Haworth.

ENGLISH X: *English Literature*. Spring Semester. The beginnings of the romantic movement; *Thompson's Seasons*; *Collins's Odes*; *Goldsmith's She Stoops to Conquer*; *Blake*; *Crabbe*; *Cowper's The Task*, Book IV; *Burns*; Nineteenth Century English Poetry. Dr. Haworth.

ENGLISH XI: *English Literature*. Fall Semester. The Age of Wordsworth. Dr. Haworth.

ENGLISH XII: *English Literature*. Spring Semester. *Shelley*, *Keats*, and *Byron*. Dr. Haworth.

## LATIN

LATIN I: Pearson's Essentials of Latin, Lessons 1 to 50 inclusive.

LATIN II: Pearson's Essentials of Latin completed. Caesar's Gallic Wars, Book 11. Text: Harkness and Forbes.

LATIN III: Caesar's Gallic War, Books I, III, IV. Text: Harkness and Forbes. Prose Composition: Bennett's New Latin Composition, Part I.

LATIN IV: Cicero's Orations against Catiline, I, II, III and IV. Text: Bennett. Prose Composition: Bennett's New Latin Composition, Part II. Bennett's Latin Grammar is used in connection with the work in Courses III and IV.

LATIN V: Vergil's Aeneid, Books I, II, III, and IV. Special attention is given to Scansion, Figures of Speech and Mythology.

LATIN VI: Vergil's Aeneid, Books V and VI. Cicero's Manilian Law and Archias. Texts in Courses V and VI, Bennett. Prose Composition in Courses V and VI, Part III of Bennett's New Latin Composition.

LATIN VII: Livy, Books XXI and XXII; Cicero's De Senectute.

LATIN VIII: Horace, Selected Odes, Epodes, Satires, Epistles, Carmen Saeculare and Ars Poetica.



LATIN IX: Juvenal's Satires.

LATIN X: Plautus' *Trinummus*, *Captivi* and *Rudens*. With a study of the growth and development of Roman Comedy.

LATIN XI: Lucretius or Suetonius.

LATIN XII: Ovid or Pliny.

Written reports are required on the lives of the authors read as well as on other assigned topics.

## GREEK

GREEK I: First Greek Book, 56 lessons. Text: *White*.

GREEK II: First Greek Book completed; Xenophon's *Anabasis*, Book I, 5 chapters; Prose Composition, 10 lessons. Texts: *Anabasis*, *Harper and Wallace*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK III: *Anabasis*, Book I completed, also Books II and III. Prose Composition, 15 lessons. Texts: *Anabasis*, *Harper and Wallace*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK IV: *Anabasis*, Book IV; Homer's *Iliad*, Books I-III (*Catalogue of Ships* omitted), with selections from Book VI; Prose Composition, 15 lessons. Texts: *Anabasis*, *Harper and Wallace*; *Iliad*, *Seymour*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK V: Lysias, four orations; Prose Composition, 15 lessons; Plato's *Apology*.

GREEK VI: Plato's *Crito*; Sophocles' *Oedipus Tyrannus*; Aeschylus' *Prometheus Bound*.

GREEK VII: Demosthenes, Herodotus, Thucydides.

GREEK VIII: Tragedy: Aeschylus, Sophocles, Euripides.

All work in this department is done on the basis of five recitation hours a week.

Courses I and II involve thorough drill in pronunciation, accent, inflection, vocabulary, and syntax. In Course II connected translation is begun. The principal parts of 90 irregular verbs are memorized.

In Course III an effort is made to acquire a good working knowledge of Attic form and syntax; in Course IV 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 and Hort*.

The work of the third and fourth years is subject to some variation in the authors read.

In all the work a constant effort is made to lead the student to comprehend and to estimate correctly the literary, historical, and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking; and to enable him to understand their relation to modern problems and conditions.

## FRENCH

It is considered of the highest importance that each student become proficient in speaking French fluently and with a correct accent. To this end practice in conversation begins with the first lesson and continues throughout the course. Plays are learned and produced whenever practicable.

FRENCH I: *Berlitz*: Premier Livre. *Thieme and Effinger*: French Grammar, Lesson I, XXXVII. Daily Exercises in phonetics based on the Yersin Phonorhythmic Method.

FRENCH II: *Thieme and Effinger*: French Grammar completed. *Erckmann Chatrian*: Madame Therese. *Guerber*: Contes Et Lengends is read at sight.

FRENCH III: *Dumas*: L'Evasion du Duc de Beaufort. *Labiche and Martin*: La Poudre aux Yeux. *Lamartine*: Jeanne d'Arc. Composition based on these books, Idioms.

FRENCH IV: *Ballard*: Oral Stories. *Merimee*: Colomba. *About*: Le Roi des Montagnes. *Halevy*: L'Abbe Constantin. Composition based on these books, Idioms.

FRENCH V: Grammar, Final Review. *George Sand*: La Mare au Diable. *Victor Hugo*: La Chute. *Moliere*: Le Bourgeois Gentilhomme. *Thiers*: Expedition de Napoleon En Egypte. *Larouse*: Through France and French Syntax.

FRENCH VI: Through France and French Syntax, Completed. *Greville*: Dosia. *Merimee*: Chronique du Regne de Charles IX. *Racine*: Esther. *Dumas*: Monte Cristo.

FRENCH VII: An outline of French literature, comprising a study of the following authors: *Marot, Ronsard, La Rochefoucauld, Bossuet, Corneille, Racine, Moliere, Voltaire, Rousseau, Beaunarchais*. Lectures and reports. Current events. Everyday French.

FRENCH VIII: French literature of the nineteenth century, with a study of the following authors: *Hugo, de Musset, Sand, Dumas, Balzac, Zola, Daudet, France, Loti, Renan, Taine, Faguet, Dumas fils, Augier, Scribe, Sardou, Rostand*. Lectures and reports. Current events. Editorials.

## GERMAN

GERMAN I: Elements of German—Becher-Rhoades—first 120 pages. Kern's German Stories Retold. Daily exercises in phonetics based on Klinghardt's and Victor's methods.

GERMAN II: Elements of German—Becher-Rhoades—completed. Im Vaterland. Memorizing of poetry and proverbs.

GERMAN III: Immensee; Germelshausen; Der Lindenbaum; Pole Popenpaeler. Composition based on the first three books.

GERMAN IV: Holly's German Epics; Wilhelm Tell; Idioms; Lyrics and Ballads.

GERMAN V: Lessing's Mina von Barnhelm. Goethe's Herman und Dorothea. German Composition, Pope; Idioms.

GERMAN VI: Schiller's Wallenstein's Tod. Fontane's Vor dem Sturm; Otto Ernst's Ueberwunden. Lyrics and Ballads. Original Composition.

GERMAN VII and VIII: Lessing's Nathan der Weise; Freytag's Ingo. Correspondence. History of German Literature. Parallel reading; Scherer's Geschichte der deutschen Litteratur. Heine-man on Goethe. Wychgram on Schiller. Robert Koenig's Deutsche Litteratur Geschichte.

In the first and second years, 100 to 150 pages of sight reading is done. Technical or Commercial German will be given when requested.

## HISTORY

HISTORY I: A brief outline of Hebrew History as a foundation for the regular work of this course is given at the beginning of the semester, but Oriental and Greek History constitutes the body of the course.

HISTORY II: Roman History. Text—Morey.

HISTORY III: Mediaeval History. Text—Harding.



HISTORY IV: Modern History. Text—Harding.

HISTORY V: English History. Text—Cheney.

HISTORY VI: American History and Civics. This course will include a general review of the essentials of American History, chief periods, events, wars, etc.; but the purpose of the course is rather to give the student an intelligent grasp of the political, social, and intellectual development of the Americas, especially of our own country. It is rather a course in the historical development of the Americas than a mere study of events, hence no student must suppose for a moment that because he has had a course in the history of the United States and has read a dozen or two of texts on that subject he may be excused from the course. It is compulsory and nothing short of a credit on this subject, made in a high grade, degree-giving college or university, will be accepted in lieu of it; neither will a special examination be offered in it. Even those who have done the work of this course in college will be required to take that part dealing with our "state institutions" and with "current events," also the "civics."

HISTORY VII: French History, or a History of the German Empire.

HISTORY VIII: Hebrew History. The text in this subject is to be changed and the new text has not been decided upon at this writing.

ECONOMICS: This course, in addition to the features usually brought out in class, is made as vital as possible by applying modern theories to everyday practice as it affects the student as a citizen and as an individual. Few subjects have aroused more interest or more research and inquiry than this one, in the courses here.

SOCIOLOGY: While this subject has been listed under the history department it will be taught hereafter by the president of the school. Every effort possible will be made to have the student grasp the modern phases of this subject as they apply to the profession which he chooses and the community in which he expects to engage in his life work.

## MATHEMATICS

MATHEMATICS I: Algebra I. The four fundamental operations, special cases of multiplication, factoring, fractions, simple equations. Milne's Standard Algebra to page 176.

MATHEMATICS II: Algebra II. Equations of the first degree containing two and three unknown quantities, graphic solutions—



involution, evolution, fractional and negative exponents, radicals, quadratic equations, graphic solutions. Milne's Standard Algebra, pages 176-338.

**MATHEMATICS III: Geometry I (Plane Geometry).** Demonstrations of theorems, constructions and demonstrations of problems (lines, triangles, quadrilaterals, polygons, circles). Milne's Geometry, Books I-III.

**MATHEMATICS IV: Geometry II (Plane Geometry).** Demonstrations of theorems, constructions and demonstrations of problems including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. Milne's Geometry, Books IV-VI.

**MATHEMATICS V: 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-X.

**MATHEMATICS VI: Algebra III.** General review, properties of quadratic equations, ratio and proportion, inequalities, variable binomial theorem, logarithms, permutation and combinations. Milne's Standard Algebra, Page 338 to the end.

**MATHEMATICS VII: Trigonometry.** Definitions of trigonometric functions, 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, and use of tables, the solution of right and oblique triangles, formulas for right and oblique spherical triangles. Napier's rules, geographical and astronomical problems.

**MATHEMATICS VIII: Analytic Geometry.** Plane Analytic Geometry, co-ordinates, loci of equations, the straight line, parallels, and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars.

**MATHEMATICS IX:** This course is an elective one.

## PHYSICS

The course in Physics 1 and 2 consists of recitations accompanied by laboratory work through the year. The recitations are supplemented by lectures, exercises based on the class work, and stereopticon views. Each student is required to complete forty experiments of a quantitative nature, and to keep a neat and accurate record of the same.

In addition to giving the student some knowledge of the phenomena and the laws of nature, this course is designed to train in the use of scientific methods, accurate observation, and in recording neatly and drawing inferences from the data obtained.

**PHYSICS I:** Fall Semester. (a) Recitation course, three hours a week open to all students who have had Geometry II, measurements, mechanics of solids, liquids and gases, and heat. Text in use during the past year: *Carhart and Chute's First Principles of Physics*. (b) A laboratory course to accompany course (a), two two-hour periods each week. *Garton's Laboratory Manual*. Laboratory fee, \$1.50.

**PHYSICS II:** Spring Semester. (a) A continuation of course I (a). Same hours. Magnetism, electricity, sound and light. (b) Laboratory course, a continuation of course I (b). Fee, \$1.50.

**PHYSICS III:** Fall Semester. This course is open to all who have had Physics I and II, Chemistry I and Chemistry II, Trigonometry, and who desire to continue the subject; also those who are preparing to teach science. Twenty experiments in mechanics, molecular physics, and heat. Five hours a week, four two-hour laboratory periods, and one recitation or lecture. Fee, \$2.00.

**PHYSICS IV:** Spring Semester. A continuation of Physics III, which is a prerequisite. Twenty-two experiments in sound, light and electricity. Same hours. Fee, \$2.00.

## CHEMISTRY

The course in introductory Chemistry runs throughout the year, three hours of recitation and lecture work accompanied by four hours of laboratory work each week. The course is planned to fulfill college entrance requirements and prepare for work in analysis. Each student is required to keep a careful record of all experimental work. The industrial processes are emphasized as far as possible and are illustrated by lantern slides.

**CHEMISTRY I:** Fall Semester. (a) Lecture and recitations, three hours a week. Algebra II, a prerequisite. This course is planned to give the pupil a grasp of the study of familiar substances from a scientific standpoint. Various minerals will be discussed and examined, and from this the pupil will form his conception of chemical and physical change, common gases, water, sulphur, carbon, and the halogens. Text: *Bradbury's "Inductive Chemistry,"* (b) Laboratory course to accompany course (a), two hours a week. Fee, \$3.00. Manual: *Bradbury's, Laboratory Studies*.



**CHEMISTRY II:** Spring Semester. (a) Lecture and recitation course, a continuation of Chemistry I. Metals and Metallurgy together with a study of some of the simpler and more common compounds of Carbon. (b) A continuation of the laboratory course of Chemistry I. This course will also include qualitative tests of samples of soil, water, milk, baking powder, foods, etc. Manual: *Avery's "Elementary Applied Chemistry."*

**AGRICULTURAL CHEMISTRY:** Fall Semester. Prerequisite to this course is Chemistry I, and is required of all who take Botany V. (a) Lectures and recitations, three hours a week. The course will deal in a general way with the relation of chemistry to agriculture. Particular emphasis will be placed upon the study of the chemical composition and properties of plants, soil, fertilizers, feed stuffs, insecticides and fungicides. (b) A laboratory course to accompany course (a), two hours a week. Text to be selected in both courses. Fee, \$3.00

**NOTE:** The course in Agricultural Chemistry will be repeated in the Spring Semester, if elected by a sufficient number of pupils.

**CHEMISTRY III:** Fall Semester. Qualitative Analysis. (a) Lecture and recitation course. Two hours a week. A study of the properties and reactions of the common elements, and of the inorganic and organic acids. Special emphasis will be placed upon the "Double Oxide" method of balancing equations. (b) A laboratory course to accompany course (a). A thorough experimental study of the chemical action of the common elements and of the acids. Qualitative analysis of a number of solutions, solid mixtures and alloys. Text: *Dennis and Whittelsey's Qualitative Analysis*. Three hours a week. Fee, \$3.00.

**CHEMISTRY IV:** Spring Semester. Quantitative Analysis. (a) Lecture and recitations. Two hours a week. A study of the chemistry and calculations of Quantitative Analysis, Volumetric and Gravimetric. (b) A laboratory course to accompany course (a). The preparation and standardization of volumetric solutions, and their use in the analysis of a variety of substances. This course will include work in Acidimetry, Alkalimetry, Iodimetry, and sundry gravimetric determinations. Three hours a week. Text: To be selected. Fee, \$3.00.

**NOTE I:** Chemistry III and IV are designed to meet the needs of pupils who expect to continue their science work in college or university.

**NOTE II:** In all laboratory courses one hour credit means two actual hours spent in the laboratory.



## GEOGRAPHY AND GEOLOGY

**PHYSIOGRAPHY I:** Order of topics: (1) The Earth Relations; (2) The Atmosphere; (3) The Ocean; (4) The Lithosphere. Selected types of land forms will be made a basis for intensive study, developing especially the human phase, commercial and industrial, in relation to the physical. Field work in the vicinity of the school. Laboratory work on topographic maps. Text: Salisbury's *High School Physiography*.

This course is prerequisite for all the courses in the Department.

**PHYSIOGRAPHY II:** This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment are much emphasized. In connection with each topic the life side in its practical significance is made clear. Order of topics: (1) Relief Features of the First and Second Orders, Subordinate Topographical Features; (2) Work of the Atmosphere; (3) Work of Ground Water; (4) Work of Running Water; (5) Work of Snow and Ice; (6) Lakes and Shores; (7) Vulcanism; (8) Crustal Movements. A special study of topographic maps is made with a view to the scientific interpretation of land forms and other influences upon the institutional development of a country. Laboratory two hours a week. Text: Salisbury's *Advanced Physiography*.

**COMMERCIAL GEOGRAPHY:** This course treats of the influence of geographical features on the production and exchange of commodities and of the principles underlying and guiding commercial activities. The course is given in outline form with references. Laboratory work two hours a week in making maps, graphs, etc.

**METHODS COURSE:** (a) **THE TEACHING OF GEOGRAPHY IN THE PRIMARY GRADES.** This part of the course is designed to give a preparation for teaching geography in the lower grades of the public schools. It is a study of materials to be presented in the primary grades with reasons for their selection, methods of presentation, subject-matter of special interest to children from six to twelve years of age, the making of courses of study for primary grades. Illustrative lessons are given before the class from time to time by members of the class and by critic teachers in the Model School. (b) **THE TEACHING OF GEOGRAPHY IN THE GRAMMAR GRADES.** A study of geography for the upper grades—designed for teachers, supervisors, or principals—including an intensive study of Europe or of North America.

**GEOLOGY I:** An introductory course in geology designed to present the general principles and processes of the science, a general

survey of physical and historical geology. Field work. Laboratory four hours a week. Text: *Blackwelder and Barrow's Elements of Geology*.

GEOLOGY II: A more detailed study of physical and historical geology. Laboratory work on maps and minerals, with special attention to the economic formations in West Virginia. Text: *Salisbury's College Geology* (in one volume).

## BIOLOGY

The work in Biology is arranged to meet the needs of three classes of students.

Courses I, II, IV, V, VI, IX, and X are adapted primarily for agricultural students and teachers of agriculture.

Course I, II, IV, VII, and VIII are courses to meet the needs of students preparing for the University or who want Biology as a cultural subject.

For those who expect to teach Biology, courses I, III, IV, VI, VII, X, and XI should be taken.

Biology I: General Biology. This course is prerequisite to all other courses in Biology. It aims to give the fundamental principles underlying the courses in Botany, Zoology, and Agriculture which follow it. The work is conducted in small sections under the direct supervision of the Head of the Department. Each pupil is expected to keep a record of notes, and fully labeled drawings of observations made in the laboratory. In this course, and in all other courses in Biology, neatness and accuracy will be insisted upon.

Fall semester: 3 hours lecture and recitation per week.

Laboratory, 4 hours.

Textbook: "Essentials of Biology." *Hunter*.

BIOLOGY II: Botany I. Morphology and Ecology of Plants. Beginning with the Thallophytes, a careful microscopic study of plants and their structures will be made from the Evolutionary and Ecological viewpoints, including a General Survey of the Plant World, Alternation of Generation, Plant Distribution and Relation to Man and Animals will be given special attention. Three hours' lecture and recitation per week. Four hours' laboratory and field work. Textbook: *Curtis' "Nature and Development of Plants." Coulter, "Plant Relations."*



**BIOLOGY III: Botany II. Physiology and Taxonomy of Plants** with special reference to agriculture. About two-thirds of the time will be given to experimentation in the laboratory upon the following subjects: Water and Mineral Contents of Plants; Relation of Root Systems to Absorption; Transpiration; Intake of Carbon and the Manufacture of Organic Food; Respiration; Metabolism; Growth; Reproduction; Heredity and the Principles of Breeding. The latter part of the course will be devoted to Taxonomy. Frequent field trips will be made, and the student will be expected to become adept in tracing plants through the use of keys. Textbook: *Duggar's "Plant Physiology."* *Gray's Manual*, 7th edition. Prerequisite: Agricultural Chemistry.

