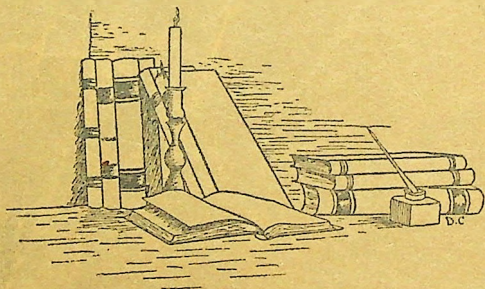


Marshall
College ✱

1837-1903



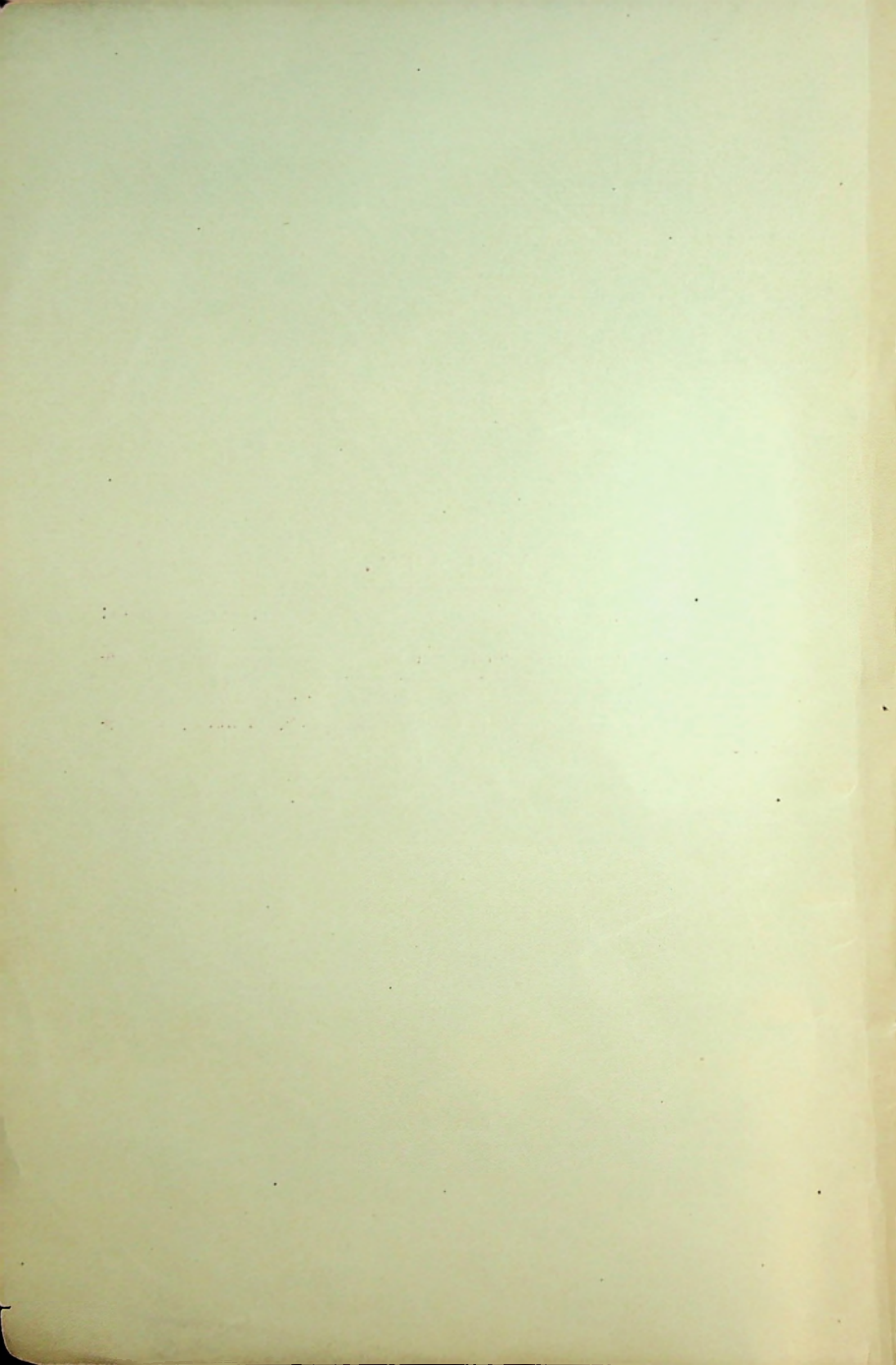


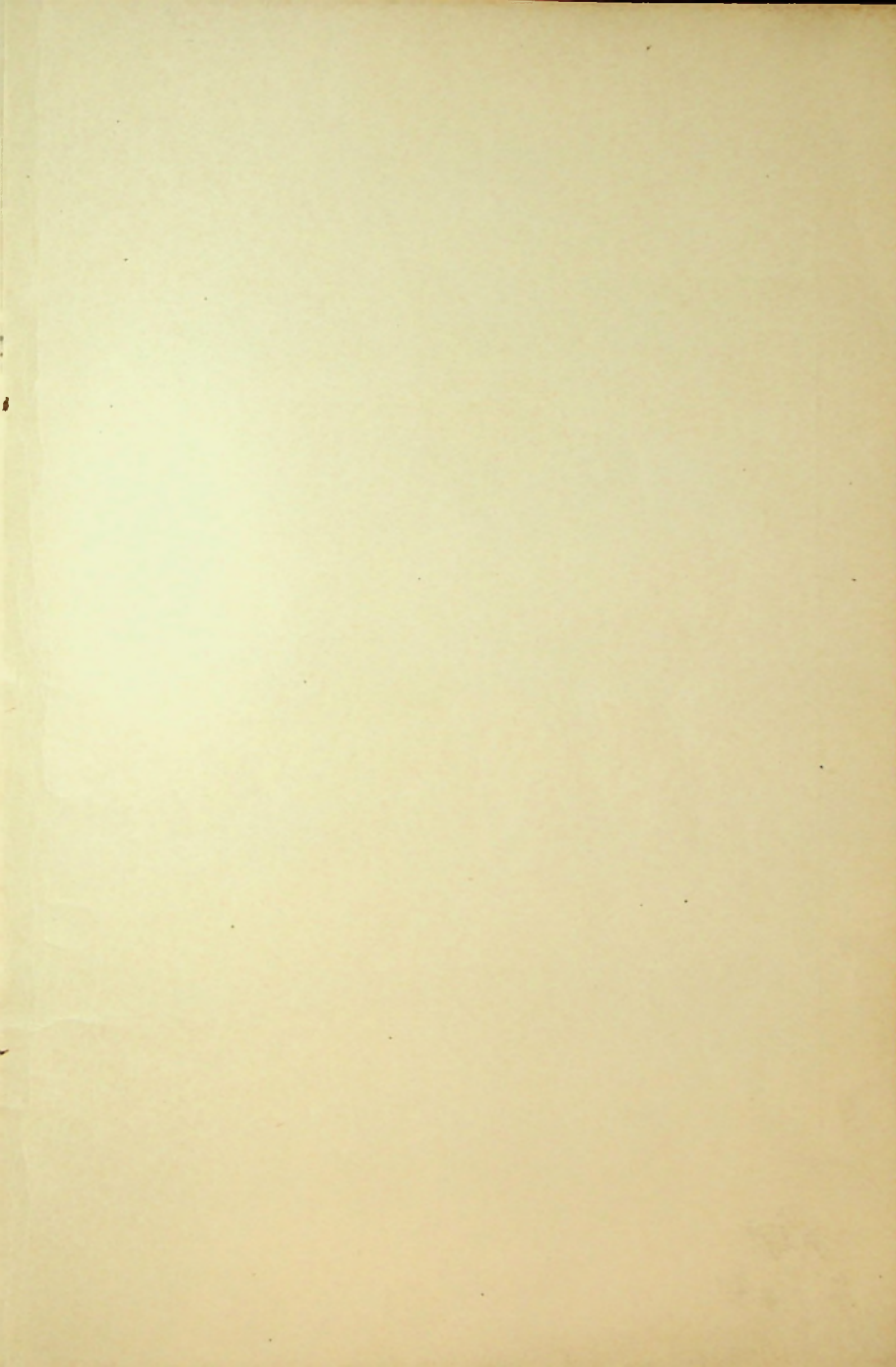
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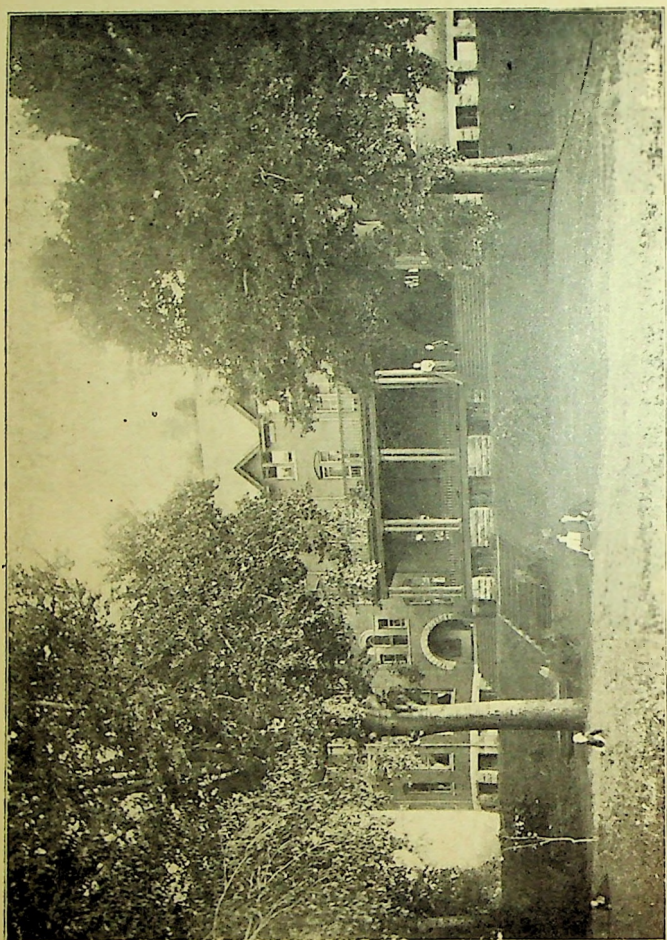
School opens Wednesday, September 9 instead of September 10, as stated in the Calender, page 5.

