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1896-1897 Catalogue of Marshall College, The State Normal School

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THE
MARSHALL COLLEGE 74
State Normal School
HUNTINGTON, W. VA.

1896-7

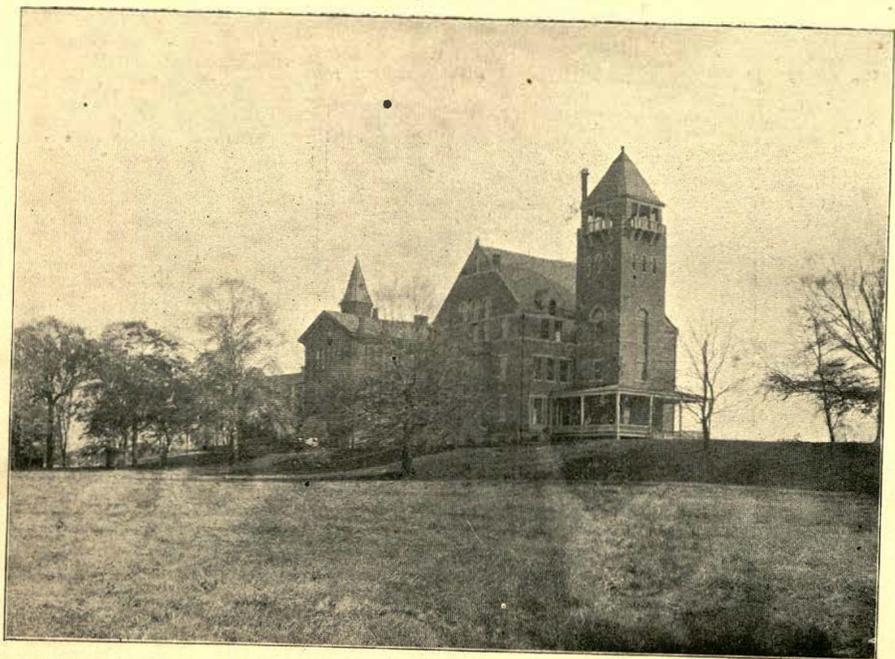


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THE MARSHALL COLLEGE STATE NORMAL SCHOOL.

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OFFICIAL DEPARTMENT

STATE BOARD OF REGENTS

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LOCAL EXECUTIVE COMMITTEE

Andrew F. Southworth

George F. Miller

Charles B. Harrold

9756

CALENDAR 1897-8

Fall term opens Tuesday, Sept. 14 - - - Closes Friday, Dec. 3
Winter term opens Monday, Dec. 6 - - - Closes Friday, March 4
Spring term opens Tuesday, March 8 - - Closes, June
Adjourn for Christmas Holidays Friday, December 17, and
resume work Tuesday, January 4

COURSES OF STUDY

NORMAL DEPARTMENT

FIRST YEAR

Arithmetic—Written—Milne's Advanced,	3	terms
English and Composition—(Text to be selected)	3	terms
History—United States—Barnes. (Fall and Winter)	2	terms
History—West Virginia—Lewis. (Spring)	1	term
Physiology—Hutchinson or Tracy,	1	term
Reading—The Classics,	3	terms
	13	

SECOND YEAR

Arithmetic—Mental—Brooks. * (Fall and one-half Winter)	1½	terms
Algebra—Milne—(One-half Winter and all Spring)	1½	terms
Bookkeeping—Single and Double Entry—Messervey,	1	term
Civil Government—Peterman,	1	term
English—Higher Lessons in—Reed & Kellogg,	3	terms
History—General—Barnes or Myers,	3	terms
Latin—First Year of—Harkness,	3	terms
Zoology—Holder,	1	term
	15	

THIRD YEAR

Algebra—continued—Milne,	3	terms
Botany—Gray,	1	term
Chemistry or —Storer & Lindsey,	1	term
Geology —LeConte,	1	term
Geography—Physical—Eclectic,	2	terms
Latin—Caesar, Cicero, Virgil,	3	terms
Physics,	2	terms
Rhetoric and Composition—A. S. Hill or Waddy,	3	terms
	15	

FOURTH YEAR

Economics and	{—(Text to be selected)	3	terms
History of Education	{—Painter		
Ethics and	{—(Text to be selected)	3	terms
School Management	{—White,		
Geometry—Plane and Solid—Stewart,		3	terms
Literature—Mathews & Meiklejohn, parts 3 and 4,		3	terms
Psychology and	{—Halleck.	3	terms
Pedagogy	{—White,		
Orthography and Composition throughout the Course.		15	

ACADEMIC DEPARTMENT

FIRST YEAR

Arithmetic—Written—Milne's Advanced,		3	terms
English and Composition—(Text to be selected)		3	terms
History—United States—Barnes. (Fall and Winter)		2	terms
History—West Virginia—Lewis. (Spring)		1	term
Physiology—Hutchinson or Tracy,		1	term
Reading—The Classics,		3	terms
		13	

SECOND YEAR

Arithmetic—Mental—Brooks. (Fall and one-half Winter)		1½	terms
Algebra—Milne. (One-half Winter and all Spring)		1½	terms
Bookkeeping—Single and Double Entry—Messervey. (Fall)		1	term
Civil Government—Peterman. (Winter)		1	term
English—Higher Lessons in—Reed & Kellogg.		3	terms
History—General—Barnes or Myers,		3	terms
Latin—First Year of—Harkness,		3	terms
Geography—Physical—Eclectic. (Winter and Spring)		2	terms
		16	

THIRD YEAR

Algebra—continued—Milne,		3	terms
Botany—Gray. (Spring)		1	term
Geometry—Stewart,		3	terms
Latin—Caesar, Cicero, Virgil,		3	terms
Literature—Mathews and Meiklejohn, parts 3 and 4.		3	terms
Rhetoric and Composition—A. S. Hill or Waddy.		3	terms
Orthography and Composition throughout the course.		16	

SPECIAL PARALLEL READING COURSE—COMPULSORY

NORMAL AND ACADEMIC

FIRST YEAR

With U. S. History	{	"Philip the II. of Spain."
	{	"Catharine de Medici."
	{	"Jesuits of North America."
	{	"Puritans in Holland, England and America."
	{	"Conquest of Mexico."
	{	"Conquest of Peru."
With State History	—	One English Work on the American Revolution.
	—	Scudder's "Commonwealth of Virginia."

SECOND YEAR

With General History.....	{	"Fifteen Decisive Battles of the World."
	{	Carlyle's "French Revolution."
	{	Lives of Darius, Cleopatra, Alexander, Hannibal, Peter the Great,
	{	Cæsar, Michael Angelo, Raphael, Martin Luther, Napoleon,
	{	Frederick the Great and the Seven Years War.
	{	"Age of Elizabeth."
	{	"The Crusades."
With Civil Government.....	—	Woodrow Wilson's "The State."

THIRD YEAR

With Natural Sciences.....	—	To be selected.)
With Latin.....	{	Mommsen's "History of Rome."
	{	"Myths of Greece and Rome."

FOURTH YEAR

With Economics	—	Gide's "Principles of Political Economy."
With Ethics	—	McKenzie.
With Psychology	{	Tracy's "Psychology of Childhood."
	{	Lange's "Apperception."
With Pedagogy	—	Putnam.
With School Management...	—	(To be selected.)
With History of Education...	—	Boone.

The Special Courses in Reading will be selected and assigned individual students with reference to their peculiar needs, and each will be required to pass examinations accordingly. Our list of reference texts is omitted here. Special readings will be assigned in other studies by the teachers.

READ EVERY SECTION OF THE FOLLOWING CAREFULLY

CONCERNING THE COURSES OF STUDY

THE NORMAL COURSE

1. The course of work will be carried out precisely as outlined above.
2. The studies which continue only parts of years will be taken up in the order named—see “Fall,” “Winter” and “Spring” in parentheses to the right of same.
3. It is especially to be desired, both for the good of the student and for convenience, particularly in avoiding conflicts in recitations, that the work be done “by years” as laid down, and not by parts of the work of different years, at same time. This insures better satisfaction to all.
4. Except by permission of the faculty *no student will be allowed to carry more than five regular studies at one time.* The evils of attempting to do double work, both to the student, educationally and physically, and to the reputation of the school for efficiency and thoroughness, become more apparent every year. Mental indigestion is much more prevalent than the physical phase of this dreadful disease.
5. It will be observed by reference to the first year of the Course of Study that Intermediate Geography, Ray’s Intellectual and Practical Arithmetic, and Elementary Language (English), have been dropped from the course. Instead of these subjects, Milne’s Advanced Arith-

metic and English and Composition have been inserted. Students who have not made sufficient progress in Arithmetic to take up this advanced text and complete it in one year, may consider themselves not far enough advanced to enter the Normal Schools, since but one year is now given to Written Arithmetic in these schools. The rest of the work must be done before entering. It will be observed, further, that one-half year is given to Brooks' Mental Arithmetic in the second year of the course; this will include the subject matter from the 100th page to the close of the book. The rest of the course is sufficiently clear as to arrangement and requirements for admission,

THE ACADEMIC COURSE.

1. This course covers exactly the same ground, is arranged the same way, requires the same qualifications as to scholarship for admission, and demands the same amount of work of the student, as the first three years of the Normal Course, with the following exceptions;

a. Zoology is omitted in the second year, and Physical Geography is substituted.

b. Physics, Chemistry and Geology are omitted in the third year, and Geometry and Literature are substituted.

NORMAL APPOINTMENTS.

WHAT THEY ARE, WHAT BENEFITS THEY CONFER, WHO MAY
SECURE THEM, AND HOW.

To many, this explanation may seem superfluous, but the experience of the past year revealed a surprising lack of information on the subject, even among comparatively well-informed teachers and parents; so it seems due the citizens of West Virginia who are interested in education, to know exactly what advantages the State offers in this respect to teachers and prospective teachers—and only these can secure appointments.

This State proposes to educate, in the Normal Schools, free of tuition, except one dollar per term of three months—three dollars per school year of nine months—all young men and young women who expect to become teachers, or who are already teachers and expect to continue in the profession, on the following conditions:

a. They must have made sufficient progress in their studies, before applying for appointments, to take up the work in these schools, prescribed in the first year of the course of study.

b. They must subscribe to the following declaration and have same endorsed by a parent or guardian, or other responsible person:

"I, do declare that it is my purpose to become a teacher in the Free Schools of West Virginia, and solemnly promise, that if admitted to the Normal School of said State, I will, on completion of the prescribed course of studies, and within a reasonable time thereafter, spend one year in teaching in the Free Schools of this State, at the usual rates of compensation paid in the schools where my services may be rendered."

This declaration shall be endorsed by the father, guardian, or some responsible person, as follows:

"I agree, in case of the failure of....., the within named applicant, to comply with the provisions of this declaration, so far as it requires him, or her, to spend one year in teaching in the Free Schools of this state, to cause to be paid to the Treasurer of the Executive Committee of the School which he, or she, may attend, tuition at the regular rate, for such time as said applicant shall have been in attendance at said School.

"Given under my hand this day of..... 189....."

[Signed]

c. Young men must be at least fourteen years of age, and young women, at least thirteen.

d. The applicant must be of good moral character and be able to pass such an examination in spelling, reading, geography, grammar and arithmetic as will give assurance that he is able to take up the work of the first year of the Normal Course.

Examination will not be required when the applicant can show by work already done as teacher, or as student, that he is capable of doing the work required in the course without further preparation.

To secure an appointment the applicant may write either the County Superintendent of the county in which he lives, or the Principal of the Normal School to which the appointment is to be made. Unless the applicant is comparatively certain that he is able to do the work re-

quired, it is always better to write the County Superintendent, who is supposed to know more of his qualifications, and can, therefore, with greater certainty, decide whether it is necessary to require an examination; this latter course is recommended especially to younger students.

The benefit conferred by an appointment, as already stated, is a saving of \$6 per term, of tuition, the amount charged all other students.