**BIOLOGY IV: Agriculture I.** Prerequisite to this course is Botany I; Botany II if possible. The first semester work is given in two parts:

(a) Forestry. The study of trees and shrubs of the vicinity, including identification, planting, pruning, etc. Forest laws and conservation.

(b) General information regarding Farm Practice; Weeds and how to Control them; The Soil and Maintaining Its Fertility; Farm Crops and Systems of Cropping; Farm Animals, Feeds and Feeding; Farm Management; The Home and the Community.

Textbook: *Otis's "Trees."* *Warren's "Elements of Agriculture."* U. S. Department of Agriculture and Experiment Station Bulletins.

**BIOLOGY V: Agriculture II. Practice in Seed Selection and Seed Testing; Plant Propagation and Breeding; Gardening and Horticulture.** Plots of land will be marked off and each student will be held responsible for the planting and cultivation of his plot.

**BIOLOGY VI: Zoology I.** The Activities, Structure Development and Biology of types of animals selected to illustrate general principles. All of the work will be done from the Evolutionary point of view. Special attention will be given to the Ecological and Economical phases of the subject.

Three hours lecture and recitation per week.

Four hours laboratory and fieldwork.

**BIOLOGY VII: ZOOLOGY II.** A continuation of course I, with special emphasis on the vertebrata.

*Galloway's "Textbook of Zoology"* will form the basis of the course, but each pupil will be expected to do considerable reference work in connection with assigned topics. Students preparing for the medical and dental profession will be given special work in dissection.

Textbook: *"Animal Life."* *Jordan and Kellogg.*



BIOLOGY VIII: Economic Biology I. The more important diseases of cultivated plants, their causes, and methods of prevention. Each student will make a collection, and supplement his laboratory work with field study. Seven hours of laboratory, lectures and recitation per week.

Textbook: *Duggar's "Fungous Diseases of plants."*

BIOLOGY IX: Economic Biology II: Entomology. The life histories, classification, and methods of control of injurious insects.

Textbooks: *Sanderson and Jackson's "Elementary Entomology."* *Sanderson's "Insect Pests of Farm and Garden."*

BIOLOGY X: Practice course for teachers. The aim of this course is to give preparation for teaching in high schools. The lectures give a general survey of the field, and methods of teaching will be considered. Laboratory work includes methods of collecting and preparing material for class use; making reagents; charts; *practice teaching*; and the planning of courses. Three hours lecture per week. Four hours laboratory.

Textbook: *Lloyd and Bigelow, "The Teaching of Biology."*

SPECIAL COURSES. Two special courses in agriculture are offered.

#### 1. AGRICULTURE FOR TEACHERS IN THE RURAL SCHOOLS:

This course is offered especially for those rural teachers who wish to renew their No. 1 certificates, and others who wish to teach agriculture in country schools. The course is complete in itself and covers the following topics. (1) The Soil; (2) The Plant and Its Relation to Its Environment; (3) Horticulture; (4) Planning of Home and School Gardens; (5) Diseases of plants; (6) Insect Pests and How to Combat Them; (7) Farm Crops and How to Grow Them; (8) Domestic Animals and How to Care for Them; (9) Farm Sanitation. The above work will consist of lectures, laboratory, and discussions. In addition to the above, each student must submit a syllabus of a year's course to the head of the department one week before the term closes. These will be carefully gone over and discussed at round tables.

Text: "Agriculture for Beginners," by *Burkett, Stevens and Hill.*

## 2. A SHORT COURSE IN AGRICULTURE FOR FARMERS:

This course consists of a series of lectures given by members of the Faculty, and other lectures by invitation, upon topics vital to the practical farmer. The lecture topics are as follows:

- Lecture
1. Plant Diseases.
  2. Injurious Insects. How to Recognize and Control Them.
  4. The Housewife's Flower Garden.
  3. The Housewife's Vegetable Garden.
  5. Trees and Shrubs. How to Care for Them.
  6. "The Illinois Method" of Maintaining Soil Fertility.
  7. Fertilizer.
  8. Truck Farming for Profit.
  9. Fruit Growing for Profit.
  10. Seed Testing and Selection.
  11. Stock and Breeds of Farm Animals.
  12. Feeds and Their Adulterants.
  13. The Home and Outbuildings.
  14. Farm Drainage and Sanitation.
  15. Demonstration by Students.
  16. Question Box.

## HOME ECONOMICS

### I. GENERAL PLAN OR SCHEME

The organization of this new department has been purposely delayed till conditions were fair for making of it a department worthy the name.

The general plan for the organization of the department has been in process of development for several years. In brief it is as follows:

In order that the ladies' dormitory may be brought into immediate and practical relations with this department the head of the Department of Home Economics is also Head Matron of the dormitory; that is to say, she has executive and supervisory power and authority over the entire dormitory, the buying, the cooking and the serving divisions; her authority in the dormitory is supreme except



in the care of the young women, which is the work of the Associate Dean; here the work and authority are co-operative in some details which are clearly defined by the President of the school.

To assist her in operating the dormitory are the Assistant Mar-tron and the Housekeeper, with such other help as is found necessary.

On the academic side of the work of the department are the courses of study, the laboratories, etc., and on the practice side the opportunities the dormitory offers and special cooking and other divisions of the "Course" work.

For the coming year it cannot be hoped that all details of the plan of organization be carried out, but it is proposed to make a substantial beginning. The courses of study have been prepared only after advising with many leading home economists and after studying schools of Home Economics.

To carry on the work of the courses for the years 1914-'15 the following instructors and helpers will take part:

Joe B. Yerion, Head of the Department of Home Economics.

E. E. Myers, Head of the Department of Manual Art.

R. M. Wylie, Head of the Department of Physics.

W. A. Adamson, Head of the Department of Chemistry.

J. M. LeCato, Head of the Department of Biology.

General culture subjects are not omitted, for the general culture of the school surrounds the department. The English and History courses are particularly strong, while Economics, Modern Languages, Sociology, Psychology and the other cultural and general information courses are included and are taught in the several departments under which they come.

It will thus be noted that Home Economics is not merely an isolated vocational department "tacked on" to the regular work of the school for faddists, "working" girls and women, and those engaged now or soon to become engaged in the business of housekeeping, but is a serious, vital, and urgent co-ordinate department of work here, offered to men and women alike, and compulsory, to a certain extent at least, for all young women who graduate from this school, no matter what course of study they take, since this work looks to the larger sphere of home-making and home-keeping, and not simply to "housekeeping" in the narrower and more sordid meaning of that eminently respectable and honorable profession—for it is a profession.

To teach the technique of the home is the trend of modern education. If girls are to emerge from school in sympathy with the home, the home must be the object of thought in the school. They



must be kept in touch with home interests, and must have a definite end for intellectual training, with emphasis upon their high calling as creators and preservers of the home.

She who possesses a good knowledge of any of the domestic arts has a most valuable means of making herself useful to others, of economizing her own or another's income, or of defending herself against adversity.

One aim of the course is to apply science to the work of the household. But the courses in Home Economics aim above all to be practical, supplementing all the theoretical work by actual routine drill. Emphasis is laid on "doing." Moreover, a girl is taught to be not only a good manager, but what is becoming more and more economically needful, a wise spender.

The fundamental sciences, such as Anatomy, Physics, Chemistry, Bacteriology, are emphasized, since Domestic Science must be built on these as a basis. Besides access to the general school library, the department has the advantage of a good library of technical books for reference, and the use of the following magazines:

The Journal of Home Economics.

Good Housekeeping.

The Boston Cooking School Magazine (new name, "American Cooking").

The Ladies' Home Journal.

The Woman's Home Companion.

The Delineator.

Elite.

Modern Priscilla.

## II. COURSES OF STUDY

### I. HOME-MAKERS' COURSE—One Year

This course is designed for young women who are qualified to take the course and who desire the maximum training in those subjects directly related to the practical affairs of the household, and who can devote but one year to the subject.

The courses are practical in nature and the instruction will be given with a very definite purpose.

This course might be called "Housekeeping for Two." It is designed to give the young housekeeper an intelligent start toward up-to-date economical home making, that she may not be overwhelmed by her responsibilities. Foods are studied as to their general composition, nutritive and economical value. The cooking of palatable, economical, everyday dishes is taught in connection with canning and preserving, jellies, cakes, candy, poultry, breads, chafing dish lessons, fireless cookers, frozen desserts, invalid cookery, etc.

Discussion of routine housework—care of fires; ventilation; dining-room and kitchen work; preparation of meals; the making of salads, sandwiches and beverages; laying the table, sideboard and serving table; preparation and serving of a breakfast, luncheon, and dinner, illustrative of the various methods of serving; five o'clock tea; journal receptions. The care of pantries, refrigerator, garbage, etc.; sweeping and dusting, etc.; bed-room work; care of bath-room; planning, ordering, marketing; keeping of household accounts; talks on economy and wise spending; a discussion of the servant problem.

Fee, \$5.00 per semester for those who are taking work in some other course or courses of study and have paid their fees therein.

For those who take this course only the fee is \$10.00 per semester.

## 2. DOMESTIC ART AND DOMESTIC SCIENCE— TWO YEARS

### FIRST YEAR—Three Periods Per Week

**DOMESTIC ART:** Hand sewing and machine work. Learning the use of bought patterns. Cutting, fitting, and making simple articles of clothing.

This course will include work in design with its application to any materials dealt with in the home in the way of home furnishings as well as to articles to be made and to clothing.

**DOMESTIC SCIENCE:** Study of different methods of applying heat to food products. Introductory study of food principles. Simple carbohydrate foods, such as potatoes, cereals, tapioca, casserole of rice, meats, etc. Bread making, selecting and cooking meats; selecting, cooking and serving foods, including the planning of menus. Preservation of food and the principles governing it.



## SECOND YEAR—Three Periods Per Week

**DOMESTIC ART:** Advanced sewing. Classification of fibers, their characteristics and uses, study of cotton, flax, wool and silk, history value, price and wearing qualities. Removal of stains, analysis of water, soap, etc. Simple textile study in its relation to laundry work.

Continuation of work in design to be applied to different articles of clothing and house decorations.

**DOMESTIC SCIENCE:** Continuation of the study of food principles.

**HOME ECONOMICS:** Study of sanitation and laundry work. Study of cost of living. Marketing. Purchase and serve a breakfast, luncheon and dinner.

## 3. CERTIFICATE COURSE—THREE YEARS

This course is of a kind such as make it practically necessary to begin it at the opening of the first semester and continue it regularly throughout the three years, for it is based upon and is a continuation of the TWO YEARS' COURSE. Certain subjects are elective but the entire course is compulsory for all who intend to specialize with a view to teaching the work.

**DOMESTIC ART:** Advanced sewing. Drafting and pattern making. Making of simple shirtwaist, dress, tailored skirt, lingerie waist.

Millinery and art needle work: Making of simple hats; study of making materials used and prices of same.

**ART NEEDLE WORK:** Application of design to different articles of clothing and house furnishings.

**DOMESTIC SCIENCE:** Home economics, sanitation, laundry work, and home nursing.

**Laundry Work:** Removal of stains, reagents used, analysis of water, soap, etc. Simple textile study in its relation to laundry work.

**Sanitation:** Planning of house surroundings, building materials, plumbing, economical arrangement of rooms, their relation one to another, etc.



Home Economics: Study of cost of living, division of income, marketing, house furnishing, etc. Simple work in dietetics and planning of simple menus.

Fee, \$5.00 per semester for those already enrolled in some other department and fees therein paid. For those taking this course only, \$10.00 per semester.

#### 4. DIPLOMA COURSE—FOUR YEARS

Those electing the Diploma Course built on the Certificate Course just to broaden their knowledge of foods and their preparation, and second, to make application of this knowledge in their professional work, observation and practice teaching.

In the science of wealth little is said of the economics of the home, yet it is from this sphere of activity that consumption is to a large extent regulated. An ever present problem in the economic world is the proper utilization of waste. Throughout these courses students concern themselves with the earning of the income and with its wise expenditure, stress being put on the idea of efficient living through the application of scientific judgment and methods. It is hoped that this training will tend to simplify many of the problems involved in the "Cost of Living," and that students will acquire the art of "Scientific Management" as a means of regulating and controlling waste of money, time, physical and mental energy and commodities.

**DOMESTIC ART:** In this course all the Useful Decorative Stitches and Methods Used in Household and Costume Art are studied.

So far as possible students use design and color schemes made by them in the Art Department during their Junior year. Each year this class will plan and make up examples of bedding, table linen, draperies and other furnishings to be used for demonstration purposes. Careful comparison will be made between the quality and cost of these versus trade produced articles.

Planning, cutting, fitting, making and finishing such garments as lined and utilized cloths and silk dresses, simple and draped evening gowns, evening wraps, and lingerie dresses; lectures and demonstrations are given throughout the year on color textiles, application of designs, history of costume, and proper care of clothing.

**DOMESTIC SCIENCE:** Dietetics, Physiology, Hygiene, Household Management, Bacteriology, etc. The aim is to present the fundamental principles of nutrition and their application in the feeding of individuals and families under varying physiological, economic, and social conditions. Foods are studied with reference to their nutritive function, the total potential energy of the various food products being determined on the basis of the 100 calorie portion. These foods are grouped into meals which are based upon individual energy requirements, are prepared in food laboratory, and served to the various groups represented in the dietary.

Infant and child feeding are given special emphasis in this course. The importance of pure milk, methods of securing it, and modification for stated periods of feeding are fully discussed and demonstrated, as are also the various proprietary foods on the market, and other forms of artificial foods used in infant feeding.

Professional work, observation and practice teaching.

Fees same as in the other courses in this department.

The following are the academic subjects from which class officers of students in Home Economics, and the President of the school, will elect the studies that go to complete the foregoing courses:

- |                            |  |
|----------------------------|--|
| 1. Art I.                  | 22. Ethics.                                    |
| 2. Art II.                 | 23. Essentials of Discussion and Conversation. |
| 3. Art III.                | 24. Essentials of Debate.                      |
| 4. Algebra I.              | 25. Foreign Languages.                         |
| 5. Algebra II.             | 26. General Biology.                           |
| 6. Algebra III.            | 27. Geology.                                   |
| 7. Agriculture I.          | 28. Geometry I.                                |
| 8. Agriculture II.         | 29. Geometry II.                               |
| 9. Agricultural Chemistry. | 30. Geometry (Solid).                          |
| 10. Astronomy.             | 31. History.                                   |
| 11. Botany I.              | 32. History of Art.                            |
| 12. Botany II.             | 33. Hygiene.                                   |
| 13. Child Study.           | 34. Methods.                                   |
| 14. Commercial Geography.  | 35. Mechanical Drawing.                        |
| 15. Chemistry (General).   | 36. Observation of Teaching.                   |
| 16. Chemistry (Organic).   | 37. Parliamentary Practice.                    |
| 17. Chemistry of Foods.    | 38. Pedagogy.                                  |
| 18. Economics.             | 39. Physics.                                   |
| 19. Economic Biology.      | 40. Physiography.                              |
| 20. English.               | 41. Psychology I.                              |
| 21. Entomology.            |  |



- |                                       |   |
|---------------------------------------|---|
| 42. Psychology II.                    | 49. West Virginia: Its Resources, Development, Institutions, and Government.    |
| 43. Rural and Graded School Problems. | 50. Words: Their Uses and Abuses; Essentials of Composition and Letter Writing. |
| 44. School Administration.            | 51. Zoology.  |
| 45. Seminary (Pedagogy).              |   |
| 46. Seminary (Current History).       |   |
| 47. Singing.                          |   |
| 48. Sociology.                        |   |

## ART

ART I. The elements of free-hand drawing preparatory to all Art and Science courses.

ART II. Object drawing involving convergence and aerial and linear perspective. Constructive design as applied to all materials appropriate to school needs. Design applied.

ART III. Normal Senior methods.

ART IV. Analytical study of plants, trees, and flowers. Theory of color. Theory of design. Still-life and landscape composition in line, light, shade, and color.

Structure and decorative design worked out in all materials appropriate to school needs. Study of plans for school houses and homes, the beautifying of dooryards, school grounds, and parks.

ART V. A study of the development of art by periods. A study of the masters. Illustrated lectures on the great paintings, sculpture, and architecture with a view to bringing out the elements that make for truth and beauty.

ART VI. Supervisory Work and Teaching—180 hours. Advanced Design Decoration—90 hours. Advanced Design Construction—90 hours. Mechanical Drawing—180 hours. Advanced Free-hand Drawing from Cast, Life, etc.—90 hours. Courses of Study, Methods, and Organization—90 hours. Afternoon Work in Sketching—360 hours.

On the completion of the entire course a diploma is awarded provided the following academic requirements be complied with before awarding the diploma:

English I, II, III, IV, V, VI.

General Biology, one semester.



Botany, one semester.

Psychology I, and Pedagogy.

NOTE:—Special students in Art are respectfully requested to read sub-heading No. 8 ("A Week's Work") under the index heading "The More Important Rules and Regulations." Attention is also called to requirements named under "NOTE," see index "Duties of Standing Committee."

MECHANICAL DRAWING I: Plain geometrical drawing and working drawings.

MECHANICAL DRAWING II: Solid geometrical drawing and constructive drawing.

## EXPRESSION

Expression is the revelation of thought through the art of the spoken word. Artistic expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

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

The system of training used in this department is that taught in the School of Expression, Boston, Mass.

Students will be given credit at that school for each hour of work done here.

### (1) COURSE OF STUDY

#### FIRST YEAR

Harmonic Gymnastics.

Voice Training.

Pantomimic Problems.

Dramatic Rehearsal (Farce).

Extemporaneous Speaking.

Story Telling.

Study of Lyrics.

## SECOND YEAR

Harmonic Gymnastics.  
 Voice Training.  
 Pantomimic Problems.  
 Dramatic Rehearsal (Farce and Comedy).  
 Imagination and Dramatic Instinct.  
 Dramatic Reading and Recitation.  
 Recital Work.

## THIRD YEAR

Harmonic Gymnastics.  
 Voice Training.  
 Pantomimic Training.  
 Dramatic Rehearsal (Shakespeare).  
 Monologue (Browning).  
 Impersonation.  
 Platform Art (Original Arrangements).  
 Recital Work.  
 Textbooks written by S. S. Curry, Ph. D., Litt. D., are used.