Page 99, toward the bottom, should read "The completeness, the thoroughness, the effectiveness of an education depends upon two things:

1. The character, personality and scholarship of the teacher.
2. The advantages offered the student in the way of library and apparatus.







EARLY AUTUMN AT COLLEGE (LA DIES) HALL

COLLEGE BULLETIN

SERIES 2, NO. 1

ISSUED QUARTERLY

APPLICATION HAS BEEN MADE FOR ENTRY
AT THE POST OFFICE AT HUNTINGTON, W.
VA., AS SECOND CLASS MATTER I I I I I

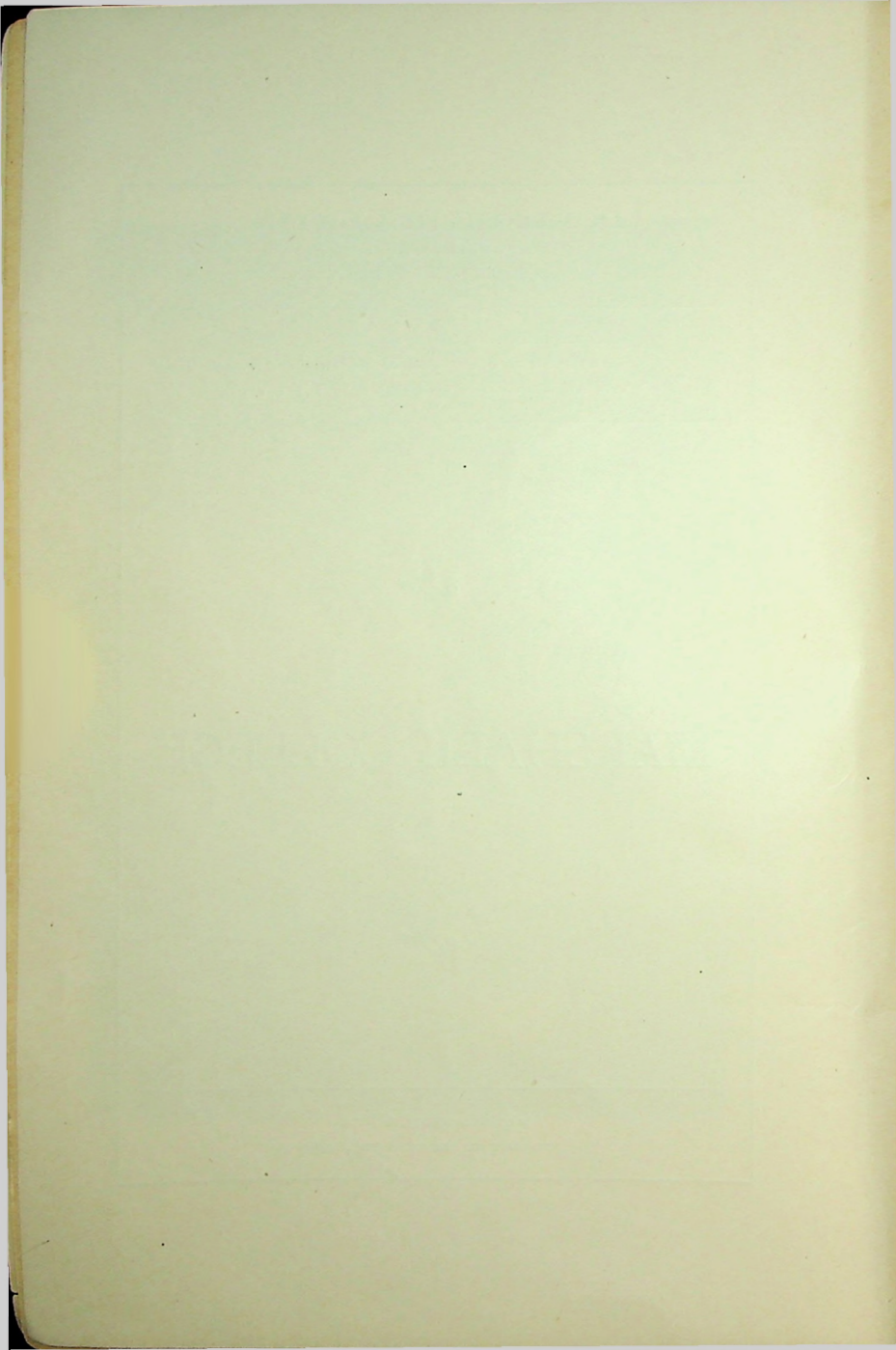


MARSHALL COLLEGE

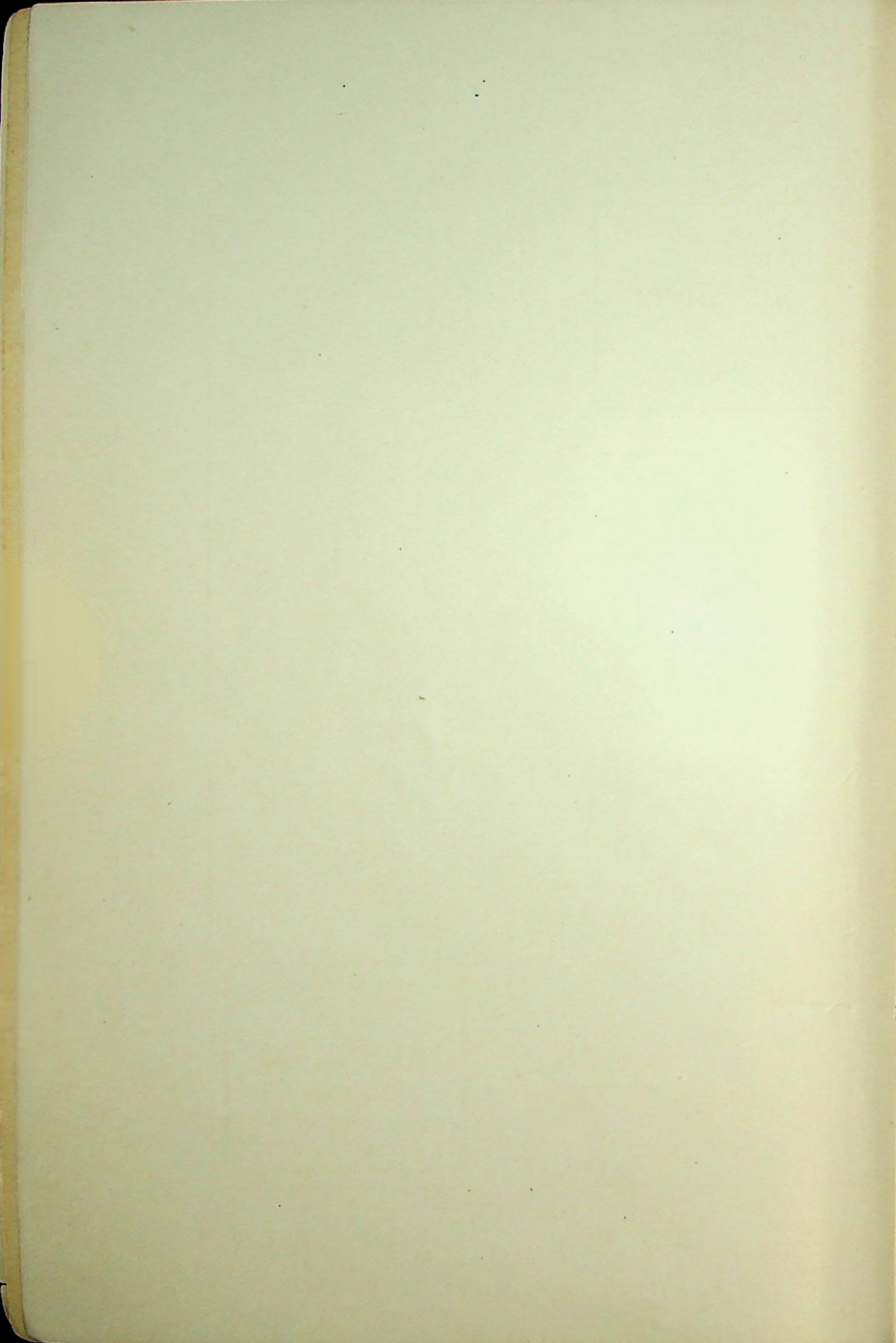


HUNTINGTON, W. VA.