Only teachers and prospective teachers of this State, who expect to teach in West Virginia, can secure appointments.

Each county is allowed a certain number of appointees, according to the population. Mingo, Webster and Wyoming have the fewest, each being allowed 27. Kanawha has the largest quota, 210. The other counties vary between these two extremes. There are vacancies in almost every county in the State.

All appointments, after secured, must be filed with the Principal of the Normal School which the applicant enters.

Graduates of the Normal Schools may re-enter at any time, for review work, upon the recommendation of the Principal to the Board of Regents, who have the appointing power in this case.

EXAMINATIONS

At the close of each term, examinations in all branches of study pursued that term will be held. The grades obtained by students at these examinations, averaged with their class standing, will be recorded as their standing on the several branches, seventy-five per cent. on a scale of one hundred being the minimum pass grade. Reports are issued after each examination, showing the standing of pupils, deportment, attendance, etc.

Pupils shall attend all required examinations of the year, and no pupil shall be permitted to advance without said examination, and who does not attain a standing of seventy-five per cent. on the same.

Normal pupils who fail to make an average standing of seventy-five per cent. shall forfeit their appointments.

These examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge, under the supervision of the Principal.

Pupils applying for Normal Diplomas shall be examined two weeks before commencement.

GRADUATION, DIPLOMAS AND CERTIFICATES

The Board of Regents will confer upon all students completing the work of the fourth year of the Normal Course with an average of 80 per cent. and not falling below 75 per cent on any one branch, a Normal Diploma, together with the title of Normal Graduate. *Provided*, no one shall be graduated who has not spent *one full year* in one of the Normal Schools of the State,—a fall, winter, and spring term, consecutively, and in that order,—said full year to be either the second, third, or fourth year of the course, preferably the fourth.

Those completing the work of the Academic Course with a general average of 80 per cent. not falling below 75 per cent on any one branch, will receive a Diploma, which will be received at the State University as evidence that the holder has completed work equivalent to the Preparatory Course of that institution, and will entitle him to enter the college department without examination.

State Certificates are issued by the State Board of Examiners to Normal graduates who have taught three consecutive years under a number one county certificate, two of which years immediately precede the year in which application for State certificate is made.

ENROLLMENT

Would the student know the value, in study and in practical life, of the inspiring effects of what is known as "college spirit," let him, as

soon as possible, and to as great extent as possible, exchange the "broken-year" for the "full-year" attendance. This will not only develop a feeling of pride in his work and in his institution, but will cultivate the invaluable habit of continuity of thought and of action in any line of work—almost a *sine qua non* of success in later years. The writer speaks from an experience of four years of the "broken-year" method and five years of the "full-year" method, the latter of which was adopted as soon as tried, because much to be preferred from every point of view, though he had to borrow money to meet expenses; even then it was time and money saved.

He urges the importance of this method of attending school, upon every parent who wishes to send his child, and with equal emphasis, upon those young men and women to whom has fallen the lot of "paying their own way." But, whether the former or the latter method be chosen, either is a thousand fold better than *neither*.

It is especially desirable that all who enter at the opening of the fall term, indeed at the opening of any term, should enroll as early as possible, if they would realize the best advantages in classification and other assignments. We call special attention to the following method of enrollment which will obtain in this school for the year 1897-8:

1. The student will report to the principal's office in the new building immediately on arriving, unless he be sufficiently well acquainted in the city, and old enough, to exercise proper judgment in the selection of a boarding place, without the aid of the principal.

2. The principal will make the necessary class assignments and collect the required fees.

3. The student will then report to the secretary of the faculty, who will, upon presentation by the student of his class assignments and the receipt for his fees, enter his name upon the several class rolls, which are to be handed the respective teachers, and upon the general roll of the school.

It will be observed from the above that no student will be permitted to enter any class until all dues are paid. This has been found advisable because several students, each year, "forget" to pay their dues and the faculty have the unpleasant alternative of paying them themselves.

TUITION AND INCIDENTAL FEES

All students, as stated on another page, are required to pay an *incidental fee* of \$1.00 per term of three months, or fraction thereof. *In no case will this fee be refunded.* This is the only fee students holding appointments are required to pay.

Students in the Normal Department who do not hold appointments, and students in the Academic Department, are required to pay, in addition to the \$1.00 incidental fee, *tuition* at the rate of \$6.00 per term of three months. Those who enter after the opening of the term will be required to pay from the date of entrance and not from the date of the opening of the term; for example: If a student enter at the end of the first two weeks, and the term be exactly twelve weeks in all, he will pay tuition for the ten remaining weeks, which would be ten-twelfths, or five-sixths, of \$6.00, or \$5.00, plus the \$1.00 incidental fee, \$6.00 in all, instead of \$7.00, for the rest of the term. Again, suppose he enter *two weeks* before the *close* of the term; in this case he would pay two-twelfths, or one-sixth (if the term were exactly three months) of \$6.00 or \$1.00, plus the \$1.00 incidental fee, or \$2.00 in all, for the *two weeks*. It will be readily seen from this that *all* students must pay the \$1.00 incidental fee as soon as enrolled, even if they attend but *one week* or less of the last of the term, and that this \$1.00 is never refunded; but that tuition is paid pro rata, *if* he enter after the opening of the term. Further,—*note carefully this statement*,—should a student enter at the opening of the term he will be required to pay tuition for the full term, (unless, of course, he hold an appointment,) and should he withdraw from the school before the close of the term, said tuition *will not be refunded, except* in cases of protracted severe illness extending over a period of four weeks, or in cases of suspension or expulsion, in which cases the charges will be pro rata.

In brief, school fees are as follows:

For *all* students, per term of three months, or fraction thereof, incidental fee, \$1.00.

For Academic students and Normal students not holding appoint-

ments from the State, in addition to the \$1.00 per term for incidental fee, tuition at the rate of \$6.00 per term.

The explanations above have been full because so many students enter school with wrong impressions on this subject, and feel disappointed, perhaps temporarily embarrassed in a financial way sometimes, when they find they have misinterpreted the wording of the catalogue.

OTHER EXPENSES—BOARD IN THE CITY

Students for the past year have been able to secure good board in good homes in some parts of the city at \$10 per month, where there were two or more together, and at least two in a room. This included good rooms and the use of the parlor to entertain their company. The parents in these homes have received the students very kindly, and treated them almost like their own children when the students proved themselves worthy of parental interest and treatment.

In other parts of the city, and in homes in the same part of the city as those in which \$10 board was secured, very good families gave board at \$11, on about the same terms as in the above. In these the houses were usually more expensive—not always, however—and rents were consequently higher.

The more customary rate, however, for room and board in good families, was \$12 per month. While this seems little enough, it must not be forgotten by our good people of Huntington that when money is scarce, it is usually scarcest with that class of people represented by our students who come from a distance, the substantial, thrifty, self-sacrificing citizens from the rural districts; that one or two dollars per month means much to any one whose dollars come at the sacrifice of the amount of time and labor required of those outside of money centers and manufacturing districts; that to the young men and women who teach five months of the year at a salary (?) of \$18 to \$30 per month, and are obliged to rely upon this as sufficient to clothe and school them—for nine-tenths of them nobly give the rest of their time

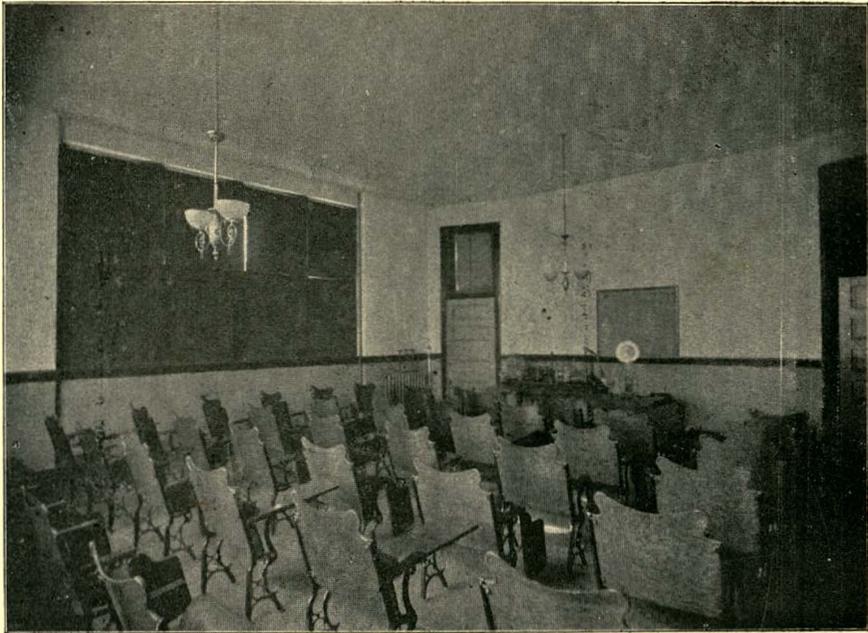
and service to their parents for no other consideration than the obligations of a faithful son and daughter to their parents; that board, the very best of table board, good rooms, and all the comforts of a country or village home, can be had by these young people at summer schools near home at from \$6 to \$10 per month; and, finally, that for every dollar charged students from a distance, above \$10 per month, a loss of at least fifty students per year to this institution results, which means a loss of $\$10 \times 10 \times 50 = \$5,000$ to the business interests of Huntington. We have made our estimate far below what letters from these people who wish to come to the State Normal at this place would indicate, but we wish to be conservative.

Were money not so scarce, the question would assume an entirely different aspect.

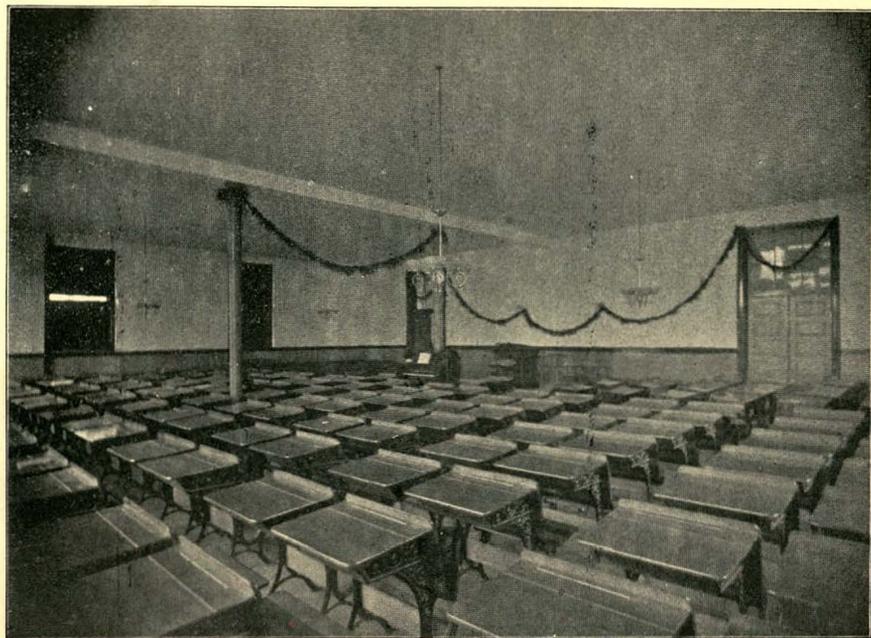
BOARD IN THE DORMITORY

It is expected that the new addition to the dormitory will be completed by the time school opens in September, thus affording room for about seventy-five girls, instead of twenty-five, as now arranged. This department is under the direction of an experienced and cultured lady, who has exclusive control of the boarding department. The Principal of the school and two or more assistants always board in the dormitory, and to them is committed the duty of looking after the comforts and social liberties of the girls, as well as all other interests the authorities of a boarding school are expected to husband. Girls committed to our care in the dormitory will be as carefully looked after as if they were our own children. Parents need have no fears on this score. Their daughters will be well cared for. Only girls are permitted to board in the dormitory.