## (2). FEES

See in the index of this book under the heading "FEES," for page on which fees are listed in detail. The following cover the fees in this department:

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
First Year.....	\$24.00	\$24.00	\$14.00	\$12.00
Second Year.....	27.00	27.00	15.00	12.00
Third Year.....	27.00	27.00	15.00	12.00

Students who are carrying the full work of this department with a view to graduation are charged only half rates for work in the Normal or the Academic course (\$2.50 per full semester and \$1.50 for the Easter semi-semester). No such deductions are made, however, for those who are carrying less than full work in this department.

## (3). CLUBS

The Dramatic Club is a feature of the work of this department which every student of dramatic talent and training may become a member of.

A certificate will be awarded those who complete the work of the Department of Expression together with the following academic work:

1. Pedagogy.
2. Psychology I.
3. General Biology.
4. Botany, *one semester*.
5. English I, II, III, IV, V, VI.

Other academic work *may* be required if the student does not carry enough work to comply with the minimum weekly requirements—see sub-heading No. 8 ("A Week's Work") under the index heading "*Rules and Regulations*."

## MUSIC

This department offers instruction in the following subjects:

- |                      |                           |
|----------------------|---------------------------|
| 1. Piano.            | 5. Violin.                |
| 2. Harmony.          | 6. Public School Music.   |
| 3. History of Music. | 7. Professional Training. |
| 4. Voice.            |                           |

### (1) PIANO

Two courses of study are offered, the one leading to a teacher's certificate at the completion of the work of the Junior year, and the other leading to a diploma at the completion of the work of the Senior year. A post-graduate course is offered for those who wish to become especially proficient. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but *in each class the studies selected must be worked up to the tempo indicated by the metronome mark.*

#### a. COURSE OF STUDY

##### PREPARATORY YEAR

Technical Exercises.  
Major Scales.  
Kuhner's School of Etudes.  
Guritt's First Lessons.  
Selected Compositions.



## FRESHMAN YEAR

Technical Exercises.  
All Major and Minor Scales.  
Lecoupey's Studies, Op. 20.  
Clementi's Sonatinas.  
Selected Compositions.

## SOPHOMORE YEAR

Technical Exercises.  
All Scales in similar and contrary motion.  
Major Scales in tenths, sixths and thirds.  
All Triad Arpeggios.  
St. Heller's Studies, Op. 46.  
Bach's Little Preludes and Fugues.  
Sonatas by Haydn.  
Selected Compositions.

## JUNIOR YEAR

Technical Exercises.  
Major and Minor scales, at tempo of M. M. 128, four notes to one beat.  
All Major and Minor Scales in tenths, sixths, and thirds, similar and contrary motion.  
Diminished seventh and Dominant seventh Arpeggios.  
Kullak's Octave Studies.  
Cramer's Studies.  
Clementi's Gradus ad Parnassum.  
Sonatas by Mozart and Beethoven.  
Chopin's Waltzes and Nocturnes.

## SENIOR YEAR

Technical Exercises.  
Major and Minor Scales with tenths, sixths and thirds at tempo of M. M. 154, four notes to one beat.  
Major and Minor Scales in double thirds, similar and Contrary Motion.  
Octave Studies.  
All Arpeggios in similar and contrary motion.  
Studies by Kessler and Henselt.  
Bach's Well Tempered Clavichord.  
Sonatas by Beethoven.  
Concertos by Mendelssohn, Chopin, Beethoven, Schuette, etc.  
Selected Compositions.

## POST-GRADUATE YEAR

Advanced Technical Exercises.

Scales in Double Sixths.

The Greater Sonatas of Beethoven.

Bach's Chromatic Fantasia and Fugue.

Studies by Chopin and Liszt.

Chopin's Ballads, Scherzos and Polanaises.

Concertos by Schumann, Liszt, Rubenstein, Brams, etc.

Selected Compositions.

## (2). HARMONY

The course in Harmony covers *two years*. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first 93 pages in Bussler Harmony, together with much supplementary work at the piano. Candidates for Teachers' Certificates must complete this first year of the course in Harmony. The work of the last year completes Prout text. Original work will be required as also transposition and dictation exercises at the piano. Candidates for diplomas must complete the full course in Harmony.

## (3). 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.

TEXTBOOKS: *Hamilton's* "Outlines of 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.

## (4). VOICE

## a. COURSE OF STUDY

## FIRST YEAR

Placing of Tones.

Studies from Best Composers.

English and German Ballads.

Sight-Reading and Part Singing.

Elements of Church Music.

## SECOND YEAR

Studies from the Best Composers.

Songs by Modern Composers.  
Church Music.

## THIRD YEAR

Studies from the Best Composers.	Normal Training.
Oratorio and Opera.	Practice of Accompaniment.
Songs by Classical Composers.	Harmony and Theory.
	History of Music.

## (5). PUBLIC SCHOOL MUSIC

It has been decided to add this Division of music instruction to the Department of Music with a view to preparing teachers of vocal music in the public schools.

Every member of the "Normal Senior Class" is required to take work of this kind *but not the full course in* "Public School Music." Only those who are preparing to make the teaching of vocal music in the public schools a specialty are expected to take this entire course.

The length of time required to complete this course depends, quite naturally, as in all other courses, on the advancement of the student when he enters. To teach "public school music" something else—quite a bit of something else—besides mere music attainments is essential, hence this course covers some ground aside from strictly musical lines.

## a. COURSE OF STUDY

I. ELEMENTARY THEORY: Signatures of Keys, Major and Minor Symbols of Music in General. Terminology, including English and Foreign Words.

II. MELODY WRITING, in One, Two, and Three Parts, with Analysis of Similar Compositions.

III. ELEMENTARY HARMONY, in Four Parts, working from the Bass and from the Soprano up to and including Modulation.

IV. SIGHT READING: Practice in all the Idiomatic Expressions of Vocal Music in Chorus Practice. Chorus Drill and Training. Choir Training.

V. EAR TRAINING AND EDUCATION: Systematic Training in Tone Observation and in Writing Tones from Dictation.

VI. VOICE ONE FULL YEAR, two lessons per week, under the head of the Voice Division of the Music Department.

VII. METHODS OF TEACHING, PRACTICE IN TEACHING, AND CHORUS WORK.

VIII. ACADEMIC REQUISITES: Before a certificate for completing this course can be issued the following *academic* preparation, or foundation, must have been made:



1. A *three-year* high school course or the *first two years* of our "Secondary Course" (Freshman and Sophomore Secondary in either Course A or Course B).

2. Psychology I and Pedagogy.

IV. INSTRUMENTAL MUSIC REQUIREMENTS: Before receiving her certificates the student must be able to play Third Grade music on the piano.

The candidate for certificate must be able to "play hymns" on the organ.

To the student who completes this course of study in Public School Music and a *four-year* high school academic course of study (or its equivalent here) will be awarded a "Diploma in Public School Music."

#### (6). VIOLIN

The teacher of Violin has entire charge of the work in that division and fixes and collects his own fees.

#### (7). FEES

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
Piano:				
1. Head Teacher.....	\$27.00	\$27.00	\$15.00	\$12.00
2. Assistants .....	23.00	23.00	14.00	10.00
Voice .....	27.00	27.00	15.00	12.00
Public School Music, Special Course .....	10.00	10.00	6.00	8.00
Harmony .....	9.00	9.00	6.00	6.00
History of Music.....	6.00	6.00	4.00	4.00
Use of Piano for Practice Hours:				
If used 1 hour per day.....	3.00	3.00	2.00	2.00
If used 2 hours per day.....	4.50	4.50	3.00	3.00
If used 3 hours per day.....	6.00	6.00	4.00	4.00
If used 4 hours per day.....	7.50	7.50	5.00	5.00
If used 5 hours per day.....	9.00	9.00	6.00	6.00
If used 6 hours per day.....	10.50	10.50	7.00	7.00

NOTE:—The attention of all music students is respectfully called to two references in this catalogue:

a. "A Week's Work," see under sub-heading No. 8, by reference to the index heading "*The More Important Rules and Regulations.*"

b. See "NOTE" under the index heading "*Duties of Standing Committees.*"

Both these references are important.

## (8). CERTIFICATES AND DIPLOMAS

## a. ACADEMIC REQUIREMENTS

CANDIDATES FOR "CERTIFICATES" in the piano division of the Department of Music are required to complete all work, or its equivalent below the Freshman Secondary Year, and the following in addition:

- |                   |   |
|-------------------|---|
| (1.) English III. | (3.) German, or French, <i>one year</i> . |
| (2.) English IV.  | (4.) Psychology I.                        |

CANDIDATES FOR DIPLOMAS in the piano division are required to complete the following academic work:

- |                   |   |
|-------------------|---|
| (1.) English III. | (4.) German, or French, <i>one year</i> . |
| (2.) English IV.  | (5.) Pedagogy.                            |
| (3.) Hygiene.     | (6.) Psychology I.                        |

## b. MUSIC REQUIREMENTS

All music students except those in the Preparatory Year are required to take one semester in Elementary Theory.

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in piano must complete the work in the first four years together with one year's work in Harmony and one year's work in History of Music. They must be able to read music accurately at sight in reference to fingering, time, notes, and phrasing. They must also attend a Teachers' Training Class, and must themselves give instruction to a few pupils under the supervision of the Director of Music.

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

## (9). NOTES

ALL FEES ARE PAYABLE IN ADVANCE per Semester or Semi-Semester, according to when the student enters.

STUDENTS WHO ENTER LATE will be charged for the rest of the semester plus *two weeks* additional.

NO DEDUCTIONS ARE MADE for lessons missed by students. In cases of prolonged and severe illness the student may have his choice of two alternatives.

(1.) He may have *three-fourths* of his lost lessons made up afterwards, or—

(2.) He may transfer this *three-fourths* time to some other student and let that student pay him. In case he transfer his *three-fourths* time to another student, that time should be reckoned on the basis of 1.35 per week. But this is purely a matter between the student and the one to whom he transfers his time.

MUSIC STUDENTS WHO ARE TAKING "FULL TIME" in that department are charged only *half rates* in the *normal* and *academic* department for their work there, that is to say, \$2.50 per semester, or \$1.50 per Easter semi-semester. No deductions are made, however, for those taking only *half time* (one lesson per week).

EQUIPMENT. The department occupies the upper floor of the building, and consists of four studios and ten practice rooms besides two rented practice rooms. The department has at its disposal eight upright pianos and one Knabe Grand Piano.

FACULTY RECITALS. One Faculty recital is given within the year. All the members of the Music Faculty take part in this recital and music students are required to attend as a part of their instruction.

STUDENTS' RECITALS. Recitals by students are held one afternoon each week. These recitals have been established as a means of developing confidence in the student and every one is required to attend.

STUDENTS MAY ENTER THE DEPARTMENT OF MUSIC AT ANY TIME, but it is greatly to their interest to enter at the beginning of the semester.

NOTE I.—Requirements for Certificates in the Division of "Public School Music" will be found under that heading, see No. 5 above.



## EDUCATION

INCLUDING THE MODEL SCHOOL, THE NORMAL TRAINING  
WORK, AND THE PROFESSIONAL SUBJECTS

### THE TEACHING FORCE

ANNA S. CUMMINGS, A. B., A. M., *Professional Subjects  
and Superintendent of Training Department.*

Degrees from Colby University; Graduate Work at Leland  
Stanford, Jr., University; University of Grenoble and Uni-  
versity of Paris.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model  
School.*

Edinboro State Normal Training School; Student at Inter-  
State School of Methods; also under Col. Parker, Thomas  
Balliet, and Alexander Frye.

MARY L. MYERS, *Grade VIII, Model School.*

Marshall College, 1889; Student at University of Chicago.

HATTIE ELIZABETH TUDOR, *Grade VII, Model School.*

Student at Lebanon; West Liberty Normal School; Athens  
Normal School.

LELA BONDLEY, *Grade VI, Model School.*

Mt. Victory High School; Student at Ohio Northern Univer-  
sity; Ohio State University.

NELLE OSGOOD, *Grades IV and V, Model School.*

Huntington High School; Marshall College, 1900.

EDITH WILSON, A. B., *Grades II and III, Model School.*

William Woods College; Warrensburg State Normal.

LILLIAN ISBELL, *Grade I, Model School.*

Marshall College, 1892; Student at Teachers' College, Colum-  
bia University.

E. E. MYERS, *Art.*

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

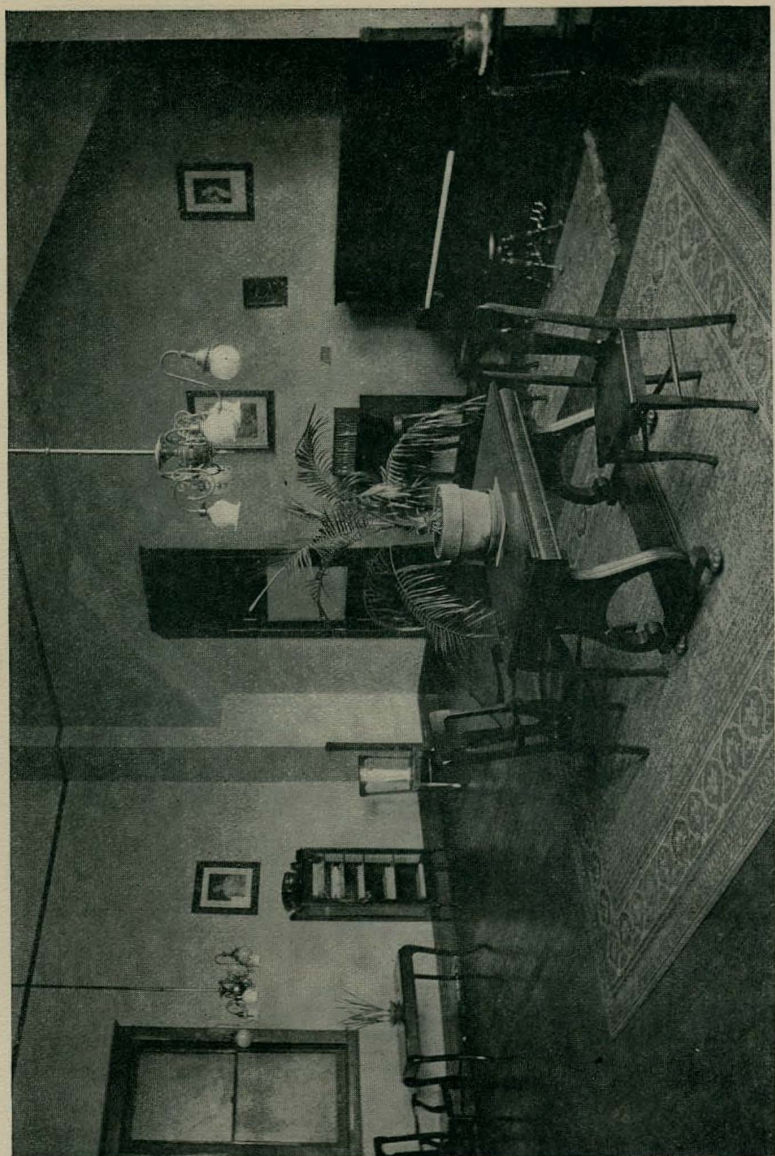
EFFIE M. WILSON, *Public School Music.*

Graduate of Cincinnati Conservatory of Music.



Among the Cannae Beds





Central Music Studio



## 2. ORGANIZATION

The head of the Department of Education is superintendent of the Model School, and is *head teacher* of professional subjects. She, with the co-operation of the supervisor of the Model School, nominates all teachers to be selected in that school, the president approves, and the State Board of Regents elects. She, with the co-operation of the president, the supervisor of the Model School, and the heads of all academic departments, fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it. Her office adjoins the Model School rooms.

There is a supervisor of the eight grades of the Model School, who gives her entire time to direct and immediate supervision, and to teaching in these eight grades. The several Model School teachers act as "Critic Teachers."

The children of the eight grades of the Model School are housed in six rooms so that combined grade work can be illustrated and practiced for the benefit of the rural district "teacher prospective" and visiting teacher or educator. These combinations are always of grades between the *first* and *eighth*, not including either of the two named. Other recitation rooms are used, to accommodate needed segregations owing to irregular advancement in individual cases and in small groups. The hours for the Model School daily sessions are 8:30 to 12:30 during the fall semester and 8:00 to 12:00 during the spring semester, varying somewhat according to the grade.

## 3. ADMISSION

### TO THE MODEL SCHOOL

Only children of good name,—clean of person and of habit, and free from vicious, criminal, or obscene practices—are admitted to this school so far as can be regulated; and those found guilty of things that make them unworthy associates in the Model School are dropped from the rolls when their undesirable qualities are discovered. To be poor is no bar against any child who desires to enter this school; none is more welcome than the deserving and ambitious poor; but the line must be drawn against the filthy of person or of morals, against the vicious and the criminally inclined, and against all such as are unfitted for other reasons than those named for mingling with children whose parents pay the extra fees charged here in order that their little ones may be surrounded with as wholesome influences as possible, and in every way possible.

AGE: Children of 6 years of age and up, are admitted to this school.

**FEE:** Each child, no matter into which grade admitted, pays a *fee of Seven and One-Half Dollars per semester*. The cost per session of *nine months* is, therefore, \$15.00.

This does not include books or stationary. These can be had at the regular prices at the college book store which is in the same building and on the same floor.

#### 4. NORMAL COURSE OF STUDY

See "Courses of Study," Part II.

#### THE NORMAL TRAINING WORK AND PROFESSIONAL SUBJECTS

The work of this department includes:

- |                            |                              |
|----------------------------|------------------------------|
| 1. Psychology              | 8. School Administration     |
| 2. Pedagogy                | 9. Sight Reading in Music    |
| 3. Methods                 | 10. Normal Art               |
| 4. Ethics                  | 11. Observation and Teaching |
| 5. History of Education    | 12. School Visiting          |
| 6. Child Study             | 13. Seminary                 |
| 7. Philosophy of Education | 14. Writing                  |

#### PSYCHOLOGY

Because we believe that all intelligent teaching is based upon the principles of Psychology, the professional training begins with this study. James' lectures are used as a text, supplemented by other authors as the subject develops. The topics most fully treated are: Habit, Attention, Heredity, Will, Instinct, and Emotion. The course in Educational Psychology, which directly follows, applies the principles considered immediately to the education of the child.

The course in Advanced Psychology, given in the Senior Normal year, is intended to lead the student to a more critical study of the subject, to give him a wider view and to acquaint him with the thoughts and opinions of some of the best thinkers and writers of the day.

#### PEDAGOGY

The principles of teaching are discussed especially from the standpoint of their bearing upon general and class-room methods. Text, *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 on the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Various texts are used as references upon the various subjects discussed. The class text is McMurray's *Elements of General Method*.