PUBLISHED BY THE COLLEGE







Announcements

FOR THE

SESSION

Beginning Sept. 1903

and

Ending June, 1904

REPORT

FOR THE

SESSION

Beginning Sept. 1902

and

Ending June, 1903

OFFICERS

State Board of Regents

HON. THOS. C. MILLER	Charleston, W. Va.
State Superintendent of Schools.	
HON. W. M. STRAUS, Attorney-at-Law	Parkersburg, W. Va.
SENATOR C. W. MAY, Attorney-at-Law	Hamlin, W. Va.
HON. H. L. SNYDER, Editor	Shepherdstown, W. Va.
SENATOR I. E. ROBINSON, Attorney-at-Law	Grafton, W. Va.
HON. W. S. DUNN, Merchant	Hinton, W. Va.
HON. H. C. OGDEN, Editor	Wheeling, W. Va.

Local Executive Board

A. F. SOUTHWORTH, Engineer	Chairman.
PAUL SCOTT, Attorney-at-Law	Secretary.
GEO. F. MILLER, Cashier First Nat'l. Bank	Treasurer.

College Hall

Matron of Boarding Department—Mrs. Laura B. Quarrier.
Matron in Charge of Hall—Miss Elizabeth Hudson.

CALENDAR

Session 1903-1904

FALL TERM

OPENS.....Wednesday, 9:30 a. m., September 10, 1903

CLOSES *Wednesday* 1:00 p. m., December 23, 1903

WINTER TERM

OPENSTuesday, 9:00 a. m., January 5, 1904

CLOSESFriday, 1:00 p. m., March 18, 1904

SPRING TERM

OPENSTuesday, 9:00 a. m., March 22, 1904

CLOSESFriday, June 12, 1904

INSTRUCTORS

AND THEIR CLASS ASSIGNMENTS

L. J. CORBLY	Principal
Naomi Everett	First Assistant
Anna Cummings	Supt. Teachers' Training Dept.
Lilian Hackney	Botany and Mathematics.
W. M. Meredith	Natural Sciences.
Elizabeth Fenton Smith	English and Latin.
*M. M. Scott	Mathematics.
Harriet D. Johnson	Greek and Rhetoric.
Willa Hart Butcher	German and English.
J. A. Fitzgerald	Latin and Mathematics.
Cordelia Orr	English and Mathematics.
John I. Harvey	Latin and German.
Ernest Richmond, tutor	Mathematics and Physiology.
W. A. Ripley	Bookkeeping and Penmanship.
Flora Hayes	Piano and Organ.
Louise Fay	Voice and Vocal Music.
Maynie Ware	Oratory and Physical Culture.
E. E. Myers	Art.
Anna McCallister	Assistant in Piano and Organ.

BUSINESS DEPARTMENT

W. A. Ripley	Principal.
O. R. Neff	Bookkeeping and Penmanship.
Mary J. Wright	Stenography (day classes).
Delia Brake	Stenography (Night Classes).
Lillian Spahr	Typewriting.
Edna Nash	Assistant in Stenography.
Herbert Sikes, Tutor	Assistant in Stenography.

Professor Meredith	Chaplain.
Mrs. Lizzie Myers	Librarian.

*Mr. Scott resigned at the end of the spring term to accept a lucrative business position in St. Louis and was succeeded by Dr. J. I. Harvey, formerly professor of Modern Languages in the State University.

STANDING COMMITTEES

SESSION 1903-1904

FOR THE SCHOOL

LIBRARY:—Misses Cummings, and Smith.
BOARDING:—Mr. Fitzgerald and Miss Smith.
ATHLETICS:—*Mr. Fitzgerald and Miss Butcher.
GRADUATION:—Misses Cummings and Hackney.
LITERARY SOCIETIES:—Mr. Fitzgerald and Miss Orr.
OTHER STUDENT ORGANIZATIONS:—Mr. Meredith and Miss Johnson.
TO VISIT THE SICK:—Messrs. Meredith and Fitzgerald and Misses Orr and Hackney.
STUDENT'S PUBLIC EXERCISES:—Mrs. Everett.
LITERARY CONTESTS:—Miss Johnson.
IN CHARGE OF GROUNDS:—*Mr. Fitzgerald and Miss Butcher.

CLASS COMMITTEES

1. FIRST YEAR STUDENTS:—*Miss Johnson.
2. SECOND YEAR STUDENTS:—Mr. Meredith and Miss Butcher.
3. THIRD YEAR STUDENTS:—Mrs. Everett and Miss Orr.
4. JUNIOR YEAR STUDENTS:—Miss Cummings and Miss Smith.
5. SENIOR YEAR STUDENTS:—Miss Hackney and Mr. Fitzgerald.
6. IN CHARGE OF BOOK STORE:—Mrs. Myers.

FOR COLLEGE HALL

DINING ROOM:—Misses Hackney and Johnson.
HALL REGULATIONS:—**Mrs. Everett, Misses Cummings, Smith, Hackney and Johnson.
**IN CHARGE OF BOARDING DEPARTMENT—
**IN CHARGE OF HALL:—
IN CHARGE OF RECEPTIONS:—Mrs. Everett, the Hall Matron and a special committee for each reception.

*One gentleman to be named on this committee.

**Neither Matron for the year 1903-'04 has been decided upon at this writing.

***The Hall Matron is a member of this committee.

Beginning with the upper left corner and naming from left to right as one faces the picture the cuts on the page facing are:

First,—A corner in the Library.

Second,—Looking eastward along the walk in front of the buildings.

Third,—A view of College Hall.

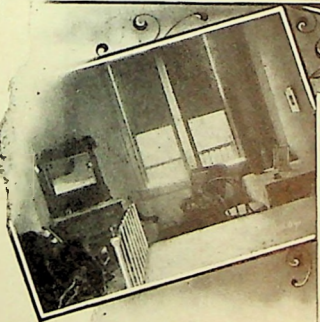
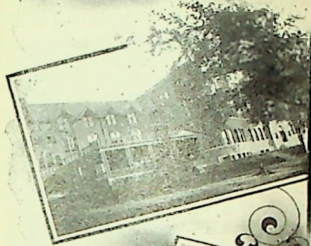
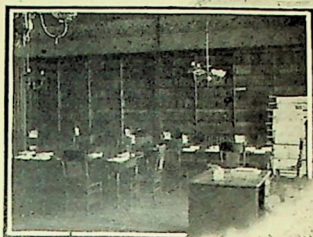
Fourth,—One of the Literary Halls.

Fifth,—Inside a Recitation Room.

Sixth,—Inside Study Hall.

Seventh,—Inside a Girl's Room in College Hall.

Eighth,—Late Autumn at the College.



GENERAL VIEWS—INTERIOR AND EXTERIOR



INTRODUCTION

Whatever may be the chief purpose of a school catalogue in most men's opinions, one written for a state school, where the public pays the bill, should be written chiefly for those whom the school would interest in its work as patrons or students—those for whom the school primarily exists. ~~In such a book, representing Marshall College, is~~ ~~more in places, perhaps the reverse in others, and plain facts have~~ ~~been~~ ~~from year to year, believe they especially wish to know.~~

Had we written the book to meet the expectation of the artist, the fancy book-binder, the man who finds fault with all things which he himself has not done, the wiseacre, the collector of statistics, the pessimist, or the self-constituted critic, we should have materially changed both the plan and the contents; but since it is intended for a class of people who are interested in knowing details about the school and its work,—a practical kind of people,—brevity has been sacrificed to perspicuity in places, perhaps the reverse in others, and plain facts have been elaborated into minute details when discussing those subjects upon which inquiries sent us indicate not only the most interest, but the most serious lack of correct information.

Catalogue writing with us is not a matter of pleasing our own sense of proportion, our whims, or our fancy, nor yet a matter of deferring to the judgment or preferences of those who ought to know what a good catalogue is; it is rather a matter of utility in favor of those for whom

written, than an effort to satisfy either the writer or any mere casual reader.

We have been plain, very full on some points, very brief on others according as the needs of our patronage suggested, have put things, as nearly as we can, just as they really are at this school, aiming to err, if at all, on the side of moderation; for our rule has always been to try to have every parent and student who comes here say, "Better than you have represented it, and much better than I expected to find it." Whether this is a "business" rule or not in the 20th century sense of that term, it is a safe one for a school to adopt.

We have made the index,—see at the close of this book,—as full as seemed necessary, and the reader is referred to that for finding any topic on which he is interested. Any information not found there, however, will be most cheerfully furnished immediately upon receipt of inquiry, and we shall take it as a special favor if those who have inquiry to make will promptly and fully write us; we shall answer immediately on receiving the letter.

Those writing letters for information about the school need not inclose a stamp. Catalogues are sent free upon receiving request for same.

Since the "Expense" problem is the chief one to most students and parents we have made that especially prominent both in position and in the amount of space given it, and since board is the chief item under the expense account, we have given that unusual prominence.

The instructors in the normal and academic departments are now all men and women who have been trained for their work in the best universities of the country—see index under the head of "The Instructors, their Experience and Training"—are college graduates, and are prepared to do thorough class work. Only men and women who have finished their A. B. courses in high class institutions, or have done equivalent work, should apply for positions as full teachers in our normal schools, and only such are considered so far as the writer has anything to say.

The growth of the school has been exceptionally satisfactory during the session of 1902-03, and this growth has been in all departments.

The total enrollment during the session of 1899-1900 was 452; during the session of 1900-'01, 533; during the session of 1901-'02, 639; during the session of 1902-'03, at this writing, May 15th, the total has passed the 780 mark.

In view of the fact that the present principal of the school opened his first fall session here in the September of 1896 with only 54 students and only 5 of them from outside Cabell county, with 8 teachers in all departments, the present situation is not without encouragement.

True, the enrollment had run up to 222 the previous year, but the

fall openings usually ran to only 50 to 75. The fall opening of 1902 was more than four times 75, with 31 counties of West Virginia and several other states, represented, and the present teaching force is 23 in all departments.