The rooms are nicely carpeted, handsomely papered, heated by the "warm air" system, lighted with gas (the Wellsbach burner being used) and each floor has a toilet room and warm and cold water baths. No pains have been spared to make the girls as comfortable as they



RECITATION ROOM.



STUDY HALL.

could be at home; this in addition to their social and educational advantages.

In the basement are large, comfortable rooms, stoves, etc., where the girls may do any or all of their laundry work, should they elect to add this feature as a part of their physical culture and education in domestic economy.

TEXT BOOKS.

Several students entered the school, within the past year, with the impression that we furnish "*free text books.*"

This is not the case. In a great many instances students sell their books when they have done with them, these books being handed over to the Principal to sell at whatever rate he may deem just. In this way many students are furnished with text books, seldom at more than half the original cost, and usually at less than half cost. When a number of books of the same kind are in demand, and the students prefer second-hand ones, we make orders from a second-hand book house and thus furnish books at greatly reduced rates. This, however, is not often done, because most students prefer new books.

By reference to the Courses of Study in the front part of the catalogue, not only will the lists of studies used in the Normal and the Academic Courses be found, but, except in very few instances where texts are yet "to be selected," the name of the author of the text, also, so that students may purchase texts before coming to school, if they prefer.



DEPARTMENT OF MUSIC

Music, as a part of the Normal and Academic Courses of Study, has been dropped.

This makes the Department of Music entirely independent of the regular work of the school.

The work in Music consists of Vocal and Instrumental instruction, one or both, as the student may elect.

The rates are as follows: Instruction on the Piano, 24 lessons, \$10.50; use of Piano, per term of 24 lessons, \$1.50; Instruction in Vocal Music, 24 lessons, \$12.00. All collections must be made by the teacher, she retaining all fees except the \$1.50 per term for use of piano in practice, which she must pay *in advance* to the Principal, to the credit of the general fund of the school.

The teacher must look after the tuning of the instruments she uses, and pay for same out of her own earnings. A large, well lighted room, on the third floor of the Dormitory, is set apart for the exclusive use of the work of the music teacher. There are three pianos in the building.

This department is entirely in the hands of the teacher, the Principal exercising only supervisory control, preferring not to interfere in any way, save when the interests of the institution are involved; he reserves the right, however, to exercise control to whatever extent may seem essential to the welfare of the school, be that what it may, and to whatever extreme the case may justify:

No pains are being spared to secure, for the coming year, the best available talent possible. All who desire to take work in this line are assured in advance that the teacher will be *first-class*, for only such

shall we select, and that the advantages, by way of practice, etc., will be, in every way, second to none other in the State.

The position is one in which the teacher receives no monetary consideration save as she collects it from her pupils; these will be numbered according to the energy and talent shown by the lady to be selected for this place.

The music teacher will be required to preside at the organ during chapel exercises each morning, in consideration of the school's furnishing her a music room and instruments free of rent, and to assist in any general exercises of the school requiring her aid.

DEPARTMENT OF ELOCUTION AND PHYSICAL CULTURE

This department, like that of Music, is independent of the regular work of the school, the charges being: For Elocution, per term of 24 lessons, \$10.00; for Physical Culture, per term of 24 lessons, in classes, \$3.50.

TEACHERS' TRAINING DEPARTMENT

MODEL CLASS.

This special department, although anticipated in the very name of this institution—"State Normal School"—has been given something of definite shape only within the past year; not so much in the strictly pedagogical sense of the expression, however, as in the practical application of those basic principles laid down in the courses taught in Psychology, Pedagogy, School Management and Ethics.

The commendable interest and zeal shown by almost the entire class in the study of Psychology at the opening of school last year led

us to organize what we have been pleased to dignify with the somewhat questionable title of "The Model Class," especially for the benefit of the members of the senior class. Directly, the objects of this class were, practice and drills in teaching children, in the light of information gleaned by the student from the professional subjects studied during the senior year; indirectly, or incidentally, our object was the practical study of maturer child-life with reference to school-work, such as the adaptability of the child-mind, male and female, respectively, to the work it is expected by almost everybody to master at certain ages, and some work which only the few insist that it should master at these ages.

This class was composed of five girls and five boys of the fourth reader grade, representing widely different characteristics, temperaments, talents, likes and dislikes. It was, indeed, truly a representative class of children, and afforded a wide scope for the study and application of pedagogical principles. In addition to the subjects usually taught children of this age, they were given German as a test in linguistic training, the results in which work richly justified the experiment as not only feasible, but remarkably successful, the work being a combination of the conversational, and the "sentence method" in reading. Each study was placed under the supervision of a member of the regular faculty, who not only exercised a general oversight of the work in that branch, but assigned it to the members of the normal senior class in rotation, criticising closely and unsparingly the methods used, and the general mode of recitation, including discipline. By this plan those members of the graduating class who gave promise of successful work as teachers were easily selected, and little room was left for mistake in recommendations when they went forth to teach. It is no disparagement to the class to say "they were not all *born* teachers," nor yet to predict that only a few of them will make teaching their life work.

The advantages and benefits to the senior class of the "Model Class", directly, and to the faculty as a means of discovering the weaknesses of the seniors as prospective teachers, and remedying these as far as possible in advance, were many fold in excess of the inconveniences and additional work it imposed upon the faculty.

We deem it but due the teachers to say that they assumed this ad-

ditional labor with that zeal, that interest in our students, that has characterized their work in every way during the past year.

With a view to continuing the work of this department, and, at same time, not adding more work to the already burdensome tasks imposed upon the teachers in our normal schools, we secured an appropriation for this State Normal School and expect to put the model class work entirely under the supervision of the special teacher thus provided for, who will be chosen because of her previous special training for this kind of work.

To the Model Class department already organized, it is proposed to add one and one-half hour's work each day, for the benefit of the seniors, by way of an "Infant Training Class," a small class of five-year-old children. This work, of course, will have for its object, the teaching of beginners in the presence of the senior class, by a teacher especially trained for it, and, to some extent, practical exercise for the seniors in this line under the direction and criticisms of the special teacher.

These normal departments, supplemented by the work outlined in the following sections, cannot but materially improve the opportunities for training, these schools are *supposed* to offer teachers.

TEST RECITATIONS.

In addition to the training work outlined in the preceding section, "test recitations" in all the subjects contemplated in the work our graduates are supposed to be able to teach when they leave the normal schools, are conducted weekly by a senior, in the presence of the faculty and entire senior class. The subjects for these recitations are selected with a view to testing not only the methods used, but, as well, the familiarity of the senior *with* the subject; they are selected, also, with a view to testing the ability of the senior in arranging the subject matter under the proper headings and sub-headings; in short, they are intended to test the qualities of the student-teacher, and so put the faculty in possession of information essential in aiding and developing the "teacher

to be." These recitations are usually conducted on Tuesday, at an hour peculiarly suited for as full attendance of the faculty as possible, and the hour for general criticism is fixed for the following Thursday, at a correspondingly opportune time for full attendance on the part of the faculty. One member of the senior class and one member of the faculty are appointed, at the close of the recitation—not at the opening—to discuss its merits and demerits, after which the subject is open to general criticism. These exercises proved, as we have reason to believe, especially beneficial to the senior class during the past year, and were always characterized by the closest attention and most commendable interest.

METHODS.

At intervals of one month the senior class is required to meet one or more members of the faculty for special work in Methods. These meetings are opened by a member of the class, who reads a paper on, or discusses from notes, or from memory, as he may elect, methods of teaching the elementary branches not included in the Normal Course of Study. The opening exercise is followed by general discussions and by practical illustrations of different methods.

The entire work of the training department is based upon the general plan used by the distinguished leader of pedagogical training in Germany, Dr. Rein, under whom we had the rare good fortune to study.

DEPARTMENT OF NATURAL SCIENCE

The subjects in this course include Chemistry, Physics, Geology, Physiology, Zoology, Botany and Physical Geography, this last branch of study supplemented with frequent talks on Astronomy and required readings on the subject. Astronomy is not one of the regular subjects

taught in the course, nor is it taught here as such; but only to better illustrate many of the principles of Physical Geography.

To make the instruction in Physical and Chemical Science more practical and useful, as well as more interesting, we secured an extra appropriation by the legislature for the purchase of additional apparatus and laboratory equipments and furnishings, including a large glass case for the physical and chemical apparatus, a dark case for the chemicals, and a pneumatic trough of the latest model, with all the necessary gas and water connections. With these conveniences, and with a new supply of chemical and physical apparatus, we feel that exceptionally good opportunities are furnished young men and women for the somewhat thorough study of these useful and interesting subjects.

In the line of Zoology we have apparatus for illustrating the more interesting phases of the subject, and the teacher is exceptionally well skilled in the work of vivisection and preparing skeletons for illustrating this and kindred branches of work. The class in Zoology has proven one of the most interesting in the entire course, because of the amount of practical work, by way of illustrating the more important topics, the teacher has done.

The same teacher has taught the class in Physiology, and made this subject equally interesting and useful to the student by means of the amount of extra work done to develop phases of the subject commonly left untouched because they cannot be successfully presented without apparatus and considerable natural skill.

Physical Geography is now taught to a much greater advantage than formerly, because of the addition to our apparatus of a liberal supply of maps illustrating new features of this subject.

Geology is in its infancy as a part of our course, most students having elected Chemistry as an alternate study; but this year a case of specimens collected from different parts of this country and from several interesting geological centers in Europe, will be furnished the class for use in developing an interest in a department which we propose to make second to none in point of thoroughness and amount and variety of apparatus in our institution.

Already arrangements are on foot for collecting a large School

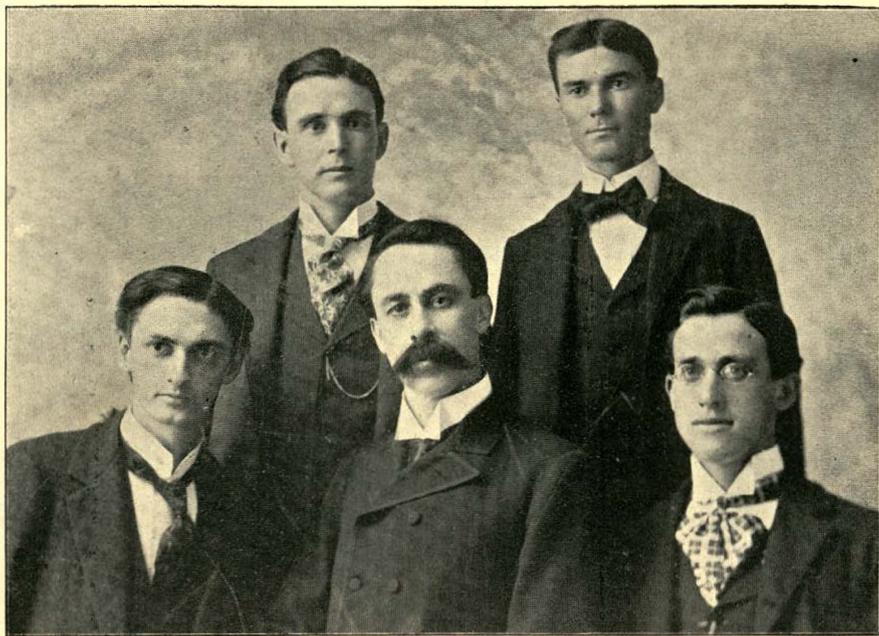
Herbarium for the convenience of students in the department of Botany, which is one of our natural science studies that is thoroughly well taught, and in which there is no lack of interest, whatever. Some of the private herbariums of the students this year excelled those of any we have ever seen outside of the collections of specialists. They were not only full, widely selected and representative of the flora of South-eastern Ohio, Southwestern West Virginia and Northwestern Kentucky, but were mounted in a way that showed skill and thoroughness on the part of teacher and pupil, and would have done credit to a much more pretentious institution.