A note book is kept throughout the entire year, containing lesson plans, suggestions and other material gathered as the work progresses. This book, after being passed upon, is returned to the student, who retains it for future reference when the work of independent teaching is actually begun.

### 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 a clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

### HISTORY OF EDUCATION

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

### CHILD STUDY

The fact that the science of Child Study is in its infancy, and hence furnishes ground, often, for question and debate, does not do away with its value to the teacher of children. Certain principles are fundamental, permanent and practical, and acquaintance with these principles, after careful study, adds to the power of the teacher and lessens his danger of mistakes.



Kirkpatrick's *Fundamentals of Child Study* is used as the basis of the course, supplemented by Preyer, Tracy and other authors.

### PHILOSOPHY OF EDUCATION

This subject also belongs to the Senior Normal year and the work is suited to advanced and mature students. A previous study of education from a practical standpoint furnishes a basis for the consideration of its more abstract and philosophical aspects. The best authors are studied in this course, with a view to ascertaining their most important theories and conclusions with their application to education.

### SCHOOL ADMINISTRATION

This course is especially designed for those who expect to undertake administrative or executive positions and is arranged to suit their needs. It includes the consideration of positions as high school principals, school superintendents, grade principals, etc., and deals in detail with the management of such schools.

### MUSIC

This work is intended to prepare the student for teaching the elements of simple music in the public schools, and not to make a "professional" teacher of Public School Music. Charts, music readers, and other helps are used.

### ART

This course embraces the methods of presentation of all subjects under the head of Manual Arts, including theory of color and design, constructive drawing, construction in paper, card-board, leather, thin metal and wood, with the design applied. It also includes the principles of free hand drawing and art as related to the home as well as art and history.

Two semesters (one year) of drawing are required for entrance to the Normal Course.

### OBSERVATION AND TEACHING

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. 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.

Inborn fitness to teach, and power of personality are absolute essentials, but careful training is equally essential.

For these reasons students are required to give a large portion of time to observation in the Model School and, near the end of the course, after having carefully observed the methods of trained teachers, to teach for themselves, under strict supervision and criticism.

No teaching is done until the Senior year. At that time each student is assigned to a particular grade room and, for three days in the week, observes the work of the critic teacher in that grade. On the third day lesson plans, covering the work observed, are made out by the students and handed to the supervisor, who criticises and gives whatever aid is required. On the fourth day the lesson is taught by the student in the presence of the superintendent or supervisor, and of the critic teacher. At the close of the day a teachers' meeting is held which includes all of the Faculty of the training department. The teaching of each student is considered; his good points are noted and tabulated for future reference, and those needing correction are discussed in detail.

Finally, on the fifth day of the week, the work of the preceding day is discussed with the class and with individuals, and criticism or suggestions made, as need arises.

Students are assigned to one room for two weeks and then changed to the next grade, in order that some teaching may be done in each grade, during the course of the term.

Just before graduation a final meeting of the Faculty is held, the name of each student is carefully considered and his record is summed up and classified upon paper, especially prepared for this purpose. These records are put upon file in the general office and are open for consultation by school superintendents, principals and others wishing to engage teachers.

This plan of conducting training work has proved successful. On the part of the children there can be no possibility of suffering through the attempts of inexperienced students, and the student himself gains more from teaching one lesson a week under careful supervision than he would gain if left to work out daily problems at the expense of the children.



### SCHOOL VISITING

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

### THE SEMINARIES

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

The meetings are held twice a week. Once a week some important pedagogical subject is offered by a member for criticism and discussion.

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

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

The current events seminary is also held weekly.

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 members must pass a rigid examination upon the work of the year, in current events.

### WRITING

The vertical slant system is used and every student is obliged to demonstrate, by means of a book, his ability to write legibly and clearly.



## 5. THE MODEL SCHOOL

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

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

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

Advanced Division—Grades VII., and VIII.

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

Each grade of the Model School is limited to 30 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 200.

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

GRADE	I	II	III	IV	V	VI	VII	VIII
Reading	Word and Sentence Method. Two Primers, One First Reader.	One First Reader, Two Second Readers.	One Second Reader, Two Third Readers.	Two Fourth Readers.	One Fifth Reader, One-Story Reader.	Hawthorne's Wonder Book Greek Gods and Heroes. Favorite Greek Myths.	Famous Men of Greece, Famous Men of Rome, Lamb's Shakespeare's Tales.	Hiawatha Northland Tales, Great Stone Face, Snow Bound, Miles Standish, Evangeline, Poems.
English	Spelling, Phonics, Story Work, Dramatization, Illustrated Work.	Spelling, Phonics, Oral Reproduction, Illustrated Dramatization Work.	Spelling, Phonics, Oral and Written Reproduction, Dramatization.	Spelling, Oral and Written Reproduction, Dramatization.	Spelling, Original, Oral and Written Composition, Webster-Cooley Book I.	Spelling, Composition, First Half Webster-Cooley Book II.	Spelling, Complete Webster-Cooley Book II, Composition	Spelling, Webster-Cooley Advanced English.
Arithmetic	Objective Number Work. Sense Training.	Addition and Subtraction Combinations. Practical Problems.	Multiplication and Division Tables. Practical Problems.	Notation, Numeration, Roman Numbers Practical Spelling, the Fundamentals.	Factoring, Cancellation, Fractions.	Fractions, Denominate Numbers, Practical Measurements.	Percentage Interest, Practical Measurements.	Ratio and Proportion, Longitude and Time, Powers and Roots, Square Root, Mensuration.
Geography	Seven Little Sisters, Sand Tables, Nature Study.	Little People of all Lands, Holland, Northland, Early America Sand Tables.	American Sand Tables, Nature Study, Travel Study in America.	Home Geography, Tarr & McMurry, Book I, Travel Study.	Tarr & McMurry Book I to South America Travel Study.	Tarr & McMurry Book I, Complete Supplementary Work, Travel Study.	Tarr & McMurry One-Half of Book II, Travel Study.	Complete Tarr & McMurry Book II.
History	Folk-lore Fables, Fairy Tales.	Indian and Eskimo Life.	Stories from Long Ago to Now.	Montgomery's Beginners' History.	Montgomery's Intermediate History, First Half.	Complete Montgomery's Intermediate History.	First Half "Leading Facts."	Complete Montgomery's "Leading Facts."

\*Form: See outline for Art in Grades. \*Writing: Vertical Slant. \*Music: Sight Reading; Ear Training; Rote-Songs.  
 \*Physiology in Seventh and Eighth Grades. \*German and French Conversation.



## EXAMINATIONS

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Regular examinations, each two hours in length, on all subjects taught during the fall semester are given at the close of that semester—the last three days of the semester.

Two examinations per day are given: The first from 8:00 to 10:00, the second from 10:30 to 12:30 in the forenoon, a rest interval of 30 minutes being allowed between the first and the second examination.

The examinations at the close of the Spring and the Easter and Summer semi-semester are given in the form of *two* "one hour" tests on regular recitation periods, the first test two weeks before the close of the semester, the second on the last class day of the semester.

Tests may be substituted for examinations at the close of the Fall semester, and examinations for tests at the close of the other semesters, at the option of the president; but under no circumstances, except with his approval, shall there be any variation from the above rule, except that it shall be the privilege of any instructor to substitute a 60 minute class test for a class recitation at such other time or times within the semester as he may deem wise; such tests shall, however, not take the place of the regular tests or examinations. And no instructor is permitted to hold a test or an examination at a time when any student or students of his class are due in another instructor's class; neither shall there be any tests or examinations outside regular class hours, 8:00 a. m. to 1:00 p. m., except with the permission of the president. Clashes between instructors can easily arise from irregularities of this kind, hence this ruling. Examination tests are compulsory, and admission to class afterward is denied to those who have not attended them, unless such excuse as illness, certified by a physician's certificate or verbal report to the president, or other equally serious cause, accepted by the president, be given.

For "special examinations" see regulations governing same under that heading in the index.

For specific regulations governing regular tests and examinations see *index* under "Rules and Regulations."



## GRADUATION

The following diplomas are awarded:

Those who complete "Course A" are awarded an *Advanced Academic*, or *Junior College*, diploma, which entitles the holder to "Junior College" standing in college or university work, leaving the holder but two years work to complete his A. B., B. S., or like degree.

Those who complete "Course B" are awarded a *Normal* diploma, which entitles the holder to a *No. One* "Teacher's Certificate," issued by the State under State Uniform Examination. This certificate is good for *five years* and is renewable.

This diploma does not, however, entitle the holder to *Junior college* standing on his "degree" course, because some of the required work is strictly *teachers' professional* work, on which college and university will not give full academic credit on a "degree" course.

Those who complete "Course C" are awarded a *Normal* diploma which carries with it both a *No. One* Teacher's Certificate, and entitles the holder to *Junior college* standing on a "degree" course in most colleges and universities; but the academic value of this diploma is not as strong as the one issued for work done in "Course A."

Those who complete "Course D" are awarded an *Academic*, or *College Entrance*, diploma, which entitles the holder to entrance to any college or university,—Freshman College standing. This diploma ranks as a *high grade* four-year high school diploma, "high grade" because all the work done on this course is done on 60 minute recitations (the same as college time) and not upon the usual 45 minute high school period.

Those who complete the *Four-Year Course* in Home Economics are awarded a diploma whose value is *Recommendation* to teach that subject in public schools, high school, normal schools and small colleges.

Those who complete the *Five-Year Course* in Piano are awarded a diploma with *Recommendation* to teach piano, history of music, and harmony in high school, normal schools, and small colleges.

Those who complete a *Four-Year Course* in Art are awarded a diploma with *Recommendation* to teach in public schools, high schools or normal schools, and small colleges.

For Certificate Courses see *index* under Home Economics, Art, Piano, Voice, Expression and Public School Music.

No one is permitted to graduate from any course, however, who has not spent at least *one full year*, September to June, in regular and continuous attendance upon the regular exercises of the school. To

this rule there can be no exceptions made except by vote of the State Board of Regents. The *one full year* referred to herewith must be either the *Junior* or the *Senior* year.

See *index* under "Course of Study" for pages on which details concerning the number of "semester hours" required for graduation from Courses A, B, C, and D are found.

See *index* under "Rules and Regulations" for details concerning Class Rank, Conditioned Seniors, Conditioned Juniors, and like information, also Admission of High School Graduates.



## THE LIBRARY

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

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

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary: Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 115.

## RULES AND REGULATIONS

1. Hours: 8:00 to 12:30 a. m., 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m., 2:00 to 4:00 p. m.

2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.

3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all books for which there is a special demand should be in during library hours.

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

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

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

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

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

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



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

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

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

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

### LIBRARY TRAINING

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

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

It covers the following:

1. Classification and arrangement of Books.
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbooks, Dictionaries and other references.

## PART III.

### EXPENSES

#### 1. BOARD

"BOARD" as spoken of here includes *room, light, fuel, and food*. Practically all students board in one of three ways:

- a. Club Board.
- b. College Hall Board.
- c. Table Board in College Hall and Room outside the Hall.

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

The room, in case of "Club Board" is furnished and cared for by the lady of the home in which the room is located.

The only difference between "Club Board" and "Private Board" is, that in "Club Board" the student's room is in *one* home, his table board in *another* home close by, that the number at the tables is somewhat greater than in cases of "Private Board," and the cost of *table board* in clubs depends on *what the students decide to eat, and how much of it*, since it is a case similar to a family at its own table; the cost depends on what they eat and how much of it. This kind of board is both economic and social in that it is *board at cost*, and *it brings the students in closer relation than is possible* in any other way except by dormitories. Practically all young men and many of the more mature young women take Club Board.

The cost of *Club Board* varies according to the cost of room, and this varies from \$4.00 to \$5.00 per month per student, *two in a room*.

Room, Light, Fuel, and Table Board by this method of boarding cost from \$14.00 to \$15.00 per month.

For details concerning "College Hall Board" see under heading "COLLEGE HALL."

The only difference between "Club Board" and "Table Board in College Hall and Room Outside" is that in the latter case the students take their meals in College Hall instead of in a Club. Board in this way varies from \$16.00 to \$17.00 per month according to the cost of a room.

Few, very few, students take "Private Board" except those who have friends or relatives in the city with whom they can secure board.

The price of a room varies according to the location in the city, the kind of house, and the size, location, and conveniences of the room. Few students pay less than \$4.00 per month for room, and very few more than \$5.00 per month.

To recapitulate what has been said about board, and express it in few words:

- a. Club Board, per month—\$14 to \$15.
- b. College Hall Board, per month—\$14.25 to \$14.35.
- c. Table Board in College Hall and Room Outside, per month—\$16 to \$17.

## 2. BOOKS

The cost of books varies from about \$4.00 to \$5.00 per session in the Secondary Years, to about \$6.00 to \$8.00 in the Junior and Senior Years, or about a general average of \$6.00 per session throughout the courses.

The college has its own bookstore in the college building, and books are furnished at *cost and carriage* plus a small per cent to pay the book-store manager for her work—about *two hours work* per day.

Many inquiries come to the president of the school as to whether books are furnished free of cost to students. Let it be understood that this is done *in no state school in West Virginia*, as the state appropriates no money for this purpose.

## 3. LAUNDRY

This varies quite naturally according to the frequency of changing one's clothing and the care one takes with one's white or light laundry clothes. It varies also according to whether it is done by a washer-woman or by a regular laundry. It varies finally according to sex, of course.



Among the young men laundry varies from 75c to \$1.50 per month. Among young women it varies from \$2.00 to \$2.50 per month.

**SUMMARY:** Summing up the various necessary expenses of attending school here the following are close estimates per year:

Music Students .....	\$220 to \$275
Expression Students .....	210 to 265
Model School Pupils .....	185 to 250
Normal or Academic Students.....	180 to 235

For a Semester of course the cost would be approximately *one-half* the above. For a Semi-Semester about *one-fourth* the above.

**NOTES ABOUT BOARDING.**—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.

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

YOUNG LADIES and *young gentlemen* are not permitted to room in the same home.

THE BOARDING CLUBS will not be open to young ladies hereafter unless it be a case where young ladies only are in the club. The only places where young ladies may have table board are the following:

1. In clubs composed exclusively of young ladies.
2. In private boarding places approved by the proper authorities.
3. In private homes approved by the proper authorities.
4. In the dormitory.

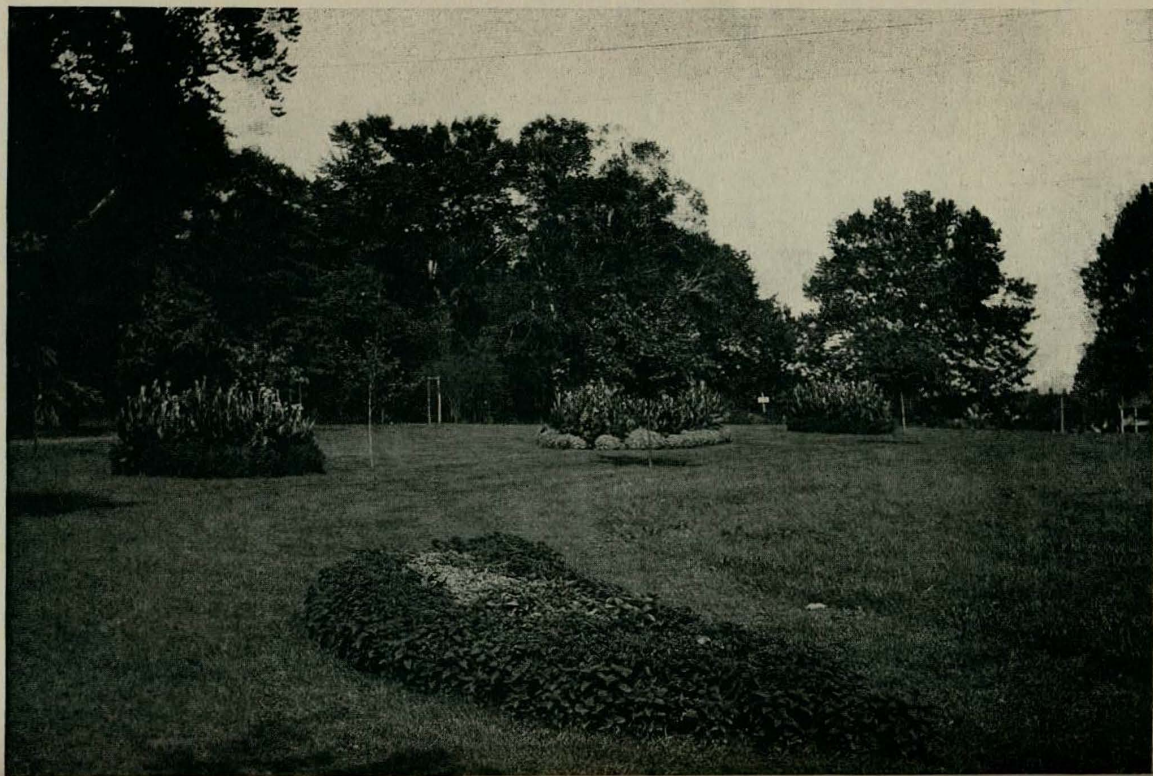
All places of rooming or taking meals, for young ladies, must have the combined approval of the boarding committee and the Dean of Women.

In no case shall the number taking meals in any *club*, whether for ladies or gentlemen, exceed 25 until all other clubs for that particular sex shall have reached a corresponding number; and thereafter all additions to the clubs shall be equally distributed among the different clubs, thus maintaining, as nearly as possible, a parity of numbers in each club. This is done to protect those in otherwise smaller clubs from the increased cost of board due to the smaller number; hence is but simple justice to the student. In cases of any violation of this rule it shall be the duty of the chairman of the boarding committee to



Recitation Room





On the South Lawn



direct the manager of the club violating this rule to transfer such additions to his club to such other club or clubs as said chairman may name, till the parity of numbers is restored; and in case of said manager's refusing to do as requested he shall at once be relieved from his position as club manager and the boarding committee will make the transfers.

In all cases of making such transfers the latest addition to the club will be transferred first, and so on in the order of the recency of their arrivals, unless some other or others volunteer to be transferred in their stead. And any interference of the matron of the club in matters of this kind will be accepted as cause sufficient for transferring the entire club from her home, as these are matters to be supervised in the interest of the students and must be regulated by the boarding committee.

All matrons and managers of clubs must fully understand these matters before assuming their duties and thus prevent misunderstandings.

All this is to say that it shall be the duty of the boarding committee to decide upon the places where clubs shall be opened, appoint the matrons and the managers, regulate the numbers in each club, assign each new student to a club, have general supervision of the clubs, and disband them when it seems best to do so.

The advice and approval of the Dean of Women must be had, also, in all matters of importance connected with the boarding and rooming of young ladies.