With proper encouragement from the state the spring commencement of 1905 will show an enrollment close to the 1000 mark.

The work of the classes grows more systematic from year to year as the courses of study become more nearly fixed, and the amount of required and of unsuggested reading on the part of the students has increased at a very decided rate, especially the reading along the lines of history, science, and other standard literature aside from fiction.

The discipline of the school has been placed almost wholly upon the basis of self-government.

The interest in the departments of vocal and instrumental music was much greater than ever before. Not only was the increase in the vocal work very decided, but the piano and organ department was more than doubled; so great was the increase here that an assistant pianist had to be employed for the greater part of the year, giving her full time to that work. In addition to these the mandolin club was larger and did much better work than ever before, and a college band of 24 pieces was organized among the young gentlemen, and a few young ladies, a capable instructor was procured at considerable expense, and by commencement time they were playing quite creditably. There was considerable work also on the violin by way of private instruction.

The art department under Mr. Myers, assumed an air of real work in art for the first time and promises to become one of our most interesting and attractive departments.

In oratory the increase was more in the character of the work done than in any other way. The tuition was trebled and the pains taken to develop a high standard of work among the pupils was accordingly increased to the satisfaction of all learners of this art.

The business department very decidedly increased its enrollment and correspondingly raised its standard of excellence among the attendants on that work.

The normal training department made decided progress in passing from merely theory work and practice exercises in the lower grades of the normal and academic department, to the organization of a regular training school with children of the first, second and third primary grades in the Practice school. The work was confined to one room,—the superintendent of the department's room,—but proved so superior to the work previously done that it is proposed to organize two rooms apart from the superintendent's room next year, employ two regular teachers for these rooms, thereby confining the work of the head of the department to supervisory work in the main, instead of

actual illustration work with the children as was necessary during most of the past year. This does not mean that the superintendent will be present less, for she will give all that part of the day during which the children are here to supervising the work with them, hearing her classes in theory at early and late hours. Every normal senior who goes out with the class of 1903 will have had at least three months practice work in teaching children under the direction of a trained superintendent of work of that kind. This is a most decided step in advance of what has been done heretofore, and has proven especially satisfactory. True, the additional duties thus placed upon our normal seniors amounts to almost a full year's work, and accordingly decimated the ranks of that class for the year 1902-'03, reducing the majority of them to the rank of juniors; but the class of 1904 will be thus increased in numbers and greatly improved in efficiency. It is altogether a gain in quality all around.

The increase among our patrons of influential citizens from the various counties—men of wealth and prominence in different ways,—has had a very wholesome effect upon the entire school. It has very decidedly extended the school's influence at home and throughout the state, has given new life and a higher general tone to the student body, and has been a source of much comfort to the administration of the school.

The athletic spirit and the college spirit have both undergone a decided change for the better and the moral and social atmosphere that pervades the institution throughout grows rapidly more healthful.

The system of boarding—in College Hall and in clubs—have added very decidedly to the success of the school, indeed they are in a large measure, the secret of the decided increase in our enrollment.

That we have met with discouragements goes without doubting, especially in the way of appropriations; but he who does not find food for renewed effort in discouragements of the kind we have met is not quite worthy of the pleasures of success.

We heartily disagree with those who were instrumental in depriving us of the assistance we felt that we seriously needed for the next two years, but we accorded them with equal heartiness the privilege and, as well, the right to believe they did what was best in their opinion, however much we disagreed, and we are going ahead just as though we had had our thousands appropriated. Most lanes have turns, which, if not in sight, may be found by pushing ahead:

We are glad to report herewith to the patrons and friends of the school that, so far as we can discover, there is not a line of work or influence or growth connected with the school in which the tendency has not been safely and surely on the up grade during the entire session of 1902-'03.

Nearly every county represented last year increased its representa-

tion, some doubled it, a few trebled it, and new counties were added to the list, about 40 of the counties of the state having sent students here.

Truly thankful for all assistance from whatever source in our efforts to raise the standard and enlarge the influence of the school, heartily soliciting the continued confidence of the public which has been shown in so many ways, and assuring the parent and young people who cast their educational lots with us for a season that we shall aim to give still more liberally of our sympathies and service in their behalf, we have the pleasure to remain,

Sincerely and truly,

L. J. CORBLY,

Principal.

P. S. we give below a part of the report of the State Normal Schools of West Virginia, which was submitted to the governor and the people of the state at the close of the session of 1901-'02, by the state board of regents for these schools:

REPORT OF BOARD OF REGENTS

"In submitting this report we are glad to say that the normal schools have had a prosperous term, as will be seen by the enrollment given for each year. We believe these schools are in a very creditable manner carrying on the work for which they were established—that of preparing more efficient teachers for the public schools. The enrollment for 1902 was 1,623, and 78 received their diplomas. But the work done by these schools should not be estimated by the number of graduates sent out. Hundreds of these students who do not complete the course of study go into the school room as instructors, and thus the state gets the benefit of their services. At present there is no legal obligation requiring graduates and students to teach, and it is doubtful if such a provision would be more binding than the moral obligation that most of the students feel upon leaving the normal schools. Many of the very best teachers in the state are graduates of these schools, and their influence is felt in the up-building of our school system in all parts of the state.

Upon recommendation of the principals, the board of regents has under consideration a revision of the course of study for the normal schools, and the new course will doubtless appear in the next annual catalogues. In re-arranging this course of study it is the intention to adjust it with reference to unity in our state educational work. Especial emphasis will be placed upon the normal course in its relation to the district and the graded schools, while the academic course will be articulated as far as possible with the University courses. The

aim also will be to give more recognition to the work done in good graded and high schools throughout the state, thus saving the student's time and the necessity of entrance examinations. All this is an effort to bring our school system into greater harmony and to reach a higher degree of efficiency in promoting public education.

The board of regents selected last year for Marshall College Normal school a competent training teacher whose work is almost entirely the direct training of students to become teachers. This course was deemed advisable for two reasons: 1st. It was a recognition of the large attendance of students at Marshall College and, 2nd. the board believed it was time to expend a part of the appropriation for teachers' salaries directly in the line of pure normal school work. The board continued the training teacher for the present year and it is believed that their action will prove a wise one. It has met with the hearty approval of the faculty of Marshall college, and the faculties of the other normal schools are asking to be encouraged in the same way.

It does not seem best to the board at this time that six schools should have these separate training departments, but the board believes that there should be of the six normal schools two where a special training department is a distinctive feature. It will be many years before West Virginia can furnish enough pupils to justify six expensive departments, but it is believed that if this department at Marshall College is continued and a similar department is established at one of the Normal schools in another part of the state, that only the best results will follow and it is the intention of the board to inaugurate this movement as soon as the appropriations will justify it. The normal schools which have been forced by circumstances to confine their instruction largely to academic work, and perhaps most of them will be compelled so to do for some time yet, should have their work supplemented in at least two of the six schools by thorough training departments taught by skilled teachers, especially adapted to the work by broad education and extensive experience.

We have therefore asked for an additional appropriation in order that there may be two of the six schools from which all students so desiring it can have the benefit of a direct course in training work under the guidance of competent instructors.

THE NORMAL LIBRARIES.

For the last six years the appropriations for libraries at the normal schools have been quite liberal, and a good selection of the best literature has been collected at each institution. The board is most heartily in favor of increasing the efficiency of these libraries as rapidly as the funds at their command will justify, thus giving students the very

best facilities in this respect. The appropriation asked for the next two years is very moderate and it is hoped that it will be allowed in full. It is the plan to have all the libraries classified, catalogued and arranged in the most approved manner as far as the conditions at each school will allow.

ENROLLMENT OF STATE NORMAL SCHOOL.

	1900-01.	1901-2.
Marshall College, Huntington	533	639
Fairmont Normal School, Fairmont	427	338
Concord Normal School, Athens	203	215
West Liberty Normal School, West Liberty	163	187
Glenville Normal School, Glenville	155	136
Shepherd College, Shepherdstown	127	151
Total	1,608	1,686

GRADUATION OF SALARIES.

The board upon going into office found that all teachers below the principal and first assistant were receiving the same annual salary of \$900.00, regardless of experience. At its first meeting a scale of salaries based upon experience in normal school work was adopted which, with one change since made, is as follows:

The salaries of the principals are fixed annually by the board; the salaries of the first assistant are uniformly \$1,000; teachers with no experience in normal school work receive \$700.00, which is increased \$50 per annum each year until the maximum of \$900.00 is reached. The board has fixed the salary of the training teacher at the sum of \$1,500 a year.

THE FACULTY

THEIR PREPARATION FOR WORK

1. Principal L. J. Corbly is a native West Virginian. He was educated in the common schools of Tyler county, at the Fairmont State Normal school, and at the West Virginia University, where he took his degree. He served as superintendent of the city schools of Water Valley, Miss., two years, three years as superintendent of the Clarksburg, W. Va., schools, after which he went abroad to study in the universities of Halle, Berlin, and Jena, Germany. While at Berlin he was elected to his present position, July, 1896. His experience as teacher previously to entering college, covered a period of eight years in the common and graded schools. While abroad his post graduate work was in economics, history and philosophy, special attention having been given to German and French, particularly to the pronunciation of these languages. Frequent visits were made to the village, town and city schools of Germany to study methods, courses of study, and the German school system in general. The summer of 1899 was spent abroad, with a view to study by travel, also the summer of 1902, and he will spend his entire summer vacation, 1903, in Europe. His experience as teacher covers a period of 150 months besides his private school work.