DEPARTMENT OF HISTORY

The purely perfunctory way of teaching this subject that obtains in most schools—in nearly all schools outside of those having specialists as instructors—to a very considerable degree, has given this splendid department of study not only a place wholly unworthy its dignity and importance in the category of studies, but has degraded it in the eyes of those who appreciate it, robbed it of its beauty, its utility, and its cultural value, and made the study of it actual drudgery instead of a real delight as it deserves to be, and as it would be, if properly taught, to the student. Year in and year out, in the public schools of this State, *one author*, with semi-decade alternations, has been the master and moulder of historical opinions for the rising generations, *and for the majority* of our teachers. The unfortunate results of this have necessarily been, narrowness of view, "straight-jacket" prejudices, illiberality of national sentiment, extreme selfishness of citizenship, exaggerated opinions of our own government, partisan estimates of men and of measures, a fanatic tendency toward maximizing the greatness of our national *independence* and minimizing the broader, nobler principle of national *interdependence*. Efforts on the part of would-be promoters of interest in the study of United States History have been directed at right



GRADUATING CLASS OF 1897.



COLLEGE QUINTETTE.

angles to, instead of parallel to, lines of work which would develop a fondness for the subject in its broadest, most elevating phase—bickerings concerning sectional views taking the place of united effort to treat the matter from a national and even international standpoint. Be it said to the discredit of *more than one* author and *more than one* organization of men in *more than one* section of this country, that if their efforts at developing a genuine interest in the study of the History of Our Country had been and were now based upon the nobler principles of truth and national unity, instead of prejudice and self-laudation, we might hope for an immediate revival in the study of history commensurate with its dignity and its demands. To the teachers of history in America must we look hereafter for this revival, and we can look there for it only in the hope that they will ignore *authors* in favor of *authority*, *policies* in favor of *principles*, *falsehood* in favor of *truth*, the *petty prejudices* and *sectional phases* of *history* in favor of those historical facts which underlie a correct study of the subject. *The only way to study history is to study histories.* By this method alone can we arrive at the truth and philosophy of history—and the State contemplates nothing else.

In our institution we have realized the necessity of more thorough work along this line, and have accordingly determined to reorganize it. By reference to our Special Parallel Reading Course, on page 7 of this catalogue, it will be seen that hereafter no student will be permitted to pass the first year of our course of study without reading *at least* the seven works named there to be read in connection with United States History—about twelve volumes in all—and passing such an examination on them as will show that he has not only read them, but read them carefully. This reading will be done under the direction of the teacher, who will, in advance, call attention to those portions of these books, the subject matter of which is intimately connected with the history of the United States, thus teaching the pupil to read not only intelligently, but connectedly and philosophically. In addition to the books here named, a large list of reference texts and historical literature will be at the disposal of the pupil, and, so far as he is able, he will be encouraged to purchase, for his own private use, as many of these as possible.

Among the reference texts will be included all the standard works of the day. We include one English text on the American Revolution for reasons evident to all students of history. Besides the reference texts, other reference books will be placed at the disposal of the pupil. These last will include chiefly those portions of European History which have influenced the history of our own country. A taste for individual research once developed—and this is our main object—the success of the pupil is insured.

The same plan of work will obtain in the study of General History and State History. This scheme of elaboration may seem somewhat overdrawn, if not understood, but when it is remembered that ignorance of the history of our own country is perhaps the most glaring imperfection in the education of American children, and that in the more elementary grades of secondary education the finishing touches are to be given this study, after which nine-tenths of the student body will never pursue the subject further, and that the thoroughness of the study of history in our public schools depends upon the thoroughness of the teacher, surely it will be admitted that better work should be begun in those schools of the State which are expected to educate and to train teachers to teach.

DEPARTMENT OF ENGLISH

English in the form of Spelling in connection with Composition, Reading the Classics, English Grammar, Higher Lessons in English, Etymology and Word Analysis, Rhetoric and Literature, will be taught. The Spelling and Composition will be a four-year course, students being required to continue these subjects as long as they remain in the school. In addition to these, careful drill in reading the simpler classics will be continued through the first year, and along with it a text for drill in practical English, including the more elementary principles of Grammar and Rhetoric. Reed and Kellogg's Higher Lessons in Eng-

lish will take the place of this last named text in the second year, Rhetoric in the third, and Literature in the fourth. The work in Rhetoric has been changed from a two-thirds year to a full-year course, and will now be supplemented with practical exercises covering a course of short readings selected from all the authors whose writings make them models for rhetorical study. This will be one of the most practical year's work in the entire normal course.

Literature—English and American—takes the place of Rhetoric in the fourth year. This will be the fullest year's work in the English course, covering, as it will, individual readings from all the masters, as well as much general class work along the lines of critical readings, scanning, special composition, etc., etc. In short, we shall aim to make this a year of careful, thorough literary training:

DEPARTMENT OF MODERN LANGUAGE

By the action of the Board of Regents last spring, German, the only modern language taught in our courses, was omitted. This eliminates it from our category of compulsory, or even optional, studies, save to the extent it is given the Model Class as a part of our "model training," and this outside of regular school hours. Hereafter, German can be given, and French also, only as private studies, outside of regular school hours; but since the demand for it in this institution is from such a considerable number of students, we shall organize, for the coming year, a "German Conversational and Reading Course" for the accommodation of all who wish to pursue this study, and shall arrange it so that the work will not only be pleasant and profitable, but will in no way conflict with the regular work of the school, it being entirely outside of schedule hours for the Normal and Academic classes.

DEPARTMENT OF ANCIENT LANGUAGE

Greek has been omitted from our Academic Course, thus leaving Latin alone to represent this department. The work in this study covers a course of two years, during which time the first book of Latin and at least two books each of Cæsar's Gallic Wars, Cicero's Orations against Cataline, and Virgil's Aeneid will be read. Practical work in the Grammar will be continued throughout the two years, special attention being given to declension, conjugation, the Subjunctive, Indirect Discourse, the Gerund and Gerundive, and other features of the work especially valuable to the student in private reading after he leaves school, in teaching, and in his college work.

DEPARTMENT OF MATHEMATICS

This department includes the following:

First year, Milne's Advanced Arithmetic; second year, first half of the year, Brooks' Mental Arithmetic from the one-hundredth page to the end of the book; second half of the year, Milne's Advanced Algebra; third year, Milne's Advanced Algebra completed; fourth year, Stewart's Geometry, plane, solid and spherical.

All the work in Mathematics is to be supplemented with special and frequent drills and tests in problems involving the more important principles. Notwithstanding the fact that more time is spent in the public schools on English and Arithmetic than on all other subjects combined, and notwithstanding the statement of Dr. E. E. White, whose opinions we respect as those of very few other American educators because of his broad experience, splendid talents and fine scholarship—we refer to the Doctor's criticism of the Committee of Ten with reference to arithmetic, in which he says this subject is better taught than perhaps any other subject in our public schools—we sincerely believe that, so far as *suc-*

cessful teaching is concerned, English is the most poorly taught subject, and arithmetic next. That children are taught to "solve problems" we shall not question; but we hazard the somewhat radical statement that "solving problems" is the *summum totum* of the work usually accomplished not only in the public schools, but in *all schools*, with the *rarest* exceptions, and our own individual work in this line in past years was not among the exceptions; again, we insist that more time is lost in the study of arithmetic than in all other studies combined; the cultural, the intellectual, the scientific value of study is almost lost sight of in this branch of work, all being sacrificed to the one mechanical thing—"solving problems," "*solving problems.*" This institution aims to so teach the students and so train the teachers that this common fault may be remedied, and, accordingly, more than one-third of the time usually spent in the study of arithmetic, saved for other equally important work. Instead of spending weeks on mensuration of solids, and a few kindred subjects, this work is referred, after brief, practical exercises, to its proper place, Geometry.

Mental Arithmetic is emphasized as of chief importance in the study of arithmetic in general.

BOOK-KEEPING

This branch is taught by the President of Marshall Business College, who is not only professional, but acknowledged authority on this subject. In this line our students have the exceptional advantages of instruction, not by an amateur, but by a college-bred and thoroughly trained book-keeper.

PENMANSHIP

This branch of study is taught by the professional penman in the Business College, a young man who makes this subject a specialty. Any one will readily see the advantages we offer in the departments of book-keeping and penmanship.

The Marshall Business College is an institution separate and distinct from the Marshall College State Normal School, financially and organically; but it occupies rooms in our buildings, and its students are allowed all the educational advantages of our own in consideration of the faculty of that institution's doing the work in Book-keeping and Penmanship in the Normal School.

ECONOMICS

This subject will be taught in part by text-book and in part by short lectures on branches of the work deemed most important, including Money, Wages, Labor Organizations, Commerce in its Various Forms, Socialism, etc., etc. Practical work will be done along a few lines, including statistical collections from narrower fields of observation, in order that the student may learn to observe, investigate and compare for himself, and systematically arrange and tabulate results. This will include some "field work" under the direction of the instructor, such as visits to various manufacturing establishments where data under the head of "division of labor," "skilled labor," "labor unions," "wages," "salary," "corporations," etc., may be collected, and the more interesting features of the study exemplified.

PROFESSIONAL DEPARTMENT

This department includes History of Education, Psychology, Ethics, Pedagogy and School Management, about one-half year being devoted to each. Because of the professional character of the work of this, the fourth year of the course, it is *especially* important that the members of the classes in these studies be in attendance the entire year. The work is such that no amount of home study, or preparation for ex-

amination by way of gorging, can compensate for the loss caused by absence from regular class work. It is not a case where examination is a test of proficiency—if it ever be—examination being the last and least consideration. It is the work done in class, the discussions, the illustrations, the exchange of opinions, the tests, the drills, etc., that count in favor of the student here. No examination could be accepted as an equivalent of class work during this year, nor could anything take the place of constant attendance when it comes to recommending a teacher, though we would be compelled to accept the examination if the student had complied previously with the "one full year" attendance rule.

The fall and one-half the winter term will be given to Psychology, Economics and History of Education, to be followed respectively by Ethics, School Management and Pedagogy, instead of coming in the order given on page 5 of the Course of Study. The classes in these subjects will be taught by the Principal, who will require quite an amount of parallel reading, and will have at the disposal of the class a number of reference texts on these subjects, the nucleus of a professional library having already taken definite shape.

The practical work to be done in connection with these studies has been outlined on preceding pages, under the sub-headings, "Model Class," "Test Recitations" and "Methods." In addition to the work outlined there, frequent simple experiments are made along the lines of "physical defects in education" and kindred fields of observation in which the student can see, feel, hear, etc., for himself. This is a most *interesting year's work* and one that no young man or young woman can afford to miss, if he or she would get the benefits of the special training we are aiming to do for teachers.



GENERAL REMARKS

CREDITS FOR WORK DONE ELSEWHERE

We have learned that teachers of various schools of a more or less private character throughout the State have advertised that their work will be accepted at the Normal Schools. We have accepted a few credits coming from men who have done work in the Normal Schools, and would have been glad to accept more had we felt it wise so to do; *but*, most of the criticisms against the work of the State Normals heretofore; as we have lately learned, are based upon the observations of those to whose interest it is to criticise adversely, and have reference especially to the lack of proficiency in the more elementary branches taught in these schools. Concerning the justness of these criticisms we have nothing to say, for we know nothing, save *this one thing*: In a few instances we have seen tests made, most of which were favorable; but one case was especially interesting because it was a case where all the work of the more elementary part of the course was done outside of these schools—a case of accepted credits. The student made a *most creditable* showing in the higher branches, but in the more elementary he fell far behind. Investigation revealed the facts as above stated—that the work in these branches was not done in that Normal School. We do not claim that this is always the case, nor have we a right to infer that it is true in any number of cases, but it affords us a safe line of action

with reference to these criticisms, and that is: *Henceforth we shall be responsible for work that we do, only; hence, we shall accept work done in no school save those which have been examined by the Board of Regents of the Normal Schools, and have been officially recommended to us, and even in these cases we reserve the right to test this work by examination if we deem it well, and to require it reviewed under our direction should said examination prove it necessary.*

Some of our good teachers in private schools may deem these extreme grounds, but due consideration will not justify this view of it. It is simply a case where we, as the representative of a State institution, send forth graduates whom the State has a right to expect not only wholly worthy this honor, but fully capable to teach the subjects included in our curriculum. We reserve the further right (and shall insist upon it) to require examinations in the branches coming below the work of our first year, in case we have reason to doubt the proficiency of any student in these subjects, especially Geography, and will not permit said student to graduate till he has given satisfactory evidence of reasonable proficiency in them.