## COLLEGE HALL

College Hall is a ladies' dormitory with rooming capacity for about 60 girls, and dining capacity for about 140.

This hall is composed of the eastern section of the college building; it stands on the eastern end of the high central portion of the grounds. On the West it is joined to the college buildings, the central hallway on the first floor extending continuously through both the dormitory and the college buildings, though a double door closes the passage from one to the other when necessary. On the second and third floors the dormitory is separated from the college building by an 18-inch brick wall with no openings in it.

COLLEGE HALL is three stories high besides a full basement story. 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 ornamented with stately old trees, this school home is one of rare beauty and attraction.

## ADMISSION

Young ladies who wish to engage rooms in the hall should always write or speak at least three months in advance. It often happens, however, that one or more girls who have engaged rooms find it impossible to take their rooms, owing to sickness or other unavoidable cause, in which cases applicants for rooms at a very late date even can be accommodated, hence it always pays to inquire.

*Rooms are not considered "engaged" until paid for.*

Only regular students and teachers are allowed to board in the hall.

## CONVENIENCES

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

Hot and cold water are furnished throughout the building, on all floors.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph systems.



Street car connections with all parts of the city and adjoining town, directly from the college gate.

Fire escapes, in cases of emergency, also fire-hose *sixty feet* in length on each floor with heavy water pressure.

The buildings are heated with steam and lighted with natural gas, (in part by electricity).

The first-floor connection between the dormitory (College Hall) and the college makes it unnecessary for the young ladies to go out in the weather in passing to and from their classes to their rooms, attending public exercises in the college, going to the library or bookstore, or promenading for exercise in bad weather, there being 550 feet of hallway on the first floor besides the large open veranda, 14x52 feet.

The "luxury" as well as the "convenience" of a sixteen acre campus with its fine lawns, stately trees, and other attractions.

### ROOMS, AND ROOM-RENT

The rooms are furnished with *single beds, mattresses, wardrobe, dresser, chairs, table, light and heat*. The students themselves are required to furnish their own *bedding* (except the mattress) and *towels*, and are *required* to keep their rooms *clean and in order*. Each student is required, also, to provide herself with her own *hot water bottle, soap dish, spoon, two glass tumblers, and a small pitcher for drinking-water*.

Rooms are furnished with *drop-light* lamps with Welsbach burners at the opening of each session, but the students themselves are required to keep their lamps in order during the session and furnish their own *Welsbach Mantles*.

*All breakage* of whatever kind, whether of furniture or equipment, is paid for by the occupants of the room in which the *breakage* occurs, unless the occupants, if not the *breakers*, make known the names of the offender.

ROOM-RENT "*per semester*" is as follows:

Third Floor—\$10 per student.

Second Floor—\$11 per student.

Room-Rent is payable when the room is engaged.

Room-Rent per "*semi-semester*" is just half the amount charged per "*semester*."

Leaving water-spigots running is one of the most careless and one of the most damaging of the thoughtless acts of the young ladies, as



it often ruins the plaster and furniture in a room below by the overflow of water. Heavy *damage fees* are charged for such acts of carelessness.

### TABLE BOARD

Charges for Table Board are as follows:

Fall Semester, if paid for the entire semester in advance.....	\$51.00
Spring Semester .....	52.00

(The above do not include board during the "Christmas Vacation" or the "Easter Recess.")

Easter Semi-Semester .....	\$30.00
Summer Semi-Semester .....	\$29.00

Should the student prefer to pay her board by the "month" instead of by the "semester" or "semi-semester," the rate is—

\$12.00 per month of four weeks, payable at the beginning of each month.

As stated above, figures for board by the *semester* or *semi-semester* do not include either the Christmas or the Easter holidays. If a student remain in the Hall during either of those vacations board will be charged at the rate of \$3.00 per week.

All correspondence concerning *Table Board* or *Room* in College Hall should be addressed to—

THE MATRON,  
Marshall College,  
Huntington, W. Va.

### GOVERNMENT

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

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

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

By a persistent disregard of these regulations the student will forfeit her right to the privileges of the hall.

## A SUGGESTION TO PARENTS

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

2. Parents often give permission to their daughters to go out to spend the night in the city or neighborhood. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permission cannot be granted.

Sometimes a special invitation is extended a young lady to visit in an adjoining town. Such permission depends upon the following conditions:

1. The parent's permission sent the Associate Dean direct and not to the daughter.

2. The unreserved approval of both the Associate Dean and the Dean of Women.

3. The time required, and whether any school work will be sacrificed. If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons, but even this is not best, at least it is easily overdone.

## OF SPECIAL IMPORTANCE

1. *No reduction* is made in Table Board for short absences (a few days) at the opening or close of a "semester" or "semi-semester," or for the Thanksgiving Recess.

2. At this writing the question of engaging an assistant to the Associate Dean is being seriously considered. If this assistant is engaged she will be a woman who is trained in caring for the health of young women and in the essentials of caring for the sick, and part of her salary will be paid from fees paid by the young ladies of the school, perhaps the young men as well. Everything points to a decision to engage a trained nurse, a woman of some maturity, whose duty it shall be to look after the welfare of sick students, young men as well as young women, in cases of illness of such nature as may not call for hospital care, conveniences, and accommodations. If such decision is made, a fee of about 50c will be charged all students, which will be added to the Enrollment Fee, and will be reported as all other fees, to the State Board for defraying the expenses of the woman so employed.

It is only a matter of few years till every state school of any considerable size will have its own cottage for the housing of sick students where a trained nurse will have her rooms and all conveniences necessary for caring for the sick.



3. The following rule was passed by the State Board of Regents at a meeting held in the early part of the year:

"It is hereby ordered that, so long as there is room for them in the dormitory at Marshall College, all young women excepting those who room and board at their homes, who are under 21 years of age, are required to room and take their meals in the dormitory; and that, if under 21 years of age, and there is no speace to give them room in the dormitory, then they shall at least take their meals at the dormitory tables so long as there is table room for them, all exceptions to this ruling, coming within the capacity of the dormitory, to be made with the approval of the president, the dean of women, and the preceptress."

Every parent who appreciates the importance of protecting young girls, away from home, in a city, will appreciate this ruling of the State Board.



## PART IV

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### STUDENT ORGANIZATIONS

#### 1. LITERARY

THE DRAMATIC CLUB: Both Sexes. Connected with the Department of Expression.

LE CERCLE FRANCAIS: Both Sexes. Connected with the Department of French.

THE ZETA RHO EPSILON CLUB: Both Sexes. Connected with the Department of Greek.

DIE DEUTSCHE GESELLSCHAFT: Both sexes. Connected with the Department of German.

THE OUTLOOK DEBATING CLUB: Young men only.

THE CICERONIAN DEBATING CLUB: Young men only.

THE VIRGINIAN LITERARY SOCIETY: Both sexes.

THE EROSOPHIAN LITERARY SOCIETY: Both sexes.

Both literary societies have their own halls, large, well finished and well furnished.

#### 2. RELIGIOUS

The Y. M. C. A.

The Y. W. C. A. An excellent hall is set apart for the exclusive use of these organizations.

#### 3. ATHLETIC

Every student is a member of this organization and pays his semi-annual dues in connection with his enrollment fee at the opening of each semester. These dues entitle each student to a ticket of free admission to all athletic contests on the home fields except on Field Day.

The officers of the organization are:

*Athletic Board*—L. J. Corbly, B. B. Chambers, R. M. Wylie, R. J. Largent, and J. M. LeCato.

## (1) DIVISION FOR YOUNG MEN

*Coach*—B. B. Chambers.*President*—C. E. Kenny.*Secretary-Treasurer*—Richard Amick.

## (2) DIVISION FOR YOUNG WOMEN

*Director*—Miss Louise Watson.*President*—Virginia Cavendish.*Secretary*—Mona Lawson.*Treasurer*—Louise Lyon.

The following is the report of the Director of this division of athletics for the session of 1913-14:

An athletic and gymnastic department for girls, with a woman physical director as instructor, was organized in the fall of 1913. The course offered covered basket ball, volley ball, tennis, gymnastic games, running, walking, folk dancing, and both German and Swedish gymnastics. A large room with hardwood floor, fitted with gymnastic apparatus and a piano, was used as a gymnasium. A regular pianist was in attendance.

The students did a good work both indoors and out. In the inter-class match games in outdoor basket ball the championship was won by the Seniors. The indoor class made a splendid showing in the Athletic Carnival when they gave a fancy wand drill to music, and an Irish jig in costume.

This course is a required one, but no new student is allowed to register for it until she has handed to the physical director a certificate signed by her family physician, stating that she is physically able to take the work. Certificates to be signed and directions for making athletic costume, etc., will be sent to all prospective students upon application.

The athletic games played with other schools, session of 1913-'14, and their results, are as follows:

## FOOTBALL RECORD, FALL OF 1913

Presley D. Shingleton, Manager. Jesse Callihan, Captain.

Ironton High .....	0	Marshall .....	46
Transylvania .....	2	Marshall .....	14
Georgetown .....	0	Marshall .....	7
Marietta .....	7	Marshall .....	12
Staats .....	26	Marshall .....	7
V. P. I. ....	45	Marshall .....	0
Morris Harvey .....	6	Marshall .....	0
Wesleyan .....	13	Marshall .....	0



## FOOTBALL SCHEDULE FOR FALL OF 1914

Edgar Reeser, Manager. Everett Lawrence, Captain.

Sept. 26—Washington and Lee at Lexington, Va.

Oct. 3—West Virginia University at Morgantown, W. Va.

Oct. 10—Sandy Valley Seminary at Huntington, W. Va.

Oct. 17—Davis-Elkins at Huntington, W. Va.

Oct. 24—Ohio Northern University at Huntington, W. Va.

Oct. 31—Wilmington College at Huntington, W. Va.

Nov. 7—Virginia Polytechnic Institute at Blacksburg, Va.

Nov. 14—Marietta at Marietta, Ohio.

Nov. 26—Morris Harvey at Huntington, W. Va.

## BASEBALL RECORD, SPRING OF 1914

Presley D. Shingleton, Mgr. Everett Lawrence, Capt.

April 5	Sandy Valley .....	5	Marshall .....	8
April 17	Transylvania Univ. ....	2	Marshall .....	7
April 18	Transylvania Univ. ....	1	Marshall .....	10
April 25	Huntington .....	1	Marshall .....	1
April 25	Wesleyan .....	4	Marshall .....	2
May 1	West Va. University .....	4	Marshall .....	2
May 2	West Va. University .....	3	Marshall .....	1
May 4	Waynesburg .....	3	Marshall .....	19
May 5	Waynesburg .....	1	Marshall .....	0
May 6	West Liberty .....	4	Marshall .....	2
May 7	Muskingum .....	18	Marshall .....	2
May 16	Morris Harvey .....	7	Marshall .....	3
May 21	Marietta .....	0	Marshall .....	3
May 22	Marietta .....	3	Marshall .....	14
May 26	Chinese .....	9	Marshall .....	1
May 28	Wilmington .....	3	Marshall .....	6
May 29	Wilmington .....	0	Marshall .....	6
June 2	Morris Harvey .....	0	Marshall .....	7
June 5	Morris Harvey .....	2	Marshall .....	7
June 9	Rio Grande .....	5	Marshall .....	10
June 10	Rio Grande .....	7	Marshall .....	6
June 11	Alumni .....	3	Marshall .....	4

## INTER-COLLEGIATE TRACK MEET, SPRING OF 1914

W. C. Miller, Mgr. Fred Bailey, Capt.

May 11	Morris Harvey .....	33	Marshall .....	63
May 30	Marshall 4th place in State Meet.			

On June 6, 1914, the Class of 1915 won the Inter-Class Meet.

## BASKET BALL RECORD, SPRING OF 1914

W. C. Miller, Mgr. Fred Bailey, Capt.

Charleston High .....	29	Marshall.....	18
Charleston Athletic Club .....	19	Marshall.....	40
Ashland Y. M. C. A.....	41	Marshall.....	19
Ashland Y. M. C. A.....	21	Marshall.....	26
Middleport Y. M. C. A.....	3	Marshall.....	51
Lexington Y. M. C. A.....	37	Marshall.....	12
Morris Harvey .....	19	Marshall.....	42

## LITERARY CONTESTS

## 1. THE ALUMNI ORATORICAL CONTEST

The class of 1908 offers an annual cash prize of \$20.00 to be given the successful competitor in an oratorical contest which is a part of the annual commencement programme.

This is an altogether commendable thing on the part of the class, and will, we doubt not, from year to year, create more and more enthusiasm in this worthy line of effort among the student body.

The contestants for the session of 1913-'14 were:

Miss Mabel A. Myers of Cabell County, W. Va. Mr. Minter Wilson of Ritchie County, W. Va.

The Judges were: Judge D. E. Mathews, Prof. John Graham, Mr. Leon S. Wiles.

The award, \$20.00, went to Mr. Wilson.

## 2. THE INTER-SOCIETY CONTEST

DEBATE: (*Virginian*) To Affirm—Lloyd Willis of Lawrence Co., O., and \*Ray Wilson of Barbour County, W. Va.

(*Erosophian*) To Deny—Raymond A. Lee of Wood County, W. Va., and Price L. Marsh of Ritchie County, W. Va.

(\*Mr. Wilson having failed to appear on the affirmative, left Mr. Willis, at the last moment, with no previous notice, to take the affirmative "single-handed.")

*Subject for Debate:* Resolved, That the Initiative, Referendum, and Recall should be made a part of the organic law of the state of West Virginia.



*Oration*: Paul D. Reese, (*Virginian*), Cabell County, W. Va.  
Minter Wilson, (*Erosophian*), Ritchie County, W. Va.

*Essay*: Dorothy A. Evans, (*Erosophian*), Wood County, W. Va.  
Mabel A. Myers, (*Virginian*), Cabell County, W. Va.

*Reading*: Leah Myerson (*Virginian*), Cabell County, W. Va.  
Orien V. Harris, (*Erosophian*), Wayne County, W. Va.

The judges were:

W. C. Gist, Department of Free Schools, Charleston, West Va.  
Supt. G. O. Grady, Ceredo-Kenova Schools, W. Va., Supt. F. B. Lambert, Milton Schools, W. Va.

Result:

Debate, <i>Erosophian</i> .....	Points, 44
Oration, <i>Erosophian</i> .....	Points, 22
Essay, <i>Virginian</i> .....	Points, 22
Reading, <i>Virginian</i> .....	Points, 12

## BUILDINGS AND GROUNDS

These are located near the center of the city. The campus contains just 16 acres of land, bounded on the east by Seventeenth Street, on the west by Sixteenth Street, on the north by Third Avenue, on the south by College Avenue. It is peculiarly rich in fine old trees—elm, oak, beech, and sycamore especially, and in an abundance of smaller trees.

The buildings are located on the high central portion of the campus.

The estimated value of the grounds is \$200,000. Of the buildings and equipment \$205,000. A total of \$405,000.

## SOME RULES AND REGULATIONS

### 1. CONCERNING BOARD

All places for rooming and taking table board must be approved by the Boarding Committee.

All changing of places of rooming must be with the approval of the Boarding Committee that the office records may be corrected to correspond.

Young ladies and gentlemen are not permitted to room in the same house.

All boarding clubs are limited to one sex. Mixed clubs are not permitted except under very exceptional circumstances.

All young women under the age of 21 are *required* to room and board in the ladies' dormitory. And in case all rooms in the dormitory are taken when a young lady enters school, she will be *required* to take her meals in the dormitory. There is no varying from this rule except with the permission of the president, the dean of women, and the associate dean.

All club managers are limited to 25 members except with the permission of the boarding committee.

All club managers are, *ex-officio*, members of the Boarding Committee but have no voice in fixing regulations or rules except in the way of counsel, which is always solicited.

The Boarding Committee, except the Associate Dean, are expected to be sufficiently free from all other duties on enrollment days and the day preceding enrollment to be at the prompt service of those wishing rooms or board or both. In other words these two days must be given up to this work.

All inquiries about board or room outside College Hall should be addressed to—

THE BOARDING COMMITTEE,  
Marshall College,  
Huntington, W. Va.

And all inquiries about board or room in College Hall should be addressed to—

THE MATRON,  
Marshall College,  
Huntington, W. Va.



All assignments, (appointments) as "club manager" must be made by the chairman of the Boarding Committee, who has also the authority to remove any "club manager" for cause.

All appointments as "club matron" must be made by the chairman of the Boarding Committee, who has also authority to discontinue any club if it seem best to him.

## 2. LEAVING THE CITY

If any student wish to leave the city for a day or two it is expected that he notify some member of the faculty, preferably one of his class officers or the president. Unless he do this the school cannot be held responsible for that degree of oversight which it is always well for a school to exercise over young people away from home in attendance on its sessions, especially if the student be a minor, more particularly if it be a girl.

## 3. TIME OF ENTRANCE

The more nearly one enters on the day of enrollment the better for him, for the school, and for the order of things in general. "Enrollment Day" means just what it spells—the day on which students for that particular semester or semi-semester are to enroll for their work. *On that day* the teachers make enrolling their business, and *on no other*. Everyone who enters late without a *very good* excuse calls some teacher or officer from his regular work, disturbs the work, and makes a bad impression for himself.

Enrollment Day is the opening day of the semester or semi-semester, and *not* the day following, the next Monday, or some other deferred date.

On promptness in this respect the school *must insist*. Accordingly, unless the student has proper excuse he will hereafter have same difficulty in getting enrolled if he enter late. Needless delay in this respect is morally bad and must be discouraged.

Always, however, a "good excuse" for this is cheerfully accepted, and there are cases where the cause of delay is practically unavoidable; but early enrollment is vitally important.

## 4. STUDIES

*As far as possible* the student must choose his studies in the same year of the course. If a freshman, as far as possible his studies must be freshman subjects, and so with other years of the courses.

Few, if *any*, students should carry more than *four full studies*, and no one who is physically able and is a regular attendant is permitted to carry fewer than *three full studies* without paying tuition at the rate of \$1.00 per month for each study.

Of course this does not apply to Review Work. In that work a student may carry as many subjects as he likes.

Students in Art, Expression, and Music, who are carrying no academic or normal studies are required to give *four full hours* per day to their work outside of recitation hours.

## 5. CLASS RANK

## (1) SECONDARY

To rank as *Freshman Secondary* the student must have completed the *Common School Subjects*.

To rank as *Sophomore Secondary* the student must have completed *four secondary units*.

To rank as *Junior Secondary* the student must have completed *eight secondary units*.

To rank as *Senior Secondary* the student must have completed *twelve secondary units*.

## (2) COLLEGE

To rank as *Junior Academic* or *Junior Normal* (Freshman College) the student must have completed either:

- a. *Fifteen units* (150 semester hours) in this school, or,
- b. *A full four-year course* from a first-class high school.