2. Mrs. Everett, first assistant, is a native of Tennessee, but moved to Harrison county, West Virginia, at the age of 15. She was educated at the Soule Female College, Murfreesboro, Tenn., and at Steubenville Seminary, Ohio, from which institution she was graduated. She finished her Ph. B. course at Chicago University, last summer, 1902. Her experience in teaching has been exceptionally rich, having been principal of the high schools of Clarksburg and Huntington for sixteen con-

secutive years, in addition to other valuable experience. She was elected to her present position, first assistant, in June, 1897. She has traveled in Europe, and has had an experience as teacher of 215 months. She will teach during the first five months of the summer vacation, and will spend the remainder in Chicago University.

3. Miss Anna Cummings, superintendent of the training department, is a native of Vermont, took her A. B. degree in Colby University, Me., in 1890, her A. M. degree in the same school in 1893. She spent the year 1899-00 pursuing her studies in education, history, and sociology in Leland Stanford University, Cal., 1900-01 in the Chicago University, —same courses, and resumed her work at Leland Stanford in the fall of 1901, from which place she was called to her present position, January 6, 1902. Miss Cummings has had liberal and valuable experience as teacher in private schools, high schools, academies, Moody's School for Boys, Mt. Hermon, Mass., lady principal of Vermont Academy, Saxton's River, Vt. Her course of training in preparation for her present responsible position of superintendent of the training department covered a period of six years.

4. Miss Lillian Hackney is a native of Morgantown, W. Va., and was educated in the graded schools of her home town, at the Ohio Wesleyan, and at the University of West Virginia, where she took her degree in 1893. She taught in the schools of her native county, in the city schools of Cleveland, Ohio, and has held her present position since March, 1895. Miss Hackney has done quite an amount of work toward her A. M. degree at the State University, and at Cornell University, N. Y. She will spend her summer at the West Virginia University. She has taught 115 months.

5. Mr. M. M. Scott served 4 years as instructor in the Glenville State Normal school before his election as professor of mathematics at Marshall College. He took his A. B. and A. M. degrees at Bethany College, Bethany, W. Va., and has taught 56 months. He resigned at the close of the winter term of the session of 1902-'03 to accept a business position in St. Louis and was succeeded by Prof. J. I. Harvey.

6. Mr. Meredith was born, reared and educated in Virginia, though he has taught several years in West Virginia. He did his college work in Emory and Henry, Va., and at our State University. He has taught 129 months. He will accompany Principal L. J. Corbly to Europe for the summer.

7. Miss Smith's native city is Richmond, Virginia, in which city, at Southern Female Institute, she was educated, having taken honors in French and literature. She served as principal of Georgetown, S. C., graded schools from 1893 to 1895, since which date she has been first assistant in the high school of Huntington, W. Va., till her appointment to her present position, April 15, 1901. She spent the sum-

mers of 1900, 1901 and 1902 at Chicago University. She has also taken special work in other institutions. Her teaching experience covers a period of 97 months. She will spend her summer vacation in Europe.

8. John Isham Harvey, professor of Latin and German, is an A. B., Richmond College, 1859; A. M., Richmond College, 1872; Ph. D., West Virginia University, 1890; graduate student, University of Virginia, 1859-'60; Goettingen, Heidelberg and Paris, 1860-'65; principal Flemington, Ky., high school, 1866-'7; professor Shelbyville, Ky., Female College, 1868-'9; Graves College, 1869-'72; Sheldon College, 1872-'3; principal Cleveland, Tenn., Masonic high school, 1873-'5; professor of modern languages, University of West Virginia, 1875-'98; taught one year in Colorado, and six months in the Philippines.

Other positions in West Virginia University: Librarian, 1878-'89; Secretary Executive Committee, '79-'85; Treasurer, 1885-1894.

9. Miss Harriet Johnson is a graduate from the A. B. department of Denison University, O., served 8 years as instructor in the Shepherdstown state normal school, and was elected to her present position in June, 1902. Her home is at Marietta, O. Miss Johnson has taken graduate work in Chicago University and in Columbia University. She will spend the summer in Europe.

10. Miss Butcher, daughter of ex-State Superintendent B. L. Butcher, graduated from both the Normal and the Academic courses of the Fairmont State Normal School, and later took her A. B. degree after three years of additional study at the State University. She then entered the university again to complete her A. M. degree, and was afterwards elected a member of the Marshall College faculty. She later studied at Cornell University, N. Y. She has taught 20 months in the state normals. Miss Butcher will spend the summer in European travel.

11. Miss Orr is a graduate from the West Liberty State Normal School and later took her L. I. and her A. B. degrees from the National Normal University of Tennessee. She is an experienced teacher.

12. Mr. Fitzgerald is one of the youngest graduates ever sent out from Marshall College. He graduated in 1897 and spent the year doing graduate work here. He then entered Georgetown University, Ky., from which he graduated, A. B. degree, 1901. He then spent a year teaching as principal of the Hurrigan schools and was elected to his present position last June.

13. Ernest Richmond, class of 1901, Marshall College, was elected as tutor to assist in the department of science and mathematics, at the opening of the spring term, 1903. Having been a medical student since graduation his services in the work in physiology were especially good for one of his years and experience.

14. Miss Maynie Ware is a graduate, four year course, from Emer-

son College, Boston. In her line of work, oratory, she has taught 22 months.

15. Miss Flora Hayes has taught 10 months; she was educated in West Virginia University.

16. Miss Louise Fay has taught 30 months; she was educated in New York City and in Massachusetts.

17. Ernest Meyers has taught 100 months; he was educated in Cincinnati, Pittsburg, New York and Boston schools.

18. Mr. W. A. Ripley has taught 96 months; he was educated in Iron City College and Columbus School of Design.

19. Mr. O. R. Neff has taught 50 months; he was educated in Ohio Colleges and in Marshall College.

20. Miss Delia Brake has taught 10 months; she was educated in Buckhannon Seminary and Marshall College.

21. Miss Edna Nash has taught 10 months; she was educated in the schools of New York and in Marshall College.

22. Miss Mollie J. Wright was educated in Ladies College, Norfolk, Va., and in Business Schools of Virginia.

23. Miss Lillian Spahr is a graduate of the Marshall Business School and later was trained for her work as superintendent of the typewriting department in Baltimore.

24. Austin Sikes is a graduate of the Marshall Business School and took special work in the Pierce School of Philadelphia.

SOME REGULATIONS

Our rules and regulations are things almost unknown, but the following may serve as timely cautions and suggestions:

1. West Virginia students, in order to be exempt from paying tuition at the rate of \$6.00 per term in addition to their enrollment fee are required to carry not fewer than three full studies when they enter either the Normal or Academic classes. The only exceptions to this rule are:

- (1). Teachers who wish to carry one or two studies while teaching in the city or adjoining towns and rural districts.
- (2). Married persons, very mature persons, or men and women, (young or old) who are engaged in business and cannot carry more than one or two studies.

These will be admitted to any of our regular classes by paying the enrollment fee.

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

One person only, per lesson, one hour 50c

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

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

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

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

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

6. Every student is required to notify the boarding committee of his or her place of taking meals and place for rooming within 36 hours after arriving in the city, and he must enroll within 24 hours after arriving, or give satisfactory reason to the principal for not doing so. Students are not expected to come and lounge a while before enrolling, but are expected to enroll at once and if they have not already secured boarding at a respectable place in advance they must report to the boarding committee at once on arriving, and have a boarding place assigned. A hotel is not the place for a student, neither is a restaurant. Any variation from this regulation will be treated as a serious case of insubordination.

7. No student is permitted to change his place of boarding or rooming without first getting the consent of the boarding committee and stating in full his or her cause for changing. No objection is ever offered to changing when the cause is a good one.

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

9. The use of tobacco in any form on the school grounds, the frequenting of saloons, or the drinking of intoxicants while a student, no matter whether on or off the grounds, in the city or out of it, will be

treated as offenses of sufficient gravity to require withdrawal from school, or, in case of extenuating circumstances, suspension.

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

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

12. In no way seemingly innocent in itself can a strange girl cause a whirl of unsavory gossip about herself any more quickly than by buggy-riding with a gentleman or with a "loud" woman in a strange town of any size. Once we have been compelled to send a girl home from this school to silence such things and others have been brought to our notice. Consequently, only with lady members of the family of a relative who lives in this city, or with the permission of Mrs. Everett, dean of women, is a lady expected to go buggy-riding while a student here. Girls must not forget that they cannot do as they do at home, when attending school. The public eye is especially critical of a girl student away from home.

13. Under no circumstances is a student permitted to change from one study to another, drop a study for any reason, or take up a new study, without consulting his "class committee" and getting their written permission, see the meaning of "class committee" in next paragraph.

14. Students in each year of the course of study have a special "class committee" appointed by the principal. The class committee for the first year students, which, for the session of 1903-04, is composed of Miss Johnson and one male teacher, to be selected later, has charge of the work of assigning studies, changing studies, giving credit for studies, dropping studies, taking up new studies, and all other work connected with the work of the students of that year. A list of these class committees may be found by referring to page 7 of this catalogue. And this raises the question of, what is meant by "First Year" students, "Second Year," students, "Third Year" students, "Juniors," and "Seniors." We answer these because, in spite of numerous explanations heretofore, many students fail to understand.

First year students are those, a majority or one-half of whose studies are in the First Year of the normal or the academic course, and not necessarily those who are here for the first time. Second Year students are those whose studies are mostly in the second year of the courses, and so on with the Third Year. Juniors may have a majority of their studies in the junior year and still not be able to graduate in another year. To be a Junior one must be able to graduate in one more year, no matter what his studies are. Seniors, of course, are those who are candidates for graduation at the following June commencement.