Realizing the nature and weight of the obligations thus imposed upon us by virtue of our relations to the State, we shall be responsible hereafter solely for what we do and what the State has said, through its Regents, it is willing to accept as credit on the course of work assigned us. This means no reflection, whatever, upon the work of any other school, nor any pretensions as to especial proficiency in our own; it is simply a case of self-protection, and of locating responsibility where it belongs; if it belong elsewhere, it should be so known; but since we must bear it, we must "read the document carefully ourselves before we sign it."

In conclusion: There is not a school in the State that has the right to advertise that its work will be accepted in any of the State institutions *unless* it has previously obtained permission from the Regents or those institutions. We sincerely hope that all deserving schools will put themselves in this relation to the Normal Schools, for we are sincerely in favor of harmony and system in our school work in West Virginia.

TIME TO ENTER SCHOOL

On preceding pages we have spoken of the advantages of full-year attendance, and entrance promptly at the opening of the term. The importance of both these suggestions is known only to the teachers and to those who have had experience.

We beg to call particular attention to the matter of entering school on the *opening day*. This day is set apart for putting the school in running order, and any thoughtful student who can enter at this time will save us the inconvenience that necessarily follows irregular entrances; it not only puts the student at a disadvantage in the assignment of classes, but unnecessarily continues the drudgery incident to entrance.

Enter the first day of the term, if possible.

Of course, pupils may enter *at any time*, and we shall insure them the best possible class assignments when they *do* enter; we simply insist on entrance at the opening of a term, as best for all, especially for the pupil.

DISCIPLINE

Perhaps our ideas of discipline are wholly at variance with those entertained by better authorities, but they are our own, and for that reason are better suited to our work than borrowed ones. We assume the following, to start with:

1. All government of men and women that is not self-government, is not only un-American, but unnatural.

2. It is as dishonorable in a student to conceal wrong and crime in an educational institution as it is to conceal it from the State.

3. It is honorable, courageous, and right, for young men and women to report every offense against the welfare of a school, to the proper authorities.

4. "Tattling" the truth in school, if the truth be an offense against that school, is noble; concealing it, is a crime, and the concealer is morally *particeps criminis*.

5. Bitter words never bettered a soul.

6. Anger and chastisement harmonize under no circumstances.

7. Manifestation of anger in class is *never* justifiable in a teacher.

8. Publicity of correction or counsel, in school, usually hardens the offender and unduly magnifies the offense.

9. Chastisement that leaves the chastised embittered seldom benefits *any one*.

10. Merits and demerits, save as they are the result of considerate reflection, and recorded by the one deserving them in his own mind, are the tools of machinists and weakling disciplinarians.

11. In direct proportion as the teacher inspires self-control by high ideals of decorum, the needs of discipline disappear.

12. Dignity in bearing and in speech, coolness under *all* circumstances, firmness and frankness free from haughtiness, quick to see but slow to reprimand, caution in imputing or impugning motives, the teacher the model, and all the "rules" exemplified in him—the school governs itself.

The young man or young woman who enters a Normal School with a view to becoming a teacher needs no discipline save a quiet invitation to go home as soon as he or she proves unworthy of confidence and incapable of self-control. The standard of deportment in a Normal School is the highest of all school standards of deportment, because it is a school *for teachers*.

We shall expect our students to be ladies and gentlemen, or at once withdraw from school.

The use of tobacco in any form on the school grounds, will be regarded sufficient reason for dropping the name of a pupil from the roll.

REQUISITES FOR ADMISSION

Any one desiring to enter the Normal Schools hereafter will please not to forget that our work in these schools begins with Higher Arithmetic in Mathematics, that the applicant is supposed to have completed Geography, Language Lessons, and all parallel studies, and that he must pass an entrance examination on these branches if we have any doubt as to his proficiency in them. It goes without saying that he must be of good reputation.

No student whose name has, for any reason, been dropped from the roll of another Normal School, can enter this school save upon the same conditions upon which he could re-enter the school from which his name was dropped.

ADVANTAGES

DORMITORY

The new \$12,000 addition to be built to our dormitory this summer enables us to accommodate about seventy-five girls. The rooms are handsomely finished, are heated by warm air—it is proposed to change the system to hot water—furnished throughout with illuminating gas, and hot and cold baths are on every floor.

The dormitory is located on an oblong knoll, elevated about twenty-five to forty feet above the surrounding bottoms, making the location not only very healthful, but, with its surrounding trees—majestic oaks, beech, elm, sycamore and poplar—most beautiful and attractive.

The Principal and his wife live in the building and have general oversight over the boarders. One or more lady teachers board here also, and assist in looking after the comforts of the lady students. All take

their meals together. The boarding department proper—the table board—is managed by a cultivated lady, who has had valuable experience in this work.

Friday night, from 8:00 to 10:00, is the only time the young ladies may receive gentleman company, and then only when it is agreeable to the wishes of parents; they are not allowed to leave the school grounds without permission, and some older person in the building accompanies them to church. No rigid rules out of harmony with the simplest regulations of home life are enforced.

The healthfulness of the premises is celebrated, no serious case of sickness having been recorded for years. It is a model location.

The ladies are required to furnish their bedding, napkins, towels and pillows, the State furnishing bedsteads, spring mattresses, washstands and sets, bureaus, chairs, tables, etc. The rates heretofore have been \$12.00 per month of four weeks, payable in advance, *always*; this year, as soon as the number of boarders has reached fifteen, the board will be reduced to \$11.00 per month, which is divided as follows:

\$10.00 per month of four weeks to the matron, and \$1.00 per month of four weeks to the State for use of room, which includes water, light, fuel, etc.

The \$1.00 is paid to the Principal to the credit of the Incidental School Fund. ALL PAYMENTS DUE IN ADVANCE. If not paid promptly, bills will be sent, except where special arrangements are made. This is not done as a hardship, but because, in many cases, girls spend money sent them for board in a careless way, unless handed over to the matron at once. It is always better to send money direct to the matron, or to the Principal, and let them receipt for it to the parent, and the child to the Principal or matron, as it draws the spending money for use.

Should parents or young ladies wish to make inquiries in advance concerning the board and other conveniences in the dormitory, we would respectfully direct them to write the young ladies who boarded here last year, or their parents. Among the former are Miss Roy Biggs, Greenup, Ky.; Miss Coelina Miller, Barboursville, W. Va.; Miss Rebekah Cocke, St. Albans, W. Va.; Miss Essie Hill, Hill, W. Va.; Miss Viola Stitzer, Clarksburg, W. Va.; Miss Martha Duff, Mt. Tell, W.

Va.; Miss Viola Peters, Leager, W. Va., and Miss May Parsons, Jackson, W. Va. These are among the more mature girls who boarded in the Dormitory during the past year. Every available room was taken, and then two ladies had to take somewhat uncomfortable rooms in the old building, which is to be torn down this summer to give place to the new addition to the Dormitory.

We feel assured that we are so situated that we can please any father who values the educational and economic features of dormitory life, any young lady who wishes to find conveniences and comforts equivalent to home life while at school, or any mother who wishes her daughter placed under circumstances where her educational interests and her welfare in general will receive the same careful oversight that would be expected of an institution which undertakes to educate and to provide a substitute for home life for young ladies—and only young ladies board in the Dormitory.

It is especially important that the Principal have several days' notice of the arrival of young ladies, that every arrangement for their reception may be perfected.

BOARDING IN THE CITY

Boarding in the city may be had for \$10.00 to \$12.00 per month; young men and young women can rent rooms in the immediate vicinity at reasonable rates and get table board at the college at \$10.00 per month of four weeks. Several families have already notified us of their willingness to take boarders at \$10.00 per month, for rooms and board—as low as could be asked. Rates vary, however, according to rent and other causes, in different parts of the city.

CHURCHES

In this city are thirteen churches for white people; some of them splendid edifices, handsomely finished and furnished, and *all* have good congregations. The denominations are: M. E. church, 2; M. E. South, 2; Baptist, 2; Presbyterian, 1; Christian, 1; Catholic, 1; Jewish, 1; United Brethren, 1; Congregational, 1; Episcopal, 1. These churches extend a most cordial welcome to our students to attend all their exercises.

SOCIAL CHARACTER

The good people of Huntington are noted for their sociability and cordiality, and these characteristics are prominent in their reception and treatment of the students of Marshall College.

LIBRARY AND READING ROOM

These are on the second floor of the new college building and are assuming pretentious proportions. In addition to a library of about one thousand volumes, to be materially increased this year, neatly arranged on a new case of shelves occupying one side of the room, library tables 6x3 feet are well supplied with literature—fifteen of the high-priced magazines, twenty educational journals and twenty-five daily and weekly newspapers of local, State and national circulations. The room is furnished with new chairs, librarian's desk and other necessary equipments. This is to be made the center of interest in our school hereafter.

CHAPEL

All are required to attend chapel, which consisted, for the past year, of two sacred songs for opening, Scripture reading, the Lord's Prayer, and a closing song, sacred or national, in which nearly every student joined. The different parts in music occupied separate places in the hall, thus adding greatly to the harmony. We are making an effort to still improve the chapel programme next year, making it as attractive, as interesting, and as elevating as possible.

BUILDINGS AND GROUNDS

The buildings, as mentioned on a preceding page, are located on an oblong elevation of about 25 to 40 feet above the regular river bottom and about 500 feet in length, gently sloping to the rear. This elevation extends lengthwise through the middle of a 16 acre lot, one of the most valuable in the possession of the State. The eastern portion of the lot, about 5 acres, is set apart as exercise grounds for the boys, such as base-ball, foot-ball, etc., the ladies having their tennis grounds on the 11-acre section and nearer the dormitory. The entire lot is situated near the center of the city, almost midway between the C. & O. and the O. R. R. railroads, with the beautiful Ohio river two streets to the north; the exact location is between Sixteenth and Seventeenth streets on the east and west, and between Third and College avenues on the north and south. The view from the tower is one of rare beauty; on one side the Ohio extending to east and west in one almost straight open stretch for about 10 miles with the rugged but verdant Ohio hills for a back-ground, the splendid valley on which Huntington, Guyandotte and Central City are located—one of the finest in the Ohio Valley—lying at our feet, the less rugged West Virginia Hills forming a long, irregular line of defense some distance away as the limit of our southern view.



THE EROSOPHIAN LITERARY SOCIETY.



OFFICERS OF THE VIRGINIAN LITERARY SOCIETY.

the green hills of Kentucky lifting their noble summits a few miles to the west, the Big Sandy and Twelve Pole rivers joining the Ohio at the one end of this landscape and the Guyandotte river at the other, *here is a scene, a picture worthy the touch of a master hand.*

Third avenue, which forms the northern boundary of our lot, is one hundred feet wide, is paved from side to side from Seventh to Twenty-third street, is lighted with arc lights, has an electric street railway, and is the finest street in West Virginia—the play-ground of bicyclists. Such is a homely outline of the beautiful landscape in the midst of which is located the Marshall College State Normal School.

Our main school building was completed only last December, and is a model of convenience in school architecture within. The main building of the Dormitory is comparatively new, and the one hundred foot section joining it will give way to a modern structure this summer, the one remaining undergoing, meantime, extensive repairs and alterations.