To rank as *Senior Academic* or *Senior Normal* (Sophomore College) the student must have completed the requirements for *Junior Academic* or *Junior Normal* and in addition thereto,  $3\frac{1}{2}$  college units.



To rank as "conditioned" *Senior Academic* or *Senior Normal* the student must have completed all *Secondary* requirements, and, in addition thereto, *three college units*.

To rank as *Graduate* (Alumnus or Alumna), the student must have completed all *Secondary* requirements, and, in addition thereto, *seven college units*.

#### NOTES ON THE FOREGOING

1. A *Secondary unit* is the equivalent of *nine months work* in any subject of *recognized standard educational value*, recitations not less than *four times per week*, not less than *40 minutes in length* (45 minutes much preferred), and done in a school of *recognized standing* or under an instructor of *recognized ability, efficiency, and educational equipment*.

2. A *College Unit* is the equivalent of *nine months' work* in any subject of *recognized college value*, recitations not less than *four times per week* if done under any other circumstances, not less than *60 minutes in length*, and done in a school of *recognized college value* and *college equipment* as far as college work is undertaken therein, or under an instructor of *recognized college equipment* and with *college conveniences*.

3. A *semester hour*, as explained elsewhere, is the equivalent of *4½ months' work* in any subject of *recognized educational value*, recitations *once per week*, not less than *40 minutes in length* if a *secondary semester hour*, and not less than *60 minutes in length* if a "college" *semester hour*.

(A *unit* of work may include *two subjects*, each *4½ months' work*, instead of *one subject* for nine months.)

#### 6. CHAPEL EXERCISE

These exercises are held once per week, Wednesdays from 10:30 to 11:00 o'clock A. M. under the general direction of the faculty. The religious feature consists of a short Scripture reading, a brief talk, and a prayer.

The music is conducted by the vice president of the school, and consists almost wholly of the substantial old hymns. Each student has access to a hymnal with both words and music, and the singing is becoming an inspirational feature of the school life.

This service is compulsory to both faculty and student body, and is free from doctrinal teachings and credal discussion, hence unobjectional to any creed or sect or church.

## 7. SPECIAL EXAMINATIONS

These come under four headings:

1. Cases where students have, for reasons satisfactory to their instructors, been unable to attend regular examination when it was given and have not been excused from said examination.

2. Cases where the student has failed to make a "passing grade" in the regular examination, and the conditions are such as commend his case as one worthy of favorable consideration by the committee.

3. Cases where a student desires advanced standing on a subject in which the "Committee on Credits" cannot grant without substantial proof by written test that he is worthy of the credit desired.

4. Cases where a student has done special work under a private tutor or in some school not on the accredited list of this school.

NOTE I: Cases coming under Nos. 1 and 2 above are left entirely to the teacher under whom the class work was done; it is for him to grant or refuse permission for a special examination, and to give it if granted.

In cases where opinions between student and teacher are decidedly at variance as to the merits of an individual case the president reserves the right to decide the case, and, if it seem well, give the examination, preferably, however, by all odds, not without the consent of the teacher.

NOTE II: Those coming under "case" 4 will take their examination under the tutor, and not under the "committee," if the tutor is a member of the faculty at the time when the examination is taken, and is also the teacher of the subject on which the student wishes the examination.

The above, and all other cases deemed worthy by the committee, will be given special examinations under the following regulations:

1. All special examinations will be given on the first Monday following the opening of each semester and semi-semester, at 2:30 P. M.



The above, and all other cases deemed worthy by the committee, will be given special examinations under the following regulations:

1. All special examinations will be given on the first Monday following the opening of each semester and semi-semester, at 2:30 P. M. in room No. 32.

2. All candidates for special examinations, except those coming under "cases" 1 and 2 above, must present their claims for the privilege of passing such examinations to their class officers and *not* to the Committee on Special Examinations. The class officers will investigate each case, and will report their decisions to the Examination Committee, also to the candidates that they may know whether to report for examination.

3. Those candidates who have done their class work in this school in the subject or subjects on which they wish examination, will be given an examination of the same grade and kind as the regular examination of the department in which the students did their class work.

4. Those candidates who have done their class work in a non-accredited school, or in a non-accredited subject of an accredited school, or have done it under a private tutor, or by self-tutorship, will be given an entirely different kind of an examination—one that will cover the requirements of class or laboratory work in addition to the regular test of an examination. This will apply especially in such subjects as science, English, the other languages, history and the professional subjects. In other words, these examinations will be quite a bit more comprehensive and searching than the usual examination.

5. The number of special examinations a student may take in any one department will hereafter be limited to one, if that examination comes under the head mentioned in section 4 above (the preceding section), namely, in cases where the work has been done independent of library, laboratory, and accredited class facilities. That is to say: Not more than one credit will be allowed in any department by way of special examination when the work has been done outside of class under either private tutorship or self-tutorship, *unless a preliminary oral examination* reveal such a degree of familiarity with the subject as will warrant the head of the department in assuming that the candidate asking for such examination privilege meet the requirements of the standard of proficiency fixed for the particular subject in that department.

This ruling conflicts in no way with allowing credits for, or examinations on, work done outside the classes here when that work measures up to the standards of proficiency fixed for class work

here. It is the policy of this school to recognize merit both in individuals and in work, no matter who the person is, or where the work was done, and not to suppose that work done here is any better than work done elsewhere under as good instruction and as good advantages; but this policy must be construed to insist on a distinct and decided advantage of class work done under capable instructors and with good library, apparatus, and laboratory facilities, over work done under self-tutorship, private tutorship, or limited opportunities in the way of both instruction and library and apparatus facilities; to assume anything else would be to discount the entire policy of education in all countries and in all ages of civilized man.

All this is but to explain in detail that hereafter still greater stress will be placed on class work done under favorable conditions, than has been the case heretofore; but, that in no case will this greater stress be used to prevent our recognizing the value of class work done elsewhere under such conditions as will insure it worthy the impress of our approval here. The ambition of worthy young people to save time and money in completing their education is fully appreciated here, and will be encouraged in every possible way consistent with that degree of thoroughness which is for the best interests of the student and the school, and for the public whom the student and the school are to serve.

THE FEE charged for special examination is \$1.00 for each subject upon which the candidate tries the examination. This fee is paid in advance to Prof. R. M. Wylie, chairman of the "Committee on Special Examinations," or, if passed under an individual teacher as noted in section (2) under "NOTE" above, the fee is payable directly to the one conducting the examination.

## 8. A WEEK'S WORK

The tendency on the part of a large per cent of the student body to want to carry more work than can be well done with justice to themselves and to the standards of thoroughness fixed by the teachers, and a tendency on the part of a number to carry *just as little* as they can register for, have led to the fixing of a *Minimum* and a *Maximum* "Week's Work."

The following are the regulations governing this *Minimum* and *Maximum* "Week's Work":



(1) EVERY STUDENT, no matter in what department or departments he may enroll, will be assigned to some *class officer* whose duty it shall be, among others, to see that the work assigned is promptly and properly done.

(2) The *Minimum* and the *Maximum* of a "week's work" are based upon *so many hours*, which *hours* include the following:

- a. Recitation Periods.
- b. Preparation for Recitation.
- c. Laboratory Work.
- d. Practice Hours in Music, Expression, and Art.
- e. Any and all other work required by the Teacher as a Necessary Part of purely School Work.

(3) The number of hours constituting the *Minimum* and the *Maximum* "Week's Work" varies more or less according to the department under which the student does the major portion of his work, certain kinds of practice work being somewhat more taxing than a corresponding number of hours devoted to study, and most study hours being more taxing than laboratory work. Accordingly the following have been adopted as these limits:

#### a. THE MINIMUM WEEK'S WORK

In Art .....	30 hours
In Music .....	30 hours
In Expression .....	30 hours
In College Work, Courses A and B.....	36 hours
In Secondary Work, Courses A and B.....	30 hours

#### b. THE MAXIMUM WEEK'S WORK

In Art .....	40 hours
In Music .....	40 hours
In Expression .....	40 hours
In College Work, Courses A and B.....	42 hours
In Secondary Work, Courses A and B.....	40 hours

NOTE: The work expected of a student during a regular 60-minute "class recitation period" in an academic subject such as English, Mathematics, Latin, etc., is taken as the *standard hour's work*—the "*Unit Hour*." Accordingly, with this "*Unit Hour*" as a *standard* the various kinds of work are given values as follows:

One hour's work of practice in Art= $1\frac{1}{2}$  hours.

One hour's work of practice in Piano= $1\frac{1}{2}$  hours.

One hour's work of practice in Voice= $1\frac{1}{2}$  hours.

One hour's work of practice in Expression= $1\frac{1}{2}$  hours.

One hour's work of practice in Science Laboratory= $\frac{1}{2}$  hour.

One hour's work spent in the Field= $\frac{1}{2}$  hour.

One hour's work in Individual Instruction=2 hours.

One hour's work in Study Preparation=1 hour.

The head of the Department of Education is authorized to fix values for such subjects as Teaching, Senior Normal Music, Observation, etc.

Time spent in going to and returning from *Field Work* is not to be reckoned as *work*. This is only good exercise.

(4) Every *recitation period* for work in "Secondary Courses" A and B contemplates *one hour's* work in preparation, as a minimum in the way of "study hours." Some subjects require more time, perhaps a few, less.

(5) Every *recitation period* in College Work, Courses A and B, contemplates *two hours' work* in preparation in the way of "study hours." Accordingly, *Every College Study Assigned* contemplates 12 *hours' work per week*, the number of recitations per week in work of college grade being *four*.

(6) Work done under a private tutor during the time spent in school here is not reckoned when assigning the student his work, *except* by special arrangement with the Registration Committee.



SEVENTY-SEVENTH  
ANNUAL COMMENCEMENT  
JUNE, 1914

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*Friday, June 5*

- 3:30 P. M. Baseball, Morris Harvey vs. Marshall.
- 8:30 P. M. Student Recital, Department of Expression.

*Saturday, June 6*

- 10:00 A. M. Field Day.
- 2:00 to 5:00 P. M. Graduate Art Exhibit.
- 8:30 P. M. Piano Recital, Department of Music.

*Monday, June 8*

- 7:45 P. M. Junior Recital, Department of Expression.
- 8:45 P. M. Zeta Rho Epsilon Banquet.

*Tuesday, June 9*

- 2:00 P. M. Eighth Grade Commencement.
- 3:30 P. M. Baseball, Rio Grande College vs. Marshall.
- 8:00 P. M. "Alcestis" (Presented by the Classical Association).
- 9:00 P. M. Reception, College Parlor.

*Wednesday, June 10*

- 9:00 A. M. to 1:00 P. M. Art Exhibit.
- 3:30 P. M. Baseball, Rio Grande College vs. Marshall.
- 8:30 P. M. Annual Sermon.

*Thursday, June 11*

- 10:30 A. M. Class Day.
- 12:00 M. Class Reunions.
- 1:30 P. M. Alumni-Student Tennis Tournament.
- 3:30 P. M. Baseball, Alumni vs. Marshall.
- 7:30 P. M. 1908 Contest.
- 8:30 P. M. Alumni Banquet.

*Friday, June 12*

- 10:30 A. M. Seventy-seventh Annual Commencement.

## NOTES ON COMMENCEMENT

Rev. Frederic Tower Galpin, D. D., of the First Baptist Church of Pittsburg, Pa., preached the Commencement Sermon.

Hon. Champ Clark, Speaker of the House of Representatives of the United States Congress (once President of Marshall College), delivered the Commencement address.

Fifteen boys and 16 girls were graduated from the Eighth Grade of the Model School.

Six young men and 10 young women were graduated from the *Secondary* Department.

Fifteen young men and 53 young women were graduated from the *Advanced Normal* and *Academic* courses, *one year* above the *Secondary* Department. This was the first class to carry their work beyond the old *4-year* course. Of these, 7 were graduated from the *Advanced Academic* course—5 young men and 2 young women—and 61 were graduated from the *Advanced Normal* course—10 young men and 51 young women.

*Two* young women were graduated from the Art course.

*One* young woman was graduated from the course in Public School Music.

The Alumni Banquet was held at the Frederick Hotel and was attended by 112 guests. Arthur B. Koontz, class of 1907, acted as toastmaster. One of the *toasts* responded to was "Marshall in the Seventies," by Mrs. Sarah Triplet Bagby, Class 1870.

*Thirty-seven* of the class of 1913 reported for their Reunion *Campus Dinner*, and a nice little group for the 1907 Reunion *Campus Breakfast*. In all 88 of the former graduates registered at the Alumni Headquarters, and a number came who failed to register.

Commencement as a whole was an interesting and attractive one, and the spirit was delightful, especially the *class* spirit and the *inter-class* spirit.



# STATISTICAL ADVANCED NORMAL AND ACADEMIC

## CLASS OF 1914

The following statistical table based upon data gathered from the class one week before graduation day cannot but interest many into whose hands this catalogue may fall. These statistics were gathered with the personal assurance of the President of the school that *no names* should be known in submitting them on the forms distributed in class and filled out while he was present, some answers being rather personal:

	MALES	FEMALES	TOTALS
1. Sex .....	15	53	68
2. Age: Under 16.....	0	0	0
16.....	9	1	1
17.....	0	2	2
18.....	1	9	10
19.....	1	9	10
20.....	2	11	13
21.....	0	4	4
22.....	4	5	9
23.....	2	5	7
24.....	3	3	6
25.....	2	0	2
26.....	0	3	3
27.....	0	0	0
28.....	0	1	1
3. Average Age.....	22 1/5	20 3/5	21
4. Health: Fair.....			6
Good .....			46
Very Good.....			16
5. Height: Under 5 feet.....	0	1	1
5 feet to 5 feet 6 inches.....	2	38	40
5 feet 6 to 6 feet.....	8	14	22
Over 6 feet.....	5	0	5
6. Weight: Under 90 pounds.....	0	0	0
90 to 100.....	0	3	3
100 to 125.....	0	26	26

	125 to 150.....	3	20	23
	150 to 175.....	5	4	9
	175 to 200.....	5	0	5
	Over 200.....	2	0	2
7.	Average Weight.....	164½	111	123
8.	Member of Church.....	14	49	63
9.	Believe in Woman Suffrage.....	8	51	59
10.	Chosen Life Work: Law.....	3	0	3
	Teaching .....	5	48	53
	Ministry .....	1	0	1
	Business .....	3	0	3
	Music .....	1	3	4
	Wife .....	0	2	2
	Undecided .....	2	0	2
11.	Will take Degrees: A. B.....	10	20	30
	B. S.....	4	4	8
	A. M.....	4	5	9
	LL. B.....	1	0	1
	LL. D.....	1	0	1
	Ph. D.....	3	3	6
(Several expect to take more than <i>one</i> degree, hence these totals run above the total number of males in class.)				
12.	Where Take Degrees: The large ma- jority at our own State University.			
13.	Approve of Coeducation.....	15	51	66
14.	What Proportion of the Faculty of this School Should be Males: 1/4.....	0	1	1
	1/3.....	0	15	15
	1/2.....	7	28	35
	2/3.....	4	7	11
	3/4.....	3	2	5
	All.....	1	0	1
15.	Approve of the Two-years' Advanced Course .....	14	48	62
16.	Lines of Work that Should Be Extended Here: Art .....			5
	Athletics .....			25
	Agriculture .....			38
	English .....			10
	Home Economics.....			60
	Literary Work.....			45
	Mental Science.....			5
	Manual Training.....			15



Music .....	10		
Physical Training.....	45		
Religious Work.....	25		
Spanish .....	5		
Social Life.....	25		
Sex Hygiene.....	10		
17. Increase Enrollment Fee from \$5.00 to \$7.00 and add \$1.00 of it to the Athletic Fund and \$1.00 to a Fund for Bringing Good Solid Lecturers (not popular ones) to add to the Culture and Education of the Student Body.....	14	50	64
18. Graduate of a High School.....	5	38	43
19. The Greatest Living American: The answers to this question divided honors about equally among the following: <i>Bryan, Wilson, Roosevelt, and Edison</i> . Three gave it to "Billy" Sunday, and one to <i>Helen Keller</i> .			
20. The Greatest of all Americans: Honors here were about equally divided between <i>Lincoln</i> and <i>Washington</i> .			
21. Counties and States Represented by the Entire Class of 1914, Secondary and Advanced:			
Cabell, W. Va.....	33	Marshall, W. Va.....	2
Doddridge, W. Va.....	1	Mason, W. Va.....	1
Fayette, W. Va.....	9	McDowell, W. Va.....	2
Gallia, O. ....	1	Mercer, W. Va.....	5
Greenbrier, W. Va.....	2	Monroe, W. Va.....	1
Jackson, W. Va.....	4	Nicholas, W. Va.....	2
Kanawha, W. Va.....	3	Ritchie, W. Va.....	3
Lawrence, O.....	1	Tyler, W. Va.....	3
Lawrence, Pa.....	2	Wayne, W. Va.....	4
Lincoln, W. Va.....	1	Wood, W. Va.....	7
Totals: Ohio.....			2
Pennsylvania .....			1
West Virginia .....			84

## PART V

### ENROLLMENTS GRADUATING CLASSES SINCE MARSHALL COLLEGE BECAME A STATE SCHOOL

#### TOTALS BY DECADES

YEAR	MALES	FEMALES	TOTALS	YEAR	MALES	FEMALES	TOTALS
1870	3	1	4	1890	1	5	6
1871	3	6	9	1891	2	5	7
1872	4	7	11	1892	3	5	8
1873	8	1	9	1893	4	6	10
1874	0	0	0	1894	0	5	5
1875	5	9	14	1895	0	7	7
1876	8	7	15	1896	5	12	17
1877	5	9	14	1897	9	10	19
1878	4	4	8	1898	3	9	12
1879	5	5	10	1899	3	8	11
<hr/>				<hr/>			
TOTALS	45	49	94	TOTALS	30	72	102
<hr/>				<hr/>			
1880	6	9	15	1900	7	13	20
1881	0	0	0	1901	15	9	24
1882	2	2	4	1902	12	20	32
1883	1	3	4	1903	4	9	13
1884	4	4	8	1904	18	22	40
1885	4	4	8	1905	12	10	22
1886	7	8	15	1906	21	22	43
1887	2	4	6	1907	29	48	77
1888	3	9	12	1908	24	50	74
1889	3	6	9	1909	24	42	66
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TOTALS	32	49	81	TOTALS	166	245	411
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## MARSHALL COLLEGE

111

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1910	.....	34	57	91
1911	.....	20	69	89
1912	.....	34	87	121
1913	.....	23	69	92
1914	.....	21	66	87
		<hr/>	<hr/>	<hr/>
TOTALS	.....	132	348	480

TOTAL Number of Alumni 1870 to 1914 Inclusive:

MALES ..... 405

FEMALES ..... 763

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GRAND TOTAL.....1168

## ENROLLMENTS BY DEPARTMENTS

### SESSION 1913-1914

The figures below include the totals of all classes enrolled under each department:

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
English .....	302	353	5
Latin .....	214	234	15
Greek .....	16	16	0
French .....	66	71	3
German .....	82	76	4
History .....	135	308	30
Mathematics .....	240	319	35
Physics .....	30	54	0
Chemistry .....	65	68	0
Biology .....	33	266	3
Geology and Geography.....	11	91	5
Art .....	117	78	25
Education .....	<u>314</u>	<u>177</u>	<u>42</u>
Expression .....	17	25	9
Music .....	83	149	6
Model School .....	189	191	0
	<u>1914</u>	<u>2476</u>	<u>182</u>



# CLASS ENROLLMENTS GRADUATE STUDENTS

<i>Name</i>	<i>County</i>
Bailey, Fred Middleton.....	Cabell
Carder, Agnes .....	Cabell
Curnutt, Delbert .....	Cabell
Fox, St. Elmo.....	Cabell
Miller, Sallie .....	Cabell
Morrow, George.....	Cabell
Sheets, Lessie.....	Cabell
Willis, Lloyd.....	Lawrence, O.