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

16. No student is expected to leave the school grounds before his recitations for the day are over unless excused by some teacher.

17. School opens at 8 a. m.—a few classes at 7:30 a. m.—and closes at 1:15 p. m. for the day, except a few 4 and 5 o'clock p. m. classes.

18. The greatly increased number of students makes it more and more impossible each year to learn the moral worth of each student, hence the necessity for closer supervision. In order that no girl or boy may be denied athletic privileges, certain hours will hereafter be given to the ladies on the campus and certain ones to the gentlemen, the campus being given up to both sexes at no time except when so announced. Permission to share in the sports of the young ladies in so far as young men may take part, such as tennis, croquet, etc., will be given by special permission, and not indiscriminately. The campus is not intended as a place for lounging lovers nor for professional, seri-

ous, or unnecessary courtship. This seems to the writer quite beneath the dignity of a school girl or boy and quite out of the line of school work. Very much greater freedom can be permitted between the sexes where the school is small and the character of every student is well known, than where numbers run into the hundreds and personal acquaintance between the students and every member of the faculty is impossible. This ruling need interfere in no way whatever with the legitimate sports of either sex; it will not interfere; but will interfere with the worthless and doless in their ambition to stand on equal footing socially with the studious, the genteel, and the refined. The object of the ruling is, first, to secure to every student athletic and promenade privileges on the campus, and second, to maintain the rights and privileges of the worthy and the deserving while at the same time denying to the unworthy, the unsafe, and the doless any privilege of which their conduct shows them to be unworthy.

19. Hereafter no one except a father or brother will be expected to go to the second or third floor of that part of College Hall set apart for ladies, and when a father or brother goes there he will be expected to get permission from the matron, when it is stated that the young ladies' bath rooms are immediately at the head of the staircases further explanation for this ruling is unnecessary though a number of parents have requested that it be made, and parents whose opinions and requests are entitled to the highest consideration. Only officials of the school when on official business and the principal in the discharge of his duties as such, are to be regarded as exceptions to the above rule. Gentleman company must hereafter be seen by lady occupants of the Hall in the parlors and not in their rooms in any case whatever.

20. The "at homes", or weekly receptions given by the young ladies of the Hall to the young gentlemen of the school whom they prefer to invite, will be a little freer from the "we two in our little corner" "and the rest of you in yours," hereafter. Unless young men at school can be liberal enough and considerate enough to pay some attention to more than one girl they will be invited much more seldom than heretofore, for these "at homes" are meant to include all the nice young gentlemen of the school, and young ladies of the Hall who persist in inviting the same gentleman each time will be deprived of participation in these receptions part of the time if they can't be considerate enough to invite some other gentlemen than their "preferred" ones at least half the time.

21. Another Hall regulation found to be necessary hereafter, is that any occupant of the Hall who desires to invite company at any time in the year, whether at commencement time or at other times, must get the consent of the Hall Matron before extending the invitation,

and the Hall Matron in turn must consult the Hall Committee before giving permission. Only by such regulation can objectionable visitors be kept out, or the Hall kept from being overcrowded at any one time.

Further, relatives who visit the Hall, or the city even, must not forget that so long as a girl is in the Hall she must be subject to its regulations, that is, must get all permissions to go out just the same as at any other time, and not even parents will be permitted to take a daughter out to walk, ride, or elsewhere without getting the Hall matron's permission: if they do, they may expect to take their daughter away at once, for so long as they are in the Hall they must be subject to its regulations, no matter who invites them out. Not only must lady students be subject to Hall regulations, (which are nothing more than what there should be in every well-regulated home), but every young lady visiting in the Hall must come under these regulations.

A FEW SUGGESTIONS

Sometimes a word in season saves a young person reason. So it may be here. There are many things against which the authorities of the school do not pass laws or make rules and regulations, but which none the less are to be avoided, and if not, penalties according to the nature of the act essentially follow.

Among these things are the following:

1. Good students are in their rooms after dark and during other study hours except when they can give an entirely satisfactory reason for not being there.
2. No student ever got any inspiration to study by lounging on the streets. The lounge and the criminal ride the same store box, whittle from the same board, listen to the same smutty stories, and usually side by side look through the iron grating of a cell.
3. Hotel lobbies are about the last respectable resorts in the world for students. Avoid them.
4. Every good student is at his books at least two hours every afternoon and at least three every night. Any less than this means not up to the standard—not a success.
5. To expectorate on anybody's floor, private or public, whether it is your house, or another's, or the public's, is indecent, vulgar, vile, dangerous, and in many places criminal. In New York City such things in public are punishable with a fine of not less than \$500, or six months imprisonment, or both. Expectorate on your own kerchief or in the ditch.
6. Uncombed hair, unblacked boots, soiled collars or shirt bosoms, carelessly tied neckties, untrimmed (at least uncleaned) finger nails,

unbrushed clothing, walking or standing habitually with hands in the pockets, a slouchy walk, these are marks of inexcusable carelessness or of unpardonable neglect, and go to help unmake a gentleman.

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

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

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

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

11. See that you are in "study hall" at intervals between recitations. Loitering in hallways, on verandas, or on grounds between 8 a. m. and 1:15 p. m. may result in suspension.

EXPENSES

I. BOARD

The school year, from early September to the middle of June, covers a period of 40 weeks, including the Christmas holidays, and is divided into three terms.

The Fall Term, extending from the September opening to the Christmas holidays, varies, according to the earliness or lateness of the opening, from $14\frac{1}{2}$ to 15 weeks.

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

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

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

(1).. Board in Clubs:

Room	\$6.75 to 9.75
Table board	\$19.25 to \$22.50
Total per term	\$26.00 to \$32.25

(2). Board in College Hall:

Room	\$1.00 to \$5.00
Table board	\$32.50 to \$32.50
Total per term	\$36.50 to \$37.50

(3). Board in Private Families:

Room and Table Board	\$35.75 to \$42.25
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There being three terms per year, by multiplying the above figures by three we have the boarding expenses per year as follows:

(1). In Clubs	\$ 78.00 to \$ 96.75
(2). In College Hall	109.50 to 112.50
(3). In Private Families	107.25 to 126.75

2. BOOKS

(1). Second hand books	\$ 2.00 to \$ 4.00
(2). New books	3.00 to 6.00

The expense for books depends nearly altogether on the advancement of the student. The books of students in the lower grades cost much less than the books of those in the advanced grades of the courses, first, because the books of the advanced grades are more expensive, and second, because more books are required in the advanced grades.

Any student on completing a book, or on leaving school, may leave his books at the book-store, taking a receipt for them of the book-store manager, and when they are disposed of the money will be forwarded. By this arrangement those students who do not care to keep their books find that their book bill per year is little more than \$1.00, depending on how much they damaged their books before handing them over to the book-store for selling.

The book-store is in the school building and will hereafter be under the management of Mrs. Myers, the librarian. Books are sold at about 10 per cent. less than are paid for them in city and town book-stores.

3. ENROLLMENT FEE

This fee is \$2.00 per term, is payable in advance, and is never returned, even in case of sickness, no matter how short a time the student may be in attendance during the term.

4. TUITION

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

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

During the winter term he makes 76 per cent. on his algebra, 84 per cent. on his history, (he passed on his Greek history), 80 per cent on his grammar, and 88 per cent. on his physical geography, a total of 328 credits, which, divided by 4, gives him 82 per cent. general average on his winter term's work, 12 more than the minimum. Accordingly Mr. Ash is excused from paying tuition for the spring term, and so on till he fails to make his general average of 70 again, and students seldom make this mistake more than once.

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

5. LAUNDRY

This varies from 50c to \$1.50 per month, according, first, to the time of year, and second, the amount of starched and easily soiled clothing one chooses to wear. Most students pay from 75 cents to \$1.00 per month.

The above are necessary expenses at this school. Putting them to-

gether we have the yearly expenses at Marshall College as follows:

1. Board, according to plan.....	\$78. to \$126.75
2. Books	\$ 2.00 to \$ 6.00
3. Enrollment fees	\$ 6.00 to \$ 6.00
4. Laundry	\$ 7.50 to \$ 15.00
Total annual expenses	\$93.50 to \$153.75.

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

The records further show that the average necessary cost of a year's schooling at Marshall College is

LESS THAN \$125.00.

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

Can the strictest economist complain of expenses at this school or can he find more reasonable rates anywhere, where equal advantages are offered?

The members of the Drawing classes in the normal and academic departments, and the classes in chemistry will hereafter pay small fees for materials for those lines of work—see under head of "Drawing" and "Chemistry" in index.

By "Expenses" as outlined above we have had reference entirely to the regular normal and academic courses. For expenses in the special courses in which teachers are not salaried but receive their income from tuitions in their departments, see index at close of this catalogue.

Our special courses in which tuition is charged all students irrespective of what states they come from, are the Business courses (Bookkeeping and Stenography), the special courses in Art, Oratory, Vocal Music and Instrumental music.

DETAILS ABOUT BOARD

1. IN COLLEGE HALL.

College Hall is composed of two wings, one 40x90 feet standing east and west, parallel to Third avenue, and one 40x60 feet at right angles to the former, and parallel to Sixteenth street. All main hallways extend through both wings, and all floors are reached by the same stairways—two. On the Third avenue, or front side, is a double veranda

52x14 feet, and on the rear, connected with the Principal's rooms, is one 22x8 feet.

THE HALL is connected with the regular school buildings on first floor by means of double doors, which when opened make the school hall-way continuous with the College Hall hall-way, the entire length being nearly even 300 feet. When the school is not in session these doors are left open to give the young ladies of the Hall plenty of room for promenading.