EXPENSES

The following is a careful estimate of expenses, which we make from statements given us by students who attended school the past year:

Board, forty weeks, at \$2.50 to \$3.00 per week,	\$100.00 to \$120.00
Tuition, (pay pupils only) forty weeks, - - - -	18.00
Incidental fees, forty weeks, - - - -	3.00
Washing, forty weeks, at 25 cents per week, - - - -	10.00
Books and stationery, - - - -	10.00 to 20.00
Total, - - - -	\$141.00 to \$171.00

All students holding appointments (see page 9) pay no tuition, thereby reducing these figures to \$123.00 and \$153.00.

There is no reason why actual expenses should exceed these figures, for the right-hand includes the highest rates, most students paying less than \$3.00 per week for board; but we wish to give outside rates so that no one need be disappointed.

LITERARY SOCIETIES

The school has two literary societies, the Virginian and the Erosophian, both of which afford opportunities for culture in those departments for which such organizations are distinctively provided in schools of higher grade. Class representatives on Commencement Night and on Contest Night will hereafter be selected with reference to the following merits: Scholarship, Work in the Literary Societies, and General Deportment. Training in the literary societies, or its equivalent, will, hereafter, be made compulsory from the standpoint of work in English requisite to graduation. The two societies will be more or less reorganized at the opening of the year, and the work placed under the general oversight of the faculty, leaving the students, of course, to conduct all the exercises, a duty very essential in parliamentary training. One member of the faculty will always be present, and will be, ex-officio, one of the critics, his or her duty being, to aid, and to supplement the reports of, the regular officers of the society in this capacity. The chief objects of the societies will not be scramblings and "wire-pullings" for honors and "for offices", but *work, literary training, general culture*. No performance will be rendered till it has been submitted to the member of the faculty designated in advance, per term, to criticise and to correct all productions for the society coming under that head,—one member of the faculty to look after the work in Declamation or Recitation, one for Oration, one for Essay, one for Debate,—to criticise the outline if it be extemporaneous—one for Music, and so on. At times, the Principal will act as Presiding Officer for a part of the sitting in order to develop complications in parliamentary practice, thereby offering advantages to the members for special drill. This will be done by previously assigning different members special motions, appeals, amendments, etc., in a particular order, so as to involve as many phases of parliamentary ruling as possible. A male member of the society will be called to the chair in the midst of the perplexities of the occasion thus developed, and will be assigned the task of extricating himself and making all the rulings necessary to adjust the matter involved in the discussion.

AN ITEM TOO OFTEN OVERLOOKED

Both parent and pupil are too apt to overlook the fact that the value of an education to either boy or girl depends *very much* upon the amount of social culture acquired in connection with book learning. The walk, and talk, and habits, and manners, and neatness, and carefulness, of young men and women, are just as important in an educational sense as is brain culture. The advantages of attending school in some town or city where opportunities for social culture are afforded in connection with regular school work, are seldom appreciated. The little extra expense for board in a place like Huntington, over rates offered in rural districts, is very much more than compensated for in the opportunities we offer for social culture. We are aware that some parents and young men and women do not realize this, and even adversely criticise these views, but we offer them not only as the result of personal experience but of extended observation. The changes wrought in the manners and appearance of young ladies and gentlemen by one term's attendance at school where they are surrounded with improved social opportunities, are simply remarkable in most cases. To put the matter in the light and language of a sensible and solicitous father and gentleman from the extreme rural districts of the State, who patronizes Marshall College, "If my children don't learn anything in books the first term, I feel that it will pay me to send them away from home to school." Thoughtful, sensible indeed; and his opinions were more than justified the first term. If parents have daughters to send, we are glad to receive them in the dormitory where every effort will be put forth in behalf of their comforts, education and general welfare; or, if they prefer that they board in the city, we are ready to look after them to whatever extent desired. Ours is the pleasure as well as the duty, and we assume the task most heartily, to protect and defend our students under *all circumstances*, as well as to educate them. To whatever extent and in whatever way parents may wish us to husband the financial interests of their children while at school, we cheerfully assume the task. Simply make all the requests known to us and we are ready to serve parent and pupil *in every way possible*.

GEOGRAPHICAL LOCATION, ETC.

Huntington is the Second City of West Virginia and is situated on the Ohio river, 293 miles below Pittsburg, 215 below Wheeling, 121 below Parkersburg, 162 above Cincinnati, 8 above the Kentucky line, and 50 from Charleston, the State Capital. The city is approachable via the C. & O. Ry., the O. R. R. R. and the Ohio river directly, the N. & W. R. R. which makes connections with both the above-named roads at Kenova, 8 miles below, and by the K. & M. R. R., which makes connections with the O. R. R. R. and Ohio river steamers at Point Pleasant, 40 miles above. This city is new, all having been built within the last 25 years, is beautifully laid out, the avenue, running parallel with the river and the streets at right angles to the avenues. Both streets and avenues are wide, part of them are solidly paved, and all are lighted by electricity. Gas and water works are among the special conveniences, the water being exceptionally pure. Its healthfulness and the cordiality of its people are among the peculiar attractions of the place. The public schools are of a high order, and no pains or money is spared to keep abreast with the times in education, in business and in modern improvements.



STUDENTS' NAMES

NORMAL AND ACADEMIC DEPARTMENTS

Adams, William
Adkins, Asa
Amick, Sid
Ashworth, Ethel
Aten, L. G.
Akers, Leonard
Baker, Jennie
Banks, Katie
Banks, Mary
Banks, Allyn
Barr, Harry
Barr, James
Barker, J. S.
Bias, Charles E.
Biggs, Rovina
Blankenship, Minnie
Bourne, Julian
Brown, Elsie
Burns, Adrienne
Byrnside, C. H.
Byrnside, M. A.
Burge, Alice
Burks, Mary
Butler, W. F.
Bush, Anna
Berry, French
Beswick, Purla
Blake, Norman
Bays, T. T.
Cain, Rev.
Caldwell, G. W.
Carr, Louise
Carr, Marie
Carr, W. M.
Carter, Auburn
Carpenter, Martha
Calvert, Blanche
Castor, Laura
Chambers, J. H.
Chafin, Esther
Chapman, Laura
Christian, Lulu
Chase, Robert

Chase, Edith
Cline, J. W.
Close, Samuel
Cocke, Rebekah
Cook, T. G.
Cooper, P. W.
Copley, Bascom
Cox, Maude
Cox, Pearl
Criser, Olive
Crawford, Ethel
Cummings, Elmore
Davis, Vaught
Davis, Stella
Deitz, Henry
Defoe, A. G.
Dickson, Marie
Dickson, Byron
Dingess, Mollie
Donaldson, Dwight
Donaldson, Willie
Donegan, Anna
Doolittle, Maude
Dobbins, Frank
Duff, Martha
Duff, J. W.
Edens, Lilly
Ensign, Anna
Eshman, Josephine
Falls, Mamie
Farley, Hiram
Farrar, Leonard
Fitzgerald, Sallie
Fitzgerald, Anderson
Fleishman, H. F.
Flodding, Pearl
Flowers, Cora
Flowers, Eva
Fox, D. W.
Frazier, F. L.
Fuller, Fred
Gast, George
Geibel, Josie

Gebhardt, Joseph
Gebhardt, Anna
Gentry, Lee
Gibbs, Bertha
Gibbs, Maggie
Goff, Ollie
Goff, Hattie
Gosling, Lenore
Gotschall, Alice
Gould, Merrill
Gould, Eddie
Green, Lelia
Grogan, Jesse
Gruber, Anna
Gothard, Nona
Haeberly, Karl
Hammond, Nellie
Harvey, Maude
Hatfield, Ira F.
Hatfield, Rufus
Harless, W. R.
Hibner, C. L.
Higgins, Olive
Higginbotham, S. P.
Hill, L. B.
Hill, Essie
Hill, Nancy
Hill, Carrie
Hitt, Ottie
Hitt, Overt
Holmes, Thomas
Holloway, Girard
Holschuh, Sophia
Holswade, Fred
Howard, H. H.
Hughes, Flora
Hughes, Rachel
Isbell, Bertha
Jack, Clarence
Johnston, Maude
Jones, Ollie
Justice, Dixie
Justice, Lillie

Keister, J. B.
 Kelley, Arthur
 Kelley, Harry
 Keenan, Ellen
 Kennett, Starr
 Kerr, Homer
 King, Bennie
 Kincaid, Cora
 Kitchen, J. W.
 Lewis, M. C.
 Lee, Cary
 Lilly, Mary
 Lindsey, Nellie
 Lindsey, Roxie
 Love, Harry
 Love, Anna
 Loving, Beulah
 Loving, Allen
 Loving, Lelia
 Lowe, Hattie
 Lusher, Lilly
 Mallory, S. H.
 Mansfield, Florence
 Matier, Frank
 Marrs, Leola
 Marcum, Taylor
 May, Lilly
 McAllister, Anna
 McCall, J. E.
 McClung, C. V.
 McClung, Cary
 McGinnis, Emma
 McIntosh, Myrtle
 McIntyre, Mammie
 McLaughlin, Lou
 Mead, Misha
 Medford, Clara
 Miller, Rev. S. J.
 Miller, Lizzie
 Miller, Mary
 Miller, Emma
 Miller, Coelina
 Moreland, Sadie

Moran, Clarence
 Moyle, Laura
 Morris, Prof. L. E.
 Neff, Irving
 Norton, Mary
 Oppenheim, Reeda
 Paine, Frank
 Parish, David
 Parsons, May
 Patterson, Nell
 Patterson, Earle
 Peters, Viola
 Petty, R. E.
 Pfeifer, Josephine
 Pfouts, Cora
 Potts, Emma
 Porter, Brack
 Prose, Brook
 Plybon, Walter
 Prince, Janet
 Quinn, S. P.
 Ramsey, Lelia
 Ray, D. E.
 Reitz, Katherine
 Reitz, Charlie
 Ress, Leonard
 Ritz, Oliver
 Roc, Blanche
 Robson, Mabel
 Rose, Martha
 Rutherford, A. J.
 Sands, Nell
 Saunders, Lucy
 Saunders, Edith
 Sayre, Theodore
 Seamon, Mary
 Sheppard, T. A.
 Shepard, Cora
 Sheppard, Nannie
 Sikes, Austin
 Skeer, Lulu
 Smith, Janie
 Smith, H. F.

Smith, C. M.
 Smith, V rgie
 Somerville, G. G.
 Somerville, Jessie
 Statts, Edgar
 Stevens, Harlan
 Stepp, Pricy
 Stitzer, Viola
 Stone, Eva
 Staley, Myrtle
 Strachan, Anna
 Strain, Hassie
 Swann, Edgar
 Swindler, Laura
 Smallridge, David
 Stewart, I. F.
 Stewart, Ada G.—deceased.
 Swartzwelder, Winnie
 Thornburg, J. S.
 Thornburg, Frances
 Thornburg, Lenore
 Thornburg, F. M.
 Throckmorton, Anna
 Trimmer, Stella
 True, Walter
 Taylor, Robert
 Thompson, Lucy
 Vinson, Bennett
 Walton, Emma
 Wallace, Georgia
 Walker, Ida
 Waters, E. A.
 Warth, H. C.
 Washington, W. C.
 Wilson, L. E.
 Wilson, Grace
 Wells, Cecil
 Wheeler, A. H.
 Williamson, E. W.
 Wisner, Jas. M.
 Wood, Lewis
 Wooten, Fred
 Zeigler, E. O.

BUSINESS DEPARTMENT

The enrollment in this department was 102

ALL DEPARTMENTS

Normal and Academic	258
Business	102
TOTAL	360

MARSHALL COLLEGE STATE NORMAL SCHOOL

This school, located at Huntington, in Cabell county, was established by act of the Legislature February 27, 1867, and was opened to students in June, 1868. S. R. Thompson was principal from 1868 to 1871, J. B. Powell from 1871 to 1872, J. E. Morrow from 1872 to 1873, J. B. Clark from 1873 to 1874, A. D. Chesterman from 1874 to 1880, B. H. Thackston from 1880 to 1884, W. J. Kenny from 1884 to 1886, Thomas E. Hodges from 1886 to 1896, when he resigned and was succeeded by L. J. Corbly, the present incumbent.