## SENIOR CLASS—1913-'14

Backus, Mertie Odessa.....	Nicholas
Baker, Estelle Mae.....	Cabell
Blair, Edna Marie.....	Wayne
Brown, Annie Maude.....	Fayette
Clark, Amy Louise.....	Lawrence, O.
Clifford, Mary Agnes.....	Cabell
Coffman, Carrie Eunice.....	Greenbrier
Cornell, Ada.....	Wood
Cornell, Grace .....	Wood
Dowdy, Guy .....	Monroe
Doyle, Mary Isabelle.....	Cabell
Dusenberry, Virginia Anna.....	Cabell
Evans, Dorthy Augusta.....	Wood
Evendoll, Barbara Anna.....	Fayette
Gills, Mabel Louise.....	Gallia, O.
Glass, Anna Mabel.....	Kanawha
Groves, Andrew Harrison.....	Nicholas
Hamilton, Samantha Adeline.....	Tyler
Harvey, Alma Franklin.....	Fayette
Hawkins, Lillian Lois.....	Cabell
Hill, Essie Blaine.....	Tyler
Honaker, Ella Florence.....	Fayette
Irvin, Doris.....	Cabell
Jarrell, Beatrice.....	Fayette
Lammers, Lillian Lucile.....	Mercer

Lee, Raymond Archer.....	Wood
Lewis, Elva Florence.....	McDowell
Lewis, Martha Washington.....	McDowell
Lilly, Lois Elaine.....	Mercer
McVey, Hazel Agnes.....	Wood
Mankin, Amy Clara.....	Fayette
Mankin, Attie Elizabeth.....	Fayette
Mason, Ruby Lorena.....	Marshall
Meeker, Marjorie Lillian.....	Cabell
Meldahl, Lena Virginia.....	Kanawha
Myerson, Leah Broh.....	Cabell
Miller, William Calvin.....	Mason
Musselwhite, Nanny Lois.....	Mercer
Myers, Mabel Amanda.....	Cabell
Myers, Lillian Mae.....	Mercer
Noller, Ruth McMullen.....	Marshall
Owens, Esta.....	Ritchie
Patton, Margaret Elizabeth.....	Greenbrier
Perry, Thomas Jefferson.....	Wayne
Peters, William Louis.....	Cabell
Reyburn, Margaret Elizabeth.....	Jackson
Rider, Mattie Esther.....	Cabell
Rule, Ella Mae.....	Fayette
Sayre, Edith Ernestine.....	Jackson
Scott, Wada Catherine.....	Cabell
Sevy, Pansy Lorraine.....	Fayette
Shingleton, Presley Davis.....	Tyler
Smith, Mrs. Bertha Wells.....	Wayne
Smith, Katherine Elizabeth.....	Cabell
Smith, Maud.....	Mercer
Starkey, Shirley Leland.....	Jackson
Wade, Nellie.....	Cabell
West, Ruth.....	Doddridge
White, Gladys Eloise.....	Cabell
Wilson, Minter.....	Ritchie

#### ADVANCED ACADEMIC SENIOR CLASS—1914

Brandebury, Henrietta.....	Cabell
Doolittle, Lambert McChesney.....	Cabell
Fischbach, Julius, Jr.....	Cabell
Reese, Paul David Daniel.....	Cabell
Turney, Emma Belle.....	Cabell
Winters, Ernest Emile.....	Cabell
Wright, Charles Silliman.....	Wayne



## SENIOR SECONDARY CLASS—1913-'14

Baldwin, Charles Buffington.....	Cabell
Bonar, Lee.....	Wood
Cavendish, Virginia Grace.....	Cabell
Chapman, Ruby Arnice.....	Cabell
Cox, Lloyd Edgar.....	Jackson
Creel, Eleanor Elizabeth.....	Wood
Ferguson, Lillian.....	Cabell
Fleshman, Fred.....	Cabell
Hannaman, Carrie R.....	Kanawha
McGinnis, John Wesley.....	Ritchie
Myers, Doris Ashley.....	Cabell
Pullen, Joe Winifred.....	Lincoln
Staats, Pearl Dura.....	Cabell
Van Bibber, Laura Bixby.....	Cabell
Young, Eutha.....	Cabell

## SENIOR ART CLASS—1914

Thomas, Mabel Adelle.....	Cabell
Thompson, Margaret Geraldine.....	Lawrence, Penn.

## SENIOR PUBLIC SCHOOL MUSIC CLASS—1914

Thompson, Margaret Geraldine.....	Lawrence, Penn.
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## JUNIOR, SOPHOMORE AND FRESHMAN CLASSES

Ackerman, Henry.....	Cabell
Adkins, Edwin.....	Lincoln
Adkins, Roy D.....	Lincoln
Alderson, Okey McQueen.....	Nicholas
Amick, Richard Wallace.....	Nicholas
Ball, Ruby.....	Boone
Bates, Don M.....	Fayette
Bee, Willard Edward.....	Wood
Bevis, Ralph Alphonso.....	Cabell
Bias, Elbert Dewey.....	Cabell
Blake, Donovan Wirt.....	Cabell
Blankenship, Daisy Meek.....	Cabell
Bonar, Mary.....	Wood
Brightwell, Mary.....	Cabell
Brode, Lyndon Irvin.....	Cabell
Bromley, Walker Hardwick.....	Cabell
Brown, Martha Louise.....	Wayne
Brown, Stella Eleanor.....	Pocahontas
Browning, Cloabelle.....	Mingo

Bryan, Sylvia.....	Cabell
Bryan, William Garland.....	Cabell
Buffington, Caro Louise.....	Cabell
Bunch, Mary Eunice.....	Cabell
Burgess, Gladys.....	Fayette
Burgess, William Earl.....	Wayne
Burke, Nora Cecelia.....	Kanawha
Byrnside, Elizabeth.....	Putnam
Calhoun, Harrold.....	Cabell
Callaham, Jessie Julian.....	Cabell
Callison, Hayward Clay.....	Cabell
Calvert, Ruby Marian.....	Cabell
Cammack, Howard Haworth.....	Cabell
Canfield, Bernice Lucina.....	Cabell
Canfield, Virginia Paskell.....	Morgan
Carmean, Eunice Geneive.....	Kanawha
Carpenter, Mary Elizabeth.....	Wayne
Carson, Vivian.....	Cabell
Carter, Dayton Elvin.....	Cabell
Carter, Thelma.....	Cabell
Cavendish, Marguirete Alderson.....	Cabell
Chambers, Bessie Marie.....	Cabell
Chambers, Letah Demarias.....	Wyoming
Champ, Chas. Galitan.....	Fayette
Chapman, Lyle John.....	Cabell
Charles, Dillard George.....	Cabell
Cherry, Mary Christine.....	Cabell
Chewning, Mabel Josephine.....	Roane
Christian, Walter.....	Cabell
Clark, Anna Berger.....	Monroe
Clark, Isabel Laird.....	Cabell
Cleavenger, Kittie Virginia.....	Taylor
Clifford, Mary Agnes.....	Cabell
Cline, Pearle.....	McDowell
Cobb, Garnet Gladys.....	Mason
Cook, John French.....	Summers
Cooke, Sadie Austin.....	McDowell
Conway, Florence Patricia.....	Raleigh
Copley, Anna.....	Wayne
Cornwell, Don.....	Cabell
Covington, Alva O.....	Cabell
Crosier, Irma Velora.....	Fayette
Crotty, Douglas Matewan.....	Cabell
Cummings, Genevieve.....	Cabell



Cundiff, William Isaac.....	Cabell
Curnutt, Delbert Edgar.....	Cabell
Cupp, Laura Edith.....	Cabell
Curnutt, Hazel.....	Cabell
Curnutt, Delbert.....	Cabell
Davis, Josephine.....	Roane
Davisson, Hugh Maxwell.....	Doddridge
Dinkle, Vernon A.....	Boyd, Ky.
Donovan, Ruth Davis.....	Cabell
Doolittle, Jean.....	Cabell
Dorsey, Wesley Franklin.....	Nicholas
Doss, Harry J.....	Cabell
Doyle, May Isabelle.....	Cabell
Dunkle, Paul Loren.....	Cabell
Dunn, William Spurgeon.....	Raleigh
Echols, Bess Emaline.....	Boone
Eckard, Gary.....	Mason
Edler, Earl C.....	Cabell
Ellis, Lee, Jr.....	Mingo
Emmons, Howard Edward.....	Cabell
Ennis, Lillie May.....	Cabell
Ennis, Libbie Pearl.....	Cabell
Enochs, John Bryan.....	Wayne
Ensign, Ely.....	Cabell
Evans, Anna Lee.....	Wayne
Eversole, William Kirtland.....	Cabell
Fair, Rhoda Lucile.....	Marshall
Feeley, Irene Darling.....	Cabell
Ferguson, Emmett Warren.....	Cabell
Ferguson, John Wallace.....	Wayne
Ferguson, Kathleen.....	Cabell
Ferguson, Lawrence John.....	Jackson
Ferguson, Roy Basil.....	Wayne
Ferguson, Samuel J.....	Wayne
Fetty, Virginia Myrtle.....	Roane
Fischer, Clemens.....	Cabell
Fisher, Thelma Lillian.....	Kanawha
Fitch, Anita Morton.....	Cabell
Fitch, Carolyn Louise.....	Cabell
Fitch, Gertrude Lowther.....	Cabell
Fleshman, Joe John.....	Greenbrier
Flinn, Everett R.....	Wood
Forsythe, Genevive.....	Cabell
Forsythe, Ruth.....	Cabell

Freutel, Howard.....	Cabell
Frost, Maybelle Carrie.....	Cabell
Frye, Garnet Lucile.....	Cabell
Frye, Ruth Evelyn.....	Cabell
Garrette, Genevieve Lucretia.....	Putnam
Geiger, Frances Anna.....	Cabell
Gillam, Paul Frederick.....	Fayette
Ginther, Mary Alice.....	Mason
Ginther, Mide Alexander.....	Mason
Given, Eunice Mabel.....	Braxton
Grass, Verna.....	Cabell
Gross, Hulda Mansel.....	Morgan
Graves, Louise C.....	Kanawha
Gregory, Jean Alexander.....	Cabell
Grimmitt, Basil Guy.....	Summers
Gwinn, William Alexander.....	Fayette
Hagan, Hugh Buffington.....	Cabell
Hager, Mabel Blanche.....	Boone
Hainor, Pearl Beatrice.....	Cabell
Hale, Russell McCann.....	Wayne
Haley, Charlie.....	Cabell
Hanks, Reuel Mucklow.....	Kanawha
Hanly, Oretha Ramona.....	Mason
Hanly, John Henry.....	Mason
Hannan, Mary Elizabeth.....	Cabell
Harbison, Selma Marie.....	Marshall
Harris, Orien Verna.....	Wayne
Harrison, Mary Ruth.....	Cabell
Harrison, Otis Trent.....	Cabell
Harper, John.....	Tucker
Harwood, Nelle Doris.....	Cabell
Hastings, Arthur Leo.....	Cabell
Hatch, Charles.....	Cabell
Hatcher, Julia Meta.....	Floyd, Ky.
Hatcher, Topsy T.....	Floyd, Ky.
Hatfield, Wirth.....	Mingo
Hawkins, Edward Donald.....	Cabell
Henderson, Blanche Eva.....	Nicholas
Henderson, Charles Bernard.....	Hampshire
Hensley, Shirley.....	Cabell
Higginbotham, Pearl Hadden.....	Kanawha
Hill, Anna Belle.....	Mason
Hill, Georgia.....	Boone
Hill, Verna Elizabeth.....	Cabell



Hines, Nellie.....	Monroe
Holland, Mary A.....	Cabell
Hollandsworth, Ivan Glenwood.....	Putnam
Honaker, Bess.....	Raleigh
Honaker, Marshie.....	Fayette
Horan, Patrick Dana.....	Nicholas
Huddleston, Rachel Beatrice.....	McDowell
Huffman, Florence E.....	Monroe
Huffman, Hattie.....	Monroe
Hughes, Eva Florence.....	Roane
Hunter, Millie Victoria.....	Raleigh
Hussell, John F.....	Lincoln
Jackson, John Veigh.....	Wayne
Jarrell, Hubert Edward.....	Raleigh
Johnson, Audrey E.....	Cabell
Johnson, Herma.....	Wayne
Johnston, Sallie Eugenia.....	Cabell
Jordan, Bessie Lee.....	Cabell
Justice, Ethel Morris.....	Cabell
Kelly, Mary Martin.....	Cabell
Keene, Gussie.....	Raleigh
Kemper, Orpha Caroline.....	Mason
Kent, Geneva.....	Cabell
Kincaid, Vivian Beatrice.....	Fayette
Kinnison, Jessie Rives.....	Cabell
Kiser, Ivan Boyce.....	Cabell
Kiser, Ruby F.....	Cabell
Kuhn, Cecille Marie.....	Cabell
Lallance, Stroud Wirt.....	Cabell
Lawrence, Everett Virgil.....	Mason
Lawson, Mona.....	Mason
Legg, Mamie.....	Nicholas
Leonhart, James Chancellor.....	Cabell
LeSage, Lucille Frances.....	Cabell
LeSage, Ruth Marie.....	Cabell
Lester, Clyde L.....	Wayne
Lewis, Ralph Waldo.....	Upshur
Lovins, Emma.....	Wayne
Lowry, James Dinsmore.....	Boyd, Ky.
Lloyd, Georgia.....	Jackson
Lubin, Girard Leon.....	Cabell
Lynch, Irene Amelia.....	Kanawha
Lyon, Mary Louise.....	Cabell
McCoach, Elizabeth.....	Cabell

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McComas, Albert.....	Boone
McComas, Brooke.....	Boone
McCormick, Sallye Jim.....	Cabell
McCullough, Laura Zelma.....	Ritchie
McCulloch, Mary Vaught.....	Cabell
McCutcheon, Randolph.....	Nicholas
McGinley, Mary Elizabeth.....	Kanawha
McLaughlin, Mary S.....	Cabell
McMillan, Hazel Esther.....	Mason
McQueen, David Spurgeon.....	Nicholas
McWhorter, Ruth.....	Cabell
Malcolm, Lorena G.....	Cabell
Malcolm, Marcellus McQuarter.....	Fayette
Mallory, Pearl S.....	Cabell
Mankin, Lillian.....	Fayette
Marsh, Price Lantz.....	Ritchie
Marshall, Sarah.....	Gilmer
Mathews, Mary C.....	Cabell
Meadows, William Henry.....	Cabell
Milam, Marvin Carter.....	Kanawha
Milbee, Grover C.....	Kanawha
Miller, Jemima Mae.....	Boone
Miller, Luther Clarence.....	Monroe
Monroe, Hoke.....	Cabell
Moore, James Edward.....	Wayne
Morgan, Sarah Oretha.....	Mason
Morris, Robert Taylor.....	Cabell
Morris, Sadie Alice.....	Cabell
Morrison, Frankie Isabel.....	Lawrence, O.
Morrison, Marguerite Jane.....	Cabell
Morrison, Rosa Alice.....	Lawrence, O.
Morton, William A.....	Mason
Moss, Mary Virginia.....	Cabell
Moruney, Augustus.....	Cabell
Moss, Nancy Lee.....	Cabell
Murphy, Michael Jennings.....	Nicholas
Myers, John Henry.....	Pitt, N. C.
Nagle, William Raymond.....	Cabell
Neff, Lester Creed.....	Cabell
Nestor, Harry Porter.....	Barbour
Newcomb, Alta V.....	Cabell
Newman, Rush Carl.....	Roane
Nuckles, Ina.....	Cabell
Ollom, Fred J.....	Fayette



Osborne, Della Gertrude.....	Kanawha
Oxley, Allen .....	Putnam
Parsons, Mandana L.....	Cabell
Parsons, May Mazilla.....	Jackson
Paul, Nell Prichard.....	Cabell
Peck, Mary Elizabeth.....	Gilmer
Pence, Edgar.....	Monroe
Pell, Howard M.....	Wirt
Perdue, Anna Clara.....	Mingo
Perdue, Beulah E.....	Mingo
Perry, Byron Shelby.....	Cabell
Perry, Mrs. Mary E. B.....	Cabell
Perry, Pansy K.....	Cabell
Peters, Amy Lillian.....	Mercer
Peters, Kathryn Hanly.....	Cabell
Peters, Lucy Belle.....	Wayne
Peters, Daisy Lee.....	Wayne
Petit, Olla Edith.....	Cabell
Phillips, Rachel Alice.....	Cabell
Pinnell, Fred Meredith.....	Jackson
Plymale, Leora Zona Charlotte.....	Wayne
Price, Herschel C.....	Cabell
Pyles, Eva Grace.....	Summers
Pyles, Kate Ella.....	Summers
Quick, Harry Randall.....	Kanawha
Ramsey, Clinton Fisk.....	Nicholas
Reybould, DeWitt Thomas.....	Cabell
Reed, Fred Wilton.....	Clay
Reeser, Edgar Seltzer.....	Cabell
Reeser, Warren Mintzer.....	Cabell
Renner, Antoinette Austin.....	Cabell
Renner, Mary Clovis.....	Cabell
Reese, Leland F.....	Nicholas
Rhodes, Frank B.....	Cabell
Rice, Cesco Lee.....	Putnam
Ridenour, Harold.....	Cabell
Riffe, Lucille Chambers.....	Cabell
Roberts, Narcissus.....	Cabell
Robertson, Murray James.....	Cabell
Robinson, Lena Belle.....	Cabell
Rose, William Baxter.....	Cabell
Rousey, Heath Carr.....	Cabell
Rousey, Virgil B.....	Cabell
Roush, William Luther.....	Cabell