ON SECOND AND THIRD FLOORS College Hall is not connected with the school buildings, a heavy brick wall with neither windows nor doors separating the two above the first floor.

This hall cost, including furniture, \$40,000.

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

No boys are admitted to the hall except in that part reserved for male teachers—the six rooms on the third floor at the extreme east end—and these must be of the best reputation. They and the male teachers reach this part of the building by way of a private east end stair case. There is a door between that section of third floor and the ladies' departments, to which only the wives of the male teachers have keys. The few boys are admitted to the hall only when there are not enough male teachers wanting rooms in the hall to require all the available space, and these boys are under the immediate supervision of the male teachers, while the young ladies are under the supervision of the lady teachers.

HOW PARENTS AND MATURE GIRLS regard this plan of boarding is best explained by the remarkable change in this respect since 1896. In that year nearly all lady students took private board in the city. The accommodations were so poor it was decided to build a new hall the next year—1897. That year the number of boarders in the hall increased from 13 to 25. Since then, though we thought we had built for 10 years to come, the number of calls for boarding in this hall has increased so rapidly that several girls had to be turned away in the spring of 1901, more than 20 in 1902, and during the session of 1902-03 not only was the hall full the entire year, but during the latter part of the session not only were all rooms filled,—several of them entirely too full,—but the outer room of the principal's office, the vocal teacher's studio, and the guest room were given up to bed-rooms; nor did the rush stop here; the larger parlor was given up to six young

ladies, and, rather than see those turned away who had come a long distance and whose parents insisted that their daughters should stay in the hall if at all possible, the principal gave up his dining room to two young ladies while he and his wife took their meals in a little bedroom too small to accommodate two girls.

For the first time the dining room proved to be too small to accommodate the number in the hall and the overflow had to take choice between "second table" and eating in a small corner. They chose the latter. Notwithstanding the fact that many girls paid for rooms three months in advance, all before they arrived, and notwithstanding the unusually large number crowded into the hall, more than a good-sized hall-full had to be turned away.

So, the increasing demand for room in the hall indicates very clearly what the public thinks of a hall connected with a school, a "home" hall where young ladies are protected from the demoralizing and, not unfrequently, dangerous influences that are met with in less carefully regulated boarding houses and private boarding places.

The chief advantages of a home hall like this are:

1. The protection assured young ladies against undesirable company, male and female.
2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.
3. The oversight of a matron whose sole duty it is to care for the girls.
4. Care and attention when sick.
5. Assistance when shopping.
6. Chaperons who can be trusted to diligently serve the young ladies.
7. Modern conveniences in the way of hot and cold baths, water facilities, good and regular heating, etc.

THE ARRANGEMENT OF THE HALL is as follows:

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

THE FIRST FLOOR is occupied by two stair-cases, the double parlors, matron's rooms, 'phone room, pantries, kitchen, dining room and hall-way.

THE SECOND FLOOR is occupied by the Principal's rooms, the guest room, 16 girls' and teachers' rooms, a bath room, stair-cases, two cross hall-ways and the main hall-way.

THE THIRD FLOOR is occupied by two bath rooms, stair-cases, one main and three cross hall-ways, and 22 girls' and teachers' rooms.

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

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

HOT AND COLD WATER is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes 9 gallons of hot water per minute: this heater is so regulated that by keeping a small gas jet burning all the time, a number of other jets are set a-burning the moment a hot water spigot is opened anywhere in the building, and hot water in abundance may be had at any moment night or day.

ALL BATH ROOMS have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate, and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

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

NEARLY ALL THE TEACHERS board in this hall.

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

ONLY REGULAR STUDENTS AND TEACHERS are allowed to board in the Hall. Brothers, sisters, parents and others may visit for a brief season, but in no case except severe sickness are they expected to remain any length of time.

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

THE ROOMS ARE FURNISHED with bedstead, mattress, wardrobe, dresser, chairs, table, light and heat. Students are required to furnish their own bedding, (except the mattress) their own napkins and tow-

els, and keep their rooms clean and in order. The simplest rules of hygiene demand this arrangement.

THE COST of board in College Hall for the session of 1903-04 remains the same as during the session of 1902-03, unless some unexpected failure of crops renders food-stuffs so high that an advance in rates would be necessary to insure good board. All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs. None will go toward furnishing the hall hereafter. Bills for furnishing the hall are paid out of the charges made for room-rent, and the matron herself furnishes her table-ware at her own expense.

TABLE BOARD is \$10 per month of **four weeks**, and is payable in advance to the matron of the Table Board department, Mrs. Quarrier, at room No. 6, first floor. No deduction is made for paying board for more than one month at a time, as it requires every dollar of the income from this source to keep up the table, and by the table we mean the food and service, as stated above.

NO DEDUCTIONS will be made from Table board for a shorter period of absence than **one week**, unless it be the closing week of the last term, when "days" will be considered. For example: If the last month this term have but three weeks and three days the board for that month would be \$8.60.

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

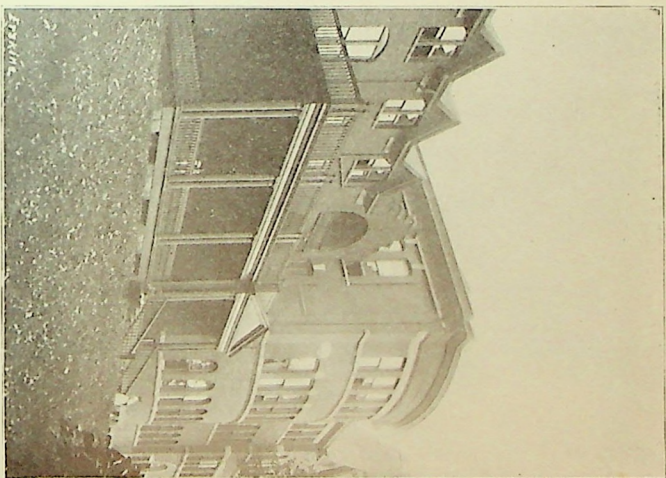
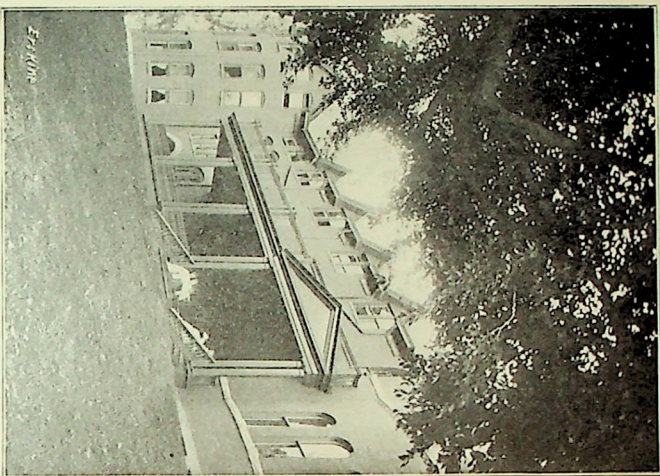
ONLY SEVERE ILLNESS will be regarded sufficient cause for absence when weekly deductions from table board may be made. Anything else simply encourages irregularity of attendance and unnecessary inconvenience in bookkeeping.

The principal's rooms are in the building and he has general oversight of everything connected with the Hall.

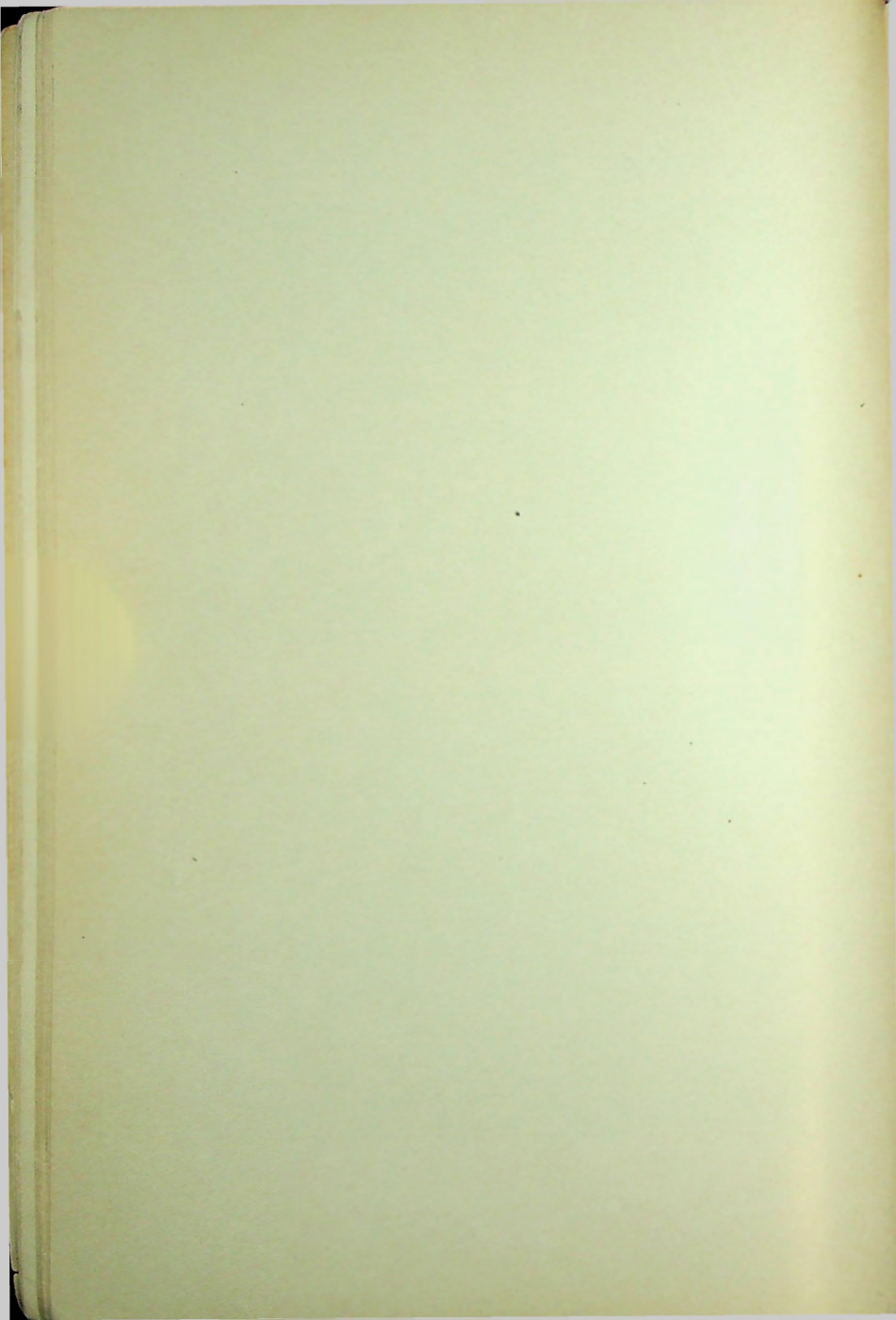
ON TIME to meals must be enforced to the letter. Otherwise there can be no system about the work.