TOTAL ENROLLMENT AND NUMBER OF GRADUATES FROM THE FOUNDING OF THE SCHOOL.

YEAR.	NO. ENROLLED.	NO. GRADUATES.
1869-70		4
1871		9
1872	195	11
1873	161	
1874	70	9
1875		14
1876	97	15
1877	73	14
1878	157	8
1879	145	10
1880		15
1881	123	
1882	107	4
1883	109	4
1884	98	8
1885	153	8
1886	180	15
1887	147	6
1888	163	12
1889	172	9
1890	165	6
1891	163	7
1892	183	8
1893	137	10
1894	152	5
1895	222	7
1896	222	17
1897	258	19
Totals	3635	256

This School was continued from the date of its establishment in the old Marshall College Building, with additions, until 1896, when the present

NEW BUILDING WAS ERECTED.

In 1895, the Legislature appropriated the sum of Twenty-Five Thousand Dollars (\$25,000) to be used in the erection of a new building for Marshall College State Normal School. The work has been completed and received by the Board, November 23, 1896. In 1897 (February) the Legislature appropriated \$12,000 for the erection of a new Boarding Department FOR LADIES. This building will be erected during the current summer, the object being to have it ready for occupancy by September 14, the date for the opening of the next session.

ALUMNI RECORD

CLASS OF 1870—4

- Cather, Ella E., Mrs. Fletcher, St. Paul, Neb., taught two years in West Virginia.
 Crooks, E. W.
 Marshall, T. Marce'lus, Minister of the Gospel, Glenville, W. Va., taught several years.
 Wilson, W. E., Principal State Normal School, Providence, R. I., in school work since graduation.

CLASS OF 1871—9

- Atkinson, Ella A., Mrs. Mick, Charleston, W. Va., taught several years.
 *Beane, W. Belle, Sissonville, W. Va.
 Hinkle, J. R.
 Leary, S. B.
 Mason, Nannie S., Mrs. Holland, Clifton, W. Va., taught ten years.
 Pierpont, Julia, Mrs. Crooks.
 Ricketts, E. S., physician, Cincinnati, Ohio.
 Taylor, Kate E., Mrs. King, Ashland, Ky., taught four years in West Virginia.
 Triplett, Sarah S., Mrs. Bagley, Ashland, Ky., taught sixty months in West Virginia.

CLASS OF 1872—11

- Ayers, Buenos, lawyer, Broken Bow, Nebraska, taught seven years in West Virginia.
 Duling, Willie A., Mrs. Canterbury, Malden, W. Va., taught ten years.
 Eib, Lucy E.
 *Fisher, William, Gallipolis, Ohio.
 Holt, Lona, teacher, Ceredo, W. Va., has taught since graduation.
 Huxham, Lizzie, Mrs. Dixon, Central City, W. Va., taught thirteen years.
 Neff, Ella E., Mrs. Mitchell, Caldwell, Idaho, taught two years in West Virginia.
 Parsons, Albert S., clergyman, Orville, California, taught several years in North Dakota.
 Phillips, Robert T., Lynchburg, Va.
 Prichard, James M.
 Reynolds, Charles J., merchant, Proctorville, Ohio.

CLASS OF 1874—9

- Blair, S. C., County Supt. of Free Schools of Kanawha county, W. Va., has taught since graduation.
 Bryan, Thomas J., lawyer, Huntington, W. Va., taught several years.
 Doolittle, Edward S., lawyer, Huntington, W. Va., taught six years.
 Hill, Geo. W., farmer, Stevens, W. Va., taught two years.
 Oakes, Adelia, Mrs. Wagner, Ironton, Ohio, taught two years in West Virginia.
 Oakes, Geo. W., clerk, Huntington, W. Va., taught four years.
 *Peck, C. M., White's Mills, W. Va., taught four years.
 *Poar, Elias K., Mud Ridge, W. Va.
 Reip, David W., merchant, Welch Glade, W. Va., taught eight years.

CLASS OF 1875—14

- Abbott, Hattie, Mrs. Forsinger, Chicago, Ill., taught six years in West Virginia.
 Cheeseman, Lewis, chemist, Pa. R. R., Altoona, Pa., taught three years in West Virginia.
 Gallaher, Ella M., Mrs. Holswade, Huntington, W. Va.
 Johnson, Emma, Mrs. Wood, Central City, W. Va.
 Johnson, Mary, Mrs. Day, Huntington, W. Va., taught seven years.
 Knapp, George W., pension attorney, Leon, Mason county, W. Va.
 Laidley, Mary, Mrs. Chewning, El Chaon, California, taught six years, three in West Virginia.
 Malloy, Victoria, Mrs. Lyons, Huntington, W. Va.
 McGuire, Lewis A., Jackson county, W. Va.
 Mitchell, Fannie, Mrs. Pennypacker, Huntington, W. Va.
 Poage, Anna, Mrs. Shelton, Huntington, W. Va., taught one year.
 Poage, Bayless, Huntington, W. Va.
 Ritchie, Mary J.
 Switzer, Rufus, lawyer, ex-State Senator, Huntington, W. Va.
 *Deceased.

CLASS OF 1876—15

Agee, Joseph B., Minneapolis, Minn.
 Adkins, Berthold, merchant, Huntington, W. Va.
 Carr, Mary, Mrs. Fitzhugh, Bay City, Michigan, taught one year in West Virginia.
 Cheeseman, Miriam, Covington, Ky., taught several years in West Virginia.
 Gwinn, Othneil E., merchant miller, Huntington, W. Va., taught two years.
 Hill, Charles, railroad station agent, Sewell, W. Va., taught seven years.
 Huxham, Lottie, Mrs. Hattan, Kenova, W. Va., taught four years.
 Ingham, Maggie, Mrs. Titus, Huntington, W. Va.
 Lynch, Isaac H., lawyer, Spencer, W. Va., taught ten years.
 Peyton, Sallie, teacher, Huntington, W. Va., has taught since graduation.
 Peyton, Virginia, Mrs. Rickets, Huntington, W. Va., taught three years.
 Poage, Alberta, Huntington, W. Va.
 Shelton, Joseph R., Huntington, W. Va.
 Thornton, Charles L., Prof. Civil Engineering, Vanderbilt University, Nashville, Tenn., taught two years in West Virginia.
 Wyatt, S. Prichard, teacher, Mossy, Fayette county, W. Va.

CLASS OF 1877—14

Adams, Kate, Mrs. Chase, Allston, Mass., taught three years in West Virginia.
 *Aults, Solomon E.
 *Broadhurst, Alice M.
 Cunningham, Frank, conductor, C. & O. Ry., Huntington, W. Va., taught six years.
 *Campbell, Helen M.
 Harrow, Virginia F., Mrs. Downey, Ansted, W. Va., taught several years.
 Hudkins, William E.
 Marsilliot, Flora M.
 Peyton, T. West, lawyer, Barboursville, W. Va., taught three years.
 Quick, John E.
 Rosson, Nellie, Mrs. Shott, Phoenix, Arizona.
 Shofe, Ella M., Mrs. Cunningham, Huntington, W. Va.
 Smith, Angie E., Mrs. Mahone, Charleston, W. Va.
 Stewart, Viola, teacher, Guyandotte, W. Va., has taught since graduation.

CLASS OF 1878—8

Calvin, Lizzie B., Ceredo, W. Va.
 Enslow, Linn B., clerk, Richmond, Va.
 Jeter, Willie R., Mrs. Bowling, Covington, Ky.
 Johnson, Charles F., Supt. Schools, Sherman county, Nebraska, in school work since graduation.
 Mairs, Adam T., Physician, Sistersville, W. Va., taught one year.
 McCutcheon, Walter S., teacher, Clifty, W. Va., has taught since graduation.
 Slims, Cora A., Mrs. Kirtley, Scary, W. Va.
 Warth, Lou M., Mrs. Douglass, Willow Grove, W. Va., taught fifteen years.

CLASS OF 1879—10

Abbott, May L., Mrs. Ensign, Huntington, W. Va., taught six years.
 Allen, Thomas M., druggist, Portland, Oregon, taught three years in West Virginia.
 Donnella, Emma D., nurse, New York city, taught several years in West Virginia.
 Gallaher, Willie R., Mrs. Oney, Huntington, W. Va., taught six years.
 Gillispie, George I., editor, Handley, W. Va., taught several years.
 Harper, Thomas S.
 Harrold, Charles B., general insurance agent, Huntington, W. Va., taught several years.
 Keever, I. Francis, physician, Belleville, W. Va., taught two years.
 McCullough, Georgia L., Mrs. Harrold, Huntington, W. Va.
 McGinnis, Jennie, Mrs. Stewart, Guyandotte, W. Va., taught several years.

CLASS OF 1880—15

*Aultz, Adam F.
 *Beuhrig, Henry H.
 Beuhring, Mary, Mrs. Davis, Huntington, W. Va., taught three years.
 Beuhring, Virginia E., Mrs. Hawkins, Huntington, W. Va., taught four years.

Bond, Friend, clerk, Topeka & Santa Fe R. R., Topeka, Kan.
 Cunningham, George F., lawyer, Spencer, W. Va.
 Enslow, A. Blanche, teacher, Huntington, W. Va., has taught since graduation.
 *Higgins, Lou L.
 Hubbard, Thomas H. B.
 McGinnis, Maggie E., Mrs. Beale, Guyandotte, W. Va., taught several years.
 Peyton, F. Ora, Mrs. Beuhring, Huntington, W. Va.
 Ramsey, William H., agent C. & O. Ry., Handley, W. Va., taught one year in Missouri.
 Thornburg, Addie M., Huntington, W. Va.
 Trice, Jennie M., Mrs. Rolfe, Huntington, W. Va., taught two years.
 Wilcoxon, Julia F., teacher, Huntington, W. Va., taught six years.

CLASS OF 1882—4

Adkins, Anna C., Mrs. Johnson, Huntington, W. Va.
 McComas, George J., lawyer, Huntington, W. Va.
 Reece, William S.
 Sikes, Ida M., Mrs. Johnson, Huntington, W. Va., taught several years.

CLASS OF 1883—4

*Beuhring, Fred A.
 Steele, Lillian L., Mrs. Trotter, Buckhannon, W. Va.
 Thornburg, Victoria, Mrs. Dr. Vickers, Huntington, W. Va.
 Unseld, Cora E., Mrs. Johnson, Detroit, Michigan.

CLASS OF 1884—8

Beckly, John H., teacher, Dickson, Wayne county, W. Va., has taught since graduation.
 Beuhring, Lee D., letter carrier, Huntington, W. Va., taught one term.
 Beuhring, Nora B., Mrs. Hawkins, Lancaster, N. Y., taught nine years in West Virginia.
 Hayslip, Ruby K., Guyandotte, W. Va.
 Lesage, Isaac K., physician, Huntington, W. Va.
 Looney, John W., merchant and farmer, Looneyville, W. Va., taught seven years.
 Shannon, Mrs. M. L., teacher, White's Creek, W. Va., has taught since graduation.
 Stephenson, Ella, Mrs. Johnson, Detroit, Michigan, taught eight years in West Virginia.

CLASS OF 1885—8

Barse, Mattie, Mrs. Williamson, Charleston, W. Va., taught one year.
 Cammack, L. H., insurance business, Huntington, W. Va.
 Duffy, Anna, Mrs. Peoples, Memphis, Tenn.
 Gallaher, Sallie, Huntington, W. Va., has taught since graduation.
 Hayslip, Okey K., bank clerk, Huntington, W. Va.
 Laidley, Theodore, ranchman, Orange, California.
 McLaughlin, Maggie, Mrs. Woodworth, Huntington, W. Va., taught seven years.
 Prickett, C. M., Druggist, New York.