Russell, Eva.....	Lawrence, O.
Russell, Naomi Lee.....	Cabell
Russell, Ruth Virginia.....	Cabell
Salmon, Martha Virginia.....	Cabell
Samples, Hattie T.....	Kanawha
Sanger, Lona.....	Fayette
Sawyers, Mary Elizabeth.....	Nicholas
Sayre, Floyd McKinley.....	Jackson
Schweitzer, Quindora Mary.....	Cabell
Scott, William.....	Cabell
Sedinger, Gulielma Marie.....	Cabell
Sedinger, Howard.....	Cabell
Sergeant, James Beurl.....	Roane
Shannon, Tom J.....	Kanawha
Shawver, Sam.....	Fayette
Sheets, Estel Samantha.....	Cabell
Sheets, Hazel.....	Cabell
Shein, Roselie Ethel.....	Cabell
Short, Beulah Etta.....	Roane
Shriver, Elizabeth Velma.....	Wood
Skidmore, Leo.....	Braxton
Smith, F. Marion.....	Mason
Sommer, Charles Walter.....	Mason
Songer, Ida Myrtle.....	Cabell
Sowards, Erville Ellis.....	Putnam
Spurlock, Leonidas Arnold.....	Cabell
Stafford, Mabel Evelyn.....	Cabell
Stanard, Earl Okey.....	Nicholas
Straughan, Nancy Ellen.....	Cabell
Straughan, William Ernest.....	Cabell
Strickling, George Lewis.....	Cabell
Strohmeier, Elsie Coyle.....	Mingo
Sutphin, Roy.....	Boone
Swan, Helen Morris.....	Cabell
Sweeney, Martin Francis.....	Lewis
Tabor, Jasper N.....	Lincoln
Taft, Mary Rachel.....	Cabell
Tallman, Olive.....	Roane
Taylor, Bessie Smith.....	Wirt
Taylor, Floyd Silas.....	Wirt
Taylor, Mabel Gladys.....	Mingo
Taylor, Nora Frances.....	Fayette
Terry, Irma.....	Cabell
Titus, Mary Ellen.....	Cabell



Thomas, Wilbur Philip.....	Marshall
Thompson, Margaret Geraldine.....	Lawrence, O.
Thornburg, Charles Irving.....	Cabell
Thornburg, Josephine.....	Cabell
Thurmond, Robert C.....	Cabell
Toler, Thomas D.....	Mingo
Tompkins, Roger William.....	Kanawha
Tompkins, William Eustace.....	Cabell
Trent, George Ervin.....	Cabell
Trent, Mollie.....	McDowell
Troeger, Walter.....	Cabell
Turley, Cynthia.....	Cabell
Tyree, Raymond H.....	Boyd, Ky.
Vaughan, Peter Shelton.....	Cabell
Vickers, John Alvin.....	Logan
Vickers, James Leonard.....	Cabell
Walker, Troy Howard.....	Logan
Wallace, Thelma Ava.....	Cabell
Ward, Thurman Arthur.....	Martin, Ky.
Wallis, Norena Virginia.....	Mason
Watters, Hugh M.....	Cabell
Watson, Mertie.....	Cabell
Ward, Raleigh P.....	Mason
Wellington, Bernard Charles.....	Cabell
Wetherholt, Lena.....	Cabell
White, Dewey.....	Cabell
White, Dorsey Bryan.....	Boone
White, James Moss.....	Cabell
Wilkinson, William Albert.....	Wayne
Williams, Alvis Ruffin.....	McDowell
Williams, Ethel.....	Wyoming
Williams, Milburn.....	McDowell
Wilson, Homer Bright.....	Cabell
Wilson, Rachel Esther.....	Wayne
Wilson, Ray.....	Barbour
Winget, Jay Walter.....	Cabell
Winters, Euna Marguerite.....	Cabell
Wiseman, Hallie Katherine.....	Summers
Witten, Bernard.....	Monroe
Woods, Cleo.....	Greenbrier
Woods, Kyle.....	Greenbrier
Wooton, Beryl.....	Cabell
Wooton, Coral.....	Cabell
Wriston, Ralph Marting.....	Cabell

Yates, Annie Elizabeth.....	Cabell
Yeater, Upton.....	Marshall
Yoak, Fred B.....	Barbour
Yoho, Beryl Floy.....	Marshall
Young, Howard French.....	Roane
Zeller, Sylvia P.....	Cabell

### MUSIC STUDENTS

#### PIANO

Bailey, Jessie	Jones, Dorothy
Bonar, Mary	Keene, Gussie
Brightwell, Mary	Kinnison, Jessie Rives
Brown, Lucile Mary	Kinzor, Evelyn
Burgess, Grace	Lyon, Louise
Carder, Agnes	Mankin, Eva
Carter, Elizabeth	Morgan, Oretha
Cavendish, Virginia	Mossman, Sybil
Chapman, Ruby	McCue, Lawson
Cherry, Mary Christine	Osborne, Della Gertrude
Cline, Pearl	Pollock, Annyce
Collins, Edra	Pyles, Kate Ella
Crouch, Lucile	Ramsey, Ida
Daniel, Ouida	Reynolds, Jewel
Evans, Anna	Samples, Hattie T.
Fischbach, Julius	Scott, Ryenza
Fischer, Thelma	Shepherd, Mrs. Urna
Fox, St. Elmo	Short, Beulah
Frye, Garnet	Stafford, Evelyn
Frye, Ruth	Stark, Jessie
Garrette, Genevieve	Strickling, George
Geiger, Frances	Strohmeier, Elsie
Guilford, Helen	Tallman, Olive
Hanly, Ramona	Thornburg, Josephine
Haptonstall, Frances	Thompson, Margaret
Hill, Annabel	Trent, Mollie
Hogg, Elizabeth Esther	Turley, Cynthia
Haptonstall, Mildred	Wilson, Effie
Huffman, Florence E.	Wolf, Betty
Johnson, Mary	Welles, Dorothy



## VOICE

Adams, Mrs. R. A.	Irvin, Dorris
Baker, Edgar	Leslie, Perrin
Brandebury, Henrietta	Lunsford, Blanche
Bondley, Lelia	Martin, Marie
Burton, Owen	Newell, Helen
Campbell, Ruth	Revare, Pearl
Chewning, Mabel	Shepherd, Pauline
Crum, Frances	Swan, Harry
Froelick, Hilda	Tallman, Olive
Gray, Mrs. Harry	Taylor, Mabel
Hanley, Ramona	Taylor, Swannie
	Turney, Emma Belle

## EXPRESSION

Bishop, Elizabeth	Lone, Jennie
Brightwell, Mary	Mankin, Attie
Chapman, Ruby	Murray, Eleanor
Cox, Lloyd	Myers, Mabel
Cole, Mary	Powers, Laura
Ennis, Lillie	Poston, Sue
Garrette, Genevieve	Rutherford, Mike
Griffith, Jessie	Stevens, Allene
Hanly, Ramona	Skidmore, Hattie Leo
Harris, Verna	Taylor, Mabel
Hill, Verna	Turley, Cynthia
Huddleston, Rachel B.	Vickers, Lola
	Watts, Margaret Virginia

## SUMMER SESSION—1914

Bee, Willard.....	Wood
Beinkampen, Marie Virginia.....	Wayne
Blagg, Benjamin Vance.....	Mason
Blair, Dorothy Mary.....	Kanawha
Blankenship, Daisy Meek.....	Cabell
Brode, Marjorie S.....	Cabell
Buskirk, Russell C.....	Cabell
Casto, Ora P.....	Jackson
Childers, Kathleen May.....	Cabell
Christian, Walter V.....	Cabell
Clay, Maud Elizabeth.....	Cabell
Cleavenger, Kittie Virginia.....	Taylor
Cole, Mary Jane.....	Cabell
Creel, Eleanor C.....	Wood

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Cummings, Genevieve.....	Cabell
Daniel, Mary .....	Cabell
Doolittle, Jean.....	Cabell
Duke, Roy L.....	Roane
Duke, Harry C.....	Roane
Ennis, Bessie Leotie.....	Kanawha
Evendoll, Barbara A.....	Fayette
Finley, Vena.....	Mason
Fitzwilliams, Norma Ethel.....	Jackson
Fulton, Ida Pearl.....	Cabell
Gillam, Paul Frederick.....	Fayette
Grass, Verna.....	Kanawha
Hannaman, Carrie R.....	Kanawha
Hill, Anna Bell.....	Mason
Hoff, Rosalind Wilson.....	Cabell
Hollandsworth, Ivan G.....	Putnam
Honaker, Marshie.....	Fayette
Hughes, Eva Florence.....	Roane
Irwin, Francis.....	Mingo
Lambert, Mary.....	Wayne
Langdon, Nora Belle.....	Cabell
Lawson, Mona D. ....	Mason
LeSage, Lucille Frances.....	Cabell
LeSage, Ruth M.....	Cabell
Lloyd, Georgia.....	Jackson
Love, Samuel A.....	Cabell
Lyon, Louise.....	Cabell
McAlhatten, Mary Alice.....	Cabell
McGugin, Eleanor Virginia.....	Jackson
McLaughlin, Mary C.....	Cabell
McVey, Hazel A.....	Wood
Meeker, Marjorie L.....	Cabell
Meinhart, Faye M.....	Boyd, Ky.
Meldahl, Lena Virginia.....	Kanawha
Milam, Marvin Carter.....	Kanawha
Miller, Mabel.....	Cabell
Morris, Robert Taylor.....	Cabell
Morrison, Marguerite Jane.....	Cabell
Musselwhite, Lois.....	Mercer
Myers, Lillian Mae.....	Mercer
Newman, Rush C.....	Roane
Noller, Ruth.....	Marshall
Nuckles, Ina.....	Cabell
Owens, Christine J.....	Cabell



Parrott, Helen.....	Cabell
Parsons, May M.....	Jackson
Perry, Mrs. Mary E.....	Cabell
Perry, Pansy Kathleen.....	Cabell
Peters, William Louis.....	Cabell
Poole, Ethel May.....	Cabell
Reed, Fred W.....	Clay
Robinson, Geraldine C.....	Ritchie
Rousey, Heath Carr.....	Cabell
Sheets, Hazel L.....	Cabell
Shingleton, Presley D.....	Tyler
Simms, Ruth Marie.....	Gallia, O.
Smith, May McClure.....	Cabell
Smith, Maud.....	Mercer
Staats, Pearl Dura.....	Cabell
Sutphin, Roy.....	Boone
Taylor, Bessie.....	Cabell
Taylor, Floyd S.....	Cabell
Taylor, Wylie.....	Cabell
Titus, Mary Ellen.....	Cabell
Vawter, Julia H.....	Fayette
Wilkinson, Caroline.....	Cabell
Wilson, Clarence.....	Roane
Wilson, Ray.....	Barbour
Wood, Virginia Lenora.....	Jackson

## MODEL SCHOOL

## MALES—98

Ashworth, Lewis	Klin, Carl
Berry, Ashby	Kelessa, Wilhelm
Bell, John	Loury, Harry
Bell, Stuart	Lambert, Ralph
Brian, Denver	LeSage, Frank
Burns, Robert	Locke, William
Bowe, Herman	Laing, James
Brooks, Finley	Mathews, Robert
Boothe, Alex.	Marroney, Augustus
Bockway, Frank	Myers, John
Bockway, Henderson	Moore, Tom
Biggs, George	Moore, Hallock
Burns, Orin	Mann, Hollock
Burns, Robert	Macdonald, Ted
Burns, Ray	Macdonald, Donald
Cline, Ray	McHugh, Loyd

Connell, Carl	Nelson, Glenn
Cavendish, Henry	Norvell, John
Cammack, Charles	Offutt, Edd
Carter, Carol	Offutt, Frank
Callard, Alfred	Pettry, Carl
Campbell, Charles	Pettry, Howard
Criser, Harvy	Patterson, Lester
Davis, Claud Austin	Rousey, Virgil
Donovan, Richard	Rardin, James
Duncan, Perry	Rifle, Clifford
Emmons, Carleton	Robinson, Charles
Emmons, Arthur	Reynolds, Douglas
Freeman, Aulrey	Sikes, Walter
Ferguson, Carr	Sikes, Thomas
Ferguson, Clarence	Smith, Ray
Farr, John	Smith, Arnold
Fitch, Frederick	Simpson, Irvin
Fulton, Clarence	Swentzel, Donald
Gilmore, Thomas	Sauborn, Chester
Gebhardt, Edgar	Solof, Ted
Gerrett, Vencent	Stukins, Edward
Hamlin, Leo	Vaughn, Shelton
Hoscher, Charles	Winters, Andrew
Harrison, Lucien	Weider, Carl
Haley, Charles	Williams, Buster
Hill, Rolland	Williams, Arthur
Harlow, Henry	Wood, John Eddy
Henking, William	Wood, Mathew
Hite, Ely	Warth, Henry
Hall, Ray	Webb, Everett
Hoback, Cecil	White, Leonard
Harrold, Paul	Yates, Walter
Jones, Albert	Yates, Charles

## FEMALES—102

Allen, Lois	Macatee, Lina
Allen, Ruth	Mallory, Mirian
Allen, Esther	Morris, Pauline
Ashworth, Lily	Murphy, Ruth
Baker, Virginia	Martin, Mary
Bockway, Frank	Martin, Cora
Bishop, Marjorie	Mahan, Virginia
Berry, Ruth	McDonald, Virginia
Cline, Garnet	Moorehouse, Leona



Cline, Ethel  
Cline, Gladys  
Chambers, Gladys  
Christian, Rosa  
Christian, Bessie  
Carter, Elizabeth  
Crouch, Lucile  
Campbell, Jennie Eloise  
Davidson, Vivian  
Doolittle, Elizabeth  
Epling, Louise  
Egerton, Gene  
Enslow, Dorothy  
Fitch, Mary  
Fitch, Genevieve  
Fancetl, Daisy  
Graves, Frances  
Graves, Virginia  
Gentry, Ada  
Gunther, Fay  
Gunther, Ethel  
Guthrie, Elizabeth  
Guilford, Helen  
Holswade, Lucile  
Hagen, Mary  
Hagen, Eleanor  
Hagen, Margaret  
Hagen, Margaret Eleanor  
Hughes, Violet  
Homrich, Celeste  
Handlin, Lois  
Handlin, Thelma  
Harris, Edgar  
Hite, Ely  
Hall, Carline  
Hawkins, Eleanor  
Hoscher, Charles  
Johns, Mary  
Jenkins, Bernice  
Koontz, Pauline  
May, Mattie  
Macatee, Martha

Murry, Eleanor  
McVay, Hilda  
Neal, Margaret  
Newcomb, Carolyn  
Postum, Sue  
Pollock, Anyee  
Quessenberry, Sylvia  
Quessenberry, Mary  
Richmond, Clyde  
Remmer, Carolyn  
Rollyson, Sadie  
Smith, Dada  
Smith, Beatrice  
Serey, Lilian  
Simms, Earl  
Stafford, Georgia  
Sabine, Beulah  
Sabine, Mildred  
Sexton, Mildred  
Sikes, Flora  
Sanborn, Mary  
Saunders, Cora  
Stow, Mary  
Snedegar, Mildred  
Thompson, Frances  
Taylor, Ruth  
VanBiber, Rachel  
Vickers, Lola  
Verlander, Nancy  
Wallace, Elizabeth  
Wallace, Champe  
Wallace, Frances  
Woodyard, Marjorie  
Williams, Dorothy  
Williams, Hazel  
Webb, Mammie  
Wyles, Juliet  
Wolf, Betty  
Wylie, Chloe  
Waugh, Elsie  
Wells, Dorothy  
Zeller, Margaret





# INDEX

ADMISSION—(Entrance Requirements) .....	20
ALUMNI ENROLLMENTS .....	110
ATHLETICS .....	91
BOARD:—	
a. Club, and Private.....	82
b. Dormitory (College Hall).....	86
BOARDS, OFFICIAL .....	6
BUILDINGS AND GROUNDS.....	95
CALENDARS .....	4 and 5
CLASS RANKING .....	98
COLLEGE HALL (Ladies' Dormitory).....	86
COMMENCEMENT .....	105
COMMITTEES .....	11
COURSES OF STUDY:—	
a. Advanced Courses, A, B, and C.....	28
b. Detailed Outlines of:	
1. Art .....	58
2. Biology .....	48
3. Chemistry .....	45
4. Education .....	68
5. English .....	37
6. Expression .....	59
7. French .....	41
8. Geography and Geology .....	47
9. German .....	42
10. Greek .....	40
11. History .....	42
12. Home Economics .....	51
13. Latin .....	39
14. Mathematics .....	43
15. Model School .....	76
16. Music .....	61
17. Physics .....	44
18. Review Work .....	34
c. General Statement of.....	14
d. Secondary (Course D), Schedule of Subjects.....	24
DORMITORY, LADIES' — (College Hall).....	86
ENROLLMENTS:—	
a. Academic and Normal .....	113
b. Alumni .....	110
c. Departmental .....	112
d. Expression .....	125
e. Model School .....	127
f. Music .....	124
g. Summer School .....	125

ENTRANCE REQUIREMENTS .....	20
EXAMINATIONS AND TESTS:—	
a. Dates of .....	4
b. General Examinations .....	77
c. Special Examinations .....	100
EXPENSES:—	
a. Board .....	82
b. Books .....	83
c. Fees .....	20 and 21
d. Laundry .....	83
FACULTY .....	7
FEES:—	
a. Art .....	21 and 60
b. Expression .....	21
c. Home Economics .....	21
d. Laboratory .....	21
e. Model School .....	20
f. Music .....	21 and 65
g. Normal and Academic .....	20
GRADUATION .....	78
HOME ECONOMICS (New Department) .....	51
INFORMATIONAL:—	
a. Courses of Study, General Statement .....	14
b. Government .....	16
c. History .....	13
d. Huntington .....	18
e. Name .....	13
f. School Year .....	17
g. Sources of Income .....	15
LIBRARY .....	80
LITERARY CONTESTS .....	94
REVIEW WORK (New Department) .....	34
RULES AND REGULATIONS:—	
a. Board .....	96
b. Chapel Exercises .....	99
c. Class Ranking .....	98
d. Leaving the City .....	97
e. Special Examinations .....	100
f. Studies .....	98
g. Time of Entrance .....	97
h. Week's Work, A .....	102
SENIOR STATISTICS .....	107
STUDENT ORGANIZATIONS:—	
a. Athletic .....	91
b. Literary .....	91
c. Religious .....	91