CLASS OF 1886—15

Beckett, O. F. L., lumber dealer, Mt. Savage, Ky.
 Burdett, F. L., Principal public schools, Weston, W. Va., graduate Peabody Normal College, in school work since graduation.
 Carroll, Mamie, teacher, Guyandotte, W. Va., has taught seven years.
 Davis, Anna, Huntington, W. Va.
 *Eggers, John.
 Flowers, Edgar, fireman, C. & O. Ry., Guyandotte, W. Va.
 Lallance, Anna, Mrs. Cuppett, Iquique, Chili, taught six years in West Virginia.
 Love, Anna, Mrs. Love, Milton, Cabell county, W. Va.
 Love, Charlie, traveling salesman, Huntington, W. Va.
 McLaughlin, Hattie, Mrs. Newman, teacher, Huntington, W. Va., taught two years.
 Morris, Fred, lawyer, Hamlin, W. Va., taught two years.
 Remele, Lulu, Mrs. Huff, Huntington, W. Va.
 Sedenger, Harry, machinist, Guyandotte, W. Va.
 Wallace, Lulu, teacher, Williamsville, Va., has taught since graduation.
 Wellman, Lulu, Mrs. Mossman, Huntington, W. Va.

CLASS OF 1887—6

Miller, Leona, teacher, Guyandotte, W. Va., taught five years.
 Rece, Frank S., Huntington, W. Va.
 Smith, Linnie, Mrs. Wigal, Huntington, W. Va., taught several years.
 *Thornton, Amy, Mrs. Harris.
 Thornburg, J. Harvey, civil engineer, Huntington, W. Va.
 Wright, Ada, Mrs. Poage, Huntington, W. Va.

CLASS OF 1888—11

Beardsley, Lola, Mrs. Northcott, Huntington, W. Va., taught three years.
 Boyer, Minnie D., Mrs. Hutchinson, Huntington, W. Va., taught five years.
 Burks, Ida L., Mrs. Wilson, Huntington, W. Va.
 Goff, J. L. J., merchant, Glen Elk, W. Va., taught six years.
 Grogan, Eugene.
 Hay, Addie, teacher, Huntington, W. Va., taught six years.
 Hennen, Samuel, mechanic, Guyandotte, W. Va.
 McDade, Georgia, stenographer and type-writer, Baltimore, Md.
 Mitchell, Demma, Mrs. Nichols, Huntington, W. Va., taught several years.
 Vaughn, Kate, Mrs. Harris, Selma, Alabama.
 Wilcoxon, Hattie, stenographer, Huntington, W. Va.

CLASS OF 1889—9

Adkins, Nancy, teacher, Huntington, W. Va., has taught since graduation.
 Burgess, Fannie C., Principal Holderby School, Huntington, W. Va., has taught since graduation.
 Cyrus, W. E., book-keeper, Central City, W. Va., taught three years.
 Knight, Irma, Mrs. Archer, Huntington, W. Va.
 Martin, Pearl, Charleston, W. Va., taught two years.
 Myers, Mary L., teacher, Huntington, W. Va., taught three years.
 Ritz, Harrold A., lawyer, Bluefield, W. Va., taught one year.
 Shelton, Stella M., Mrs. Southworth, Huntington, W. Va., taught two years.
 Shirkey, Leslie, teacher, Sissonville, W. Va., has taught since graduation.

CLASS OF 1890—6

Burks, Mary C., student, College of Music, Cincinnati, taught one year in Marshall College.
 Freeman, Alice, teacher, Huntington, W. Va., has taught since graduation.
 Talley, Cora M., teacher, Huntington, W. Va., has taught since graduation.
 Wilson, Willis L., county surveyor, Ceredo, W. Va., has taught since graduation.
 Wyatt, Hallie J., Mrs. Washington, Huntington, W. Va., taught one year.
 Wyatt, Mattie B., teacher, Huntington, W. Va., taught three years.

CLASS OF 1891—7

Enlow, J. M., farmer, Huntington, W. Va.
 Knight, Ruby R., graduate University of Ohio, West Columbia, W. Va.
 Rymer, A. L., lawyer and teacher, Buffalo, W. Va., has taught since graduation.
 Staley, Sybil, teacher, Huntington, W. Va., has taught since graduation.
 Tauber, Anna, Guyandotte, W. Va.
 Ware, Nellie, Huntington, W. Va.
 Ware, Sue, teacher, Huntington, W. Va., has taught since graduation.

CLASS OF 1892—8

Ellis, Lottie, Mrs. Wallis, Ben Lomond, W. Va.
 Isbell, Lillian C., teacher, Huntington, W. Va., has taught since graduation.
 McKendree, Mary, assistant teacher, Marshall College, Huntington, W. Va.
 McMurdy, Azel, assistant to County Clerk, Huntington, W. Va.
 Middleton, J. E., salesman, Arnold, Abney & Co., Charleston, W. Va.
 Peters, Frank M., Jaeger, McDowell county, W. Va., taught one year.
 Vinson, Maud, teacher, Huntington, W. Va., has taught since graduation.
 Ware, Kate B., Huntington, W. Va., taught two years.

CLASS OF 1893—10

Adkins, Vadah, teacher, Huntington, W. Va., taught two years.
 Booten, William T., teacher, Warne, W. Va., has taught since graduation.
 Davis, Leon M., clerk, Warne, W. Va.
 Delabar, Carrie M., teacher, Huntington, W. Va., has taught since graduation.
 Mitchell, Maud S., Mrs. Dudley, Huntington, W. Va.
 Morris, Gertrude, student Michigan University, taught one year.
 Schmauch, Anna L., Huntington, W. Va.
 Smith, Eddie B., steamboat engineer, Proctorville, Ohio.
 Summers, Webster N., teacher, Mason county, W. Va.
 Wyatt, Marion, teacher, Huntington, W. Va.

CLASS OF 1894—5

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

CLASS OF 1895—7

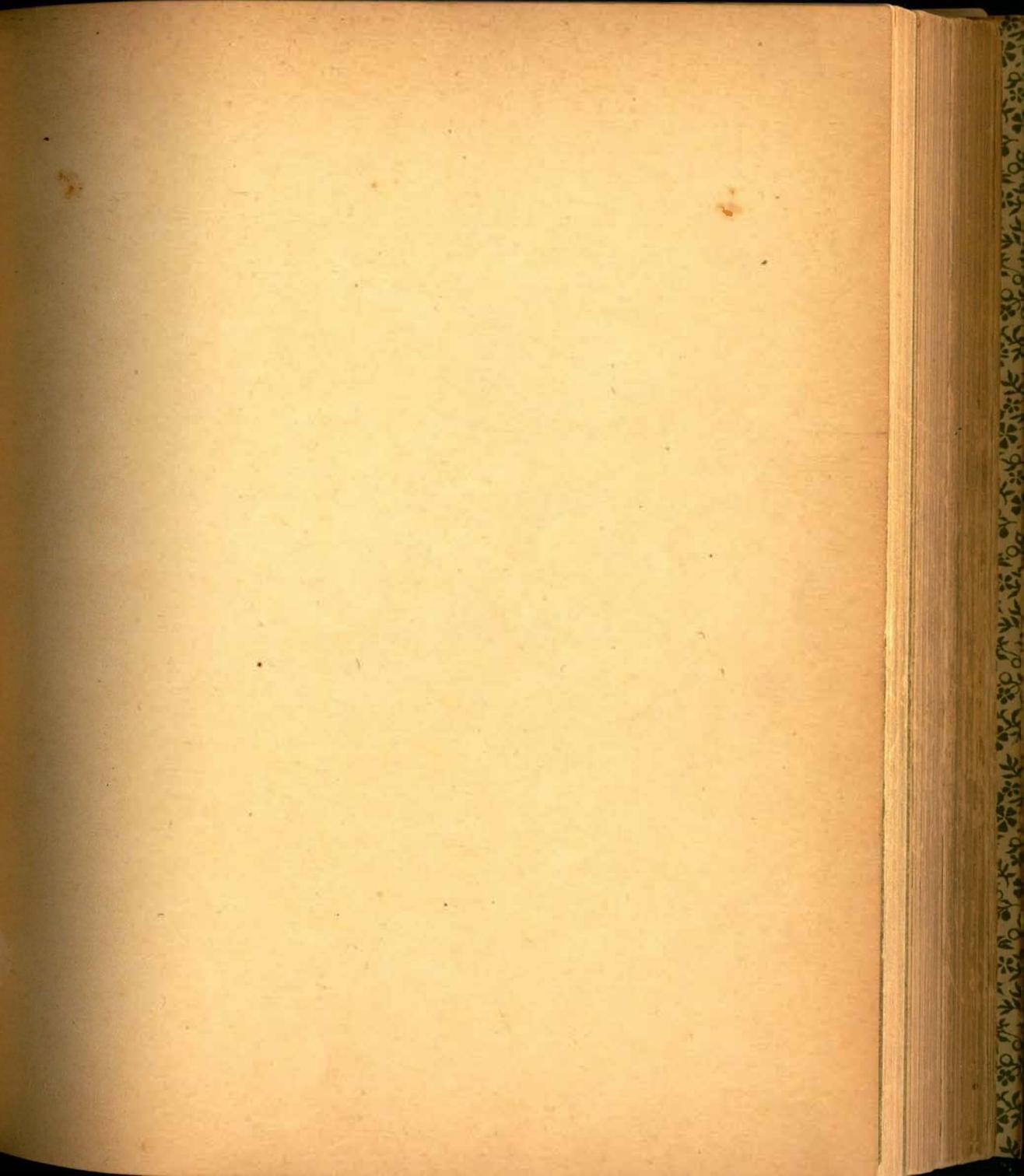
Adkins, Ceres, post graduate student Marshall College.
 Baker, Mamie, teacher, Central City, W. Va.
 Childress, Emma, Huntington, W. Va.
 Davies, Stella, post graduate student, Marshall College, Huntington, W. Va.
 Eisenmann, Clara, teacher city schools, Huntington, W. Va.
 Peterson, Florence, book-keeper Daily Herald, Huntington, W. Va.
 Wallace, Daisy, post graduate student, Marshall College.

CLASS OF 1896—17

Agnew, Martha, teacher, Huntington, W. Va.
 Dixon, J. C.
 Dixon, M. E.
 Hagan, Dora, Huntington, W. Va.
 Hinkle, P. A.
 McDowell, Rosa, in the postoffice, Huntington, W. Va.
 Moore, Elizabeth, teacher, Huntington, W. Va.
 Norton, Eugenia, teacher, Huntington, W. Va.
 Peterson, Grace, Huntington, W. Va.
 Pollock, Margaret, Huntington, W. Va.
 Ramsey, Lelia, post graduate student and assistant teacher in Marshall College.
 Rousey, Lulu, Huntington, W. Va.
 Smith, C. H., teacher, Ceredo, W. Va.
 Smith, W. W., salesman for publishing house.
 Stout, Pernie, teacher, Ripley, W. Va.
 Wertz, Edna, teacher, Huntington, W. Va.
 Wilson, Grace, teacher, Central City, W. Va. and post graduate student at Marshall College.

CLASS OF 1897—19

Aten, L. G., Letart, W. Va.	Johnston, Maude, Huntington, W. Va.
Bourne, Julian, Central City, W. Va.	Lewis, M. C., Beech Hill, W. Va.
Castor, Laura, Hurricane, W. Va.	Lilly, Mary, Huntington, W. Va.
Chapman, Laura, Hurricane, W. Va.	Lindsey, Nellie, Huntington, W. Va.
Christian, Lulu, Huntington, W. Va.	Loving, Beulah, Charlottesville, Va.
Cooper, P. W., Glenville, W. Va.	McClung, C. V.
Dei, z. H. H., Huntington, W. Va.	McClung, Cary, Rupert, W. Va.
Fitzgerald, J. A., Central City, W. Va.	Saunders, Lucy.
Fleishman, H. F., Grassy Meadows, W. Va.	Shepard, Cora, Ashland, Ky.
Stitzer, Viola, Clarksburg, W. Va.	



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