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

ROOM RENT is \$5. per student for the fall term which is 15 weeks and one day in length for the year 1903-04, \$4.00 for the winter term, and \$4.00 for the spring term. But girls wishing to pay for the entire year will be allowed a reduction of \$1.00, that is, will be charged \$12.00 for the year when paid at the beginning of the school year, instead of



TWO VIEWS OF COLLEGE HALL TAKEN AT THE FOOT OF THE HIGH TERRACE







OUR FIRST STUDENT TO WIN
FIRST HONORS IN THE INTER-
NORMAL CONTEST— C. W.
Lively



OUR FIRST No. 700 STUDENT
Caldwell Riggs

\$13.00 if paid by the term. Room-rent is never refunded except when the girl who leaves before a term closes can find another girl to take her place in the hall, in which case the girl may pay the one who is leaving the room for the unexpired part of the term, the reason is quite evident when explained: There are always calls for more rooms than there are rooms to rent; and so some girls must be left out; and if a girl leave before the term closes not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose a part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is much less than is necessary to keep the hall in order, the state is obliged to enforce a rule of this kind to protect itself against the loss of needed funds. A few of the best rooms will be a little more than the regular rates for rooms, and two or three will be less than the regular rates.

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

Every bit of available space in the hall for the spring term of the session of 1902-03 was engaged two or three months in advance, and already at this writing, May 11, 1903, rooms for next year are being engaged—paid for—lest those engaging them speak too late.

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

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

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

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

ROOM RENT AND DAMAGE FEES are both payable to Mrs. Quarrier, who collects the table board funds, whose office is in Room No. 6 on first floor, see statement under head of Table Board. Mrs. Quarrier

collects all funds for the hall and refunds any money that is to be returned.

BEFORE DAMAGE FEES ARE RETURNED the student must get a statement from the Hall Matron. (not the Boarding Matron) certifying that no unnecessary damage has been done, or if any, how much it is, when the Hall Treasurer makes returns accordingly. Before the Hall matron can give this statement she must satisfy herself that her report is correct; for if damages not already accounted for be discovered at the end of the year, the principal will hold the Hall matron responsible therefor and deduct the amount from her income before final settlement with her. It is required, therefore, of the Hall matron, that she know exactly the condition of a room and the furniture therein when a girl moves into it and keep posted as to who is responsible for all damages outside of rooms, such as in hall-ways, on verandas, in parlors, etc. Broken chairs, settees, sofas, etc., etc., are paid for by the careless ones responsible therefor.

THE OCCUPANTS OF A ROOM are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

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

This carefulness should be observed especially in the following ways:

1. **Economy in the use of lights.** Common honesty toward the state would require that no lights be kept burning when not necessary, just as in domestic economy.
2. **Care of furniture.** All necessary breakage or destruction of property either in the school or in the Hall should be studiously avoided.
3. **Windows should Always be closed** when leaving the room, except when out for just a moment. No one knows just when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

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

ESPECIALLY IMPORTANT.—Read the following carefully before entering Marshall College as an occupant of College Hall:

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

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

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

Be it said to the credit of the young ladies of the hall who were with us during the past session,—1902-03,—there was much more of the cordial, homelike, self-governing spirit than we have ever had before, and there were more girls than ever before in the hall. The real wonder is, how little of unpleasantness could be possible with the number of persons and the diversity of natures that were housed in one building and fed at the same table-sittings. It is gratifying to note, however, as one explanation, that the class of families represented has been gradually on the up-grade from year to year, till we now number among the patrons of the hall some of the best families of this and other states. But whether wealthy or humble as to this world's goods the spirit of cordiality is the same as if all were equally blessed with financial successes. There is no discrimination or favoritism because of these things; all are on the same footing, and those possessed of more of the means that minister to material comforts vie with the rest in trying to do something to make all about them happy. Indeed the popularity of the hall is largely due to the disposition of every one therein to try to make new girls feel "at home" at once and old girls always "at home." The first serious insubordination for years occur-

red in the Hall within the past year, and light was the penalty compared with the thoughtlessness of the guilty, very much lighter than it will ever be again, should anyone repeat it. The Hall is for girls who know their places and who are willing to keep in their places without policing the Hall. We want no girls who require this and shall certainly get rid of them as soon as we find we have such.

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

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

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

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

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

These Saturday evening socials are under the supervision of the teachers and matrons, and continue from 8 to 10 p. m. It is not a time nor the place for young men to "specialize in some corner." It is an open social and each must help to entertain all. This we regard "calling" enough for any school girl.

3. Callers from the homes or immediate neighborhood of young ladies, except by parents and brothers and sisters, are permitted only in cases where the father has written Mrs. Naomi Everett, the dean of the lady members of the faculty, and even then she must exercise her judgment. Such letters of permission are kept on file in the principal's office as long as the young lady is a member of the school.

4. STUDY HOURS are from 2:00 to 4:30 p. m. and from 7:00 (7:30 in late spring), to 9:45 p. m., during which time no visiting is permitted, and quiet must be maintained. This is essential to good study.

5. LEAVING THE GROUNDS is allowed only when permission has

been obtained from the Hall matron. We must know where the young ladies are if we are to be responsible for them.

6. Parents often give permission to their daughters to go out to spend the night in the city or neighborhood. This may seem a simple permission to them; but we who know the city and its people better than they, deem this a very unwise permission and it cannot hereafter be given. The daytime is long enough for city calls.

HEREAFTER, as much as we respect the judgment and good intent of parents making these special requests, They will not be granted except in so far as in harmony with what we, on the scene of action, regard best for the young ladies of the Hall.

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance. No additional ones need be asked; they will have to be ignored.

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

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

We therefore very respectfully notify parents that when they send their daughters to the Hall they must send them subject to the government of the Hall; We can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any way conflict with our Hall government, they cannot be granted.

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

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

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

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

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

Strange,—Now and then a parent brings one or more daughters to the Hall and not only speaks in their presence of the probability of their getting homesick, but even stays in town one or more days to see whether they really do become homesick, (who would not, under such circumstances?), calls two or three times per day while here to inquire whether they are homesick and then finally leaves with the parting advice that if they get homesick they may come home. **Odd! Odd in the extreme!** Yes, more. To one who has been trained in that "home school of obedience" which simply said "go," "come," "stay," accordingly as the parent decided, and we did "go," "come," or "stay," such latitude to children seems dreadful. Children with such instructions invariably are whiny, hard to please, hard to get along with, undesirable in many ways. If parents send children here with liberty to

do their own choosing (the children do their own choosing) we prefer not to have them. Unless parents care to see where their children are going and those in whose care and training they are to be placed,—which are excellent things to do,—it is better to send the daughters and give them a lesson in self-reliance in coming alone. We always want to know the parents, if for no other reason,—and there are many—to know how and to what extent to allow for the peculiarities of the child, for we all have our peculiarities.

During the year 1902-'03 for the first time College Hall has been in charge of two matrons, one for the boarding department and one for the care of the young ladies. So much better do we find it than when teachers had to be impressed into this detail work, that it will be continued, but continued with this difference from the arrangement for the year 1902-'03: Instead of having the work of the two matrons overlap and interchange, the matron of the boarding department will do nothing but oversee that department, except a few detail duties to be specified, and the hall matron will make it her exclusive business and hers only, to look after the care of the Hall and the needs of the girls. It is quite better to observe the rule "this one thing I do" rather than to try to follow that less safe one, "these two things I try to do." This will save friction, labor, and trouble. The Hall-matron for 1902-'03 has resigned and will be succeeded by a maturer woman, one selected chiefly because of her knowledge of girls, their needs, and how to meet them. There is no more responsible position in the school below the principalship than this place. It may not require so much education as other places—though that is very important—but it requires a liberal amount of good judgment, common sense, Christian character and culture, innate refinement, and a knowledge of ailments and diseases with something of up-to-date treatment of them. It requires a kindly nature and a sympathetic but firm disposition. Such it is our purpose to place in charge of the Hall next year. Miss Hudson has done well for one inexperienced, and her fine character has had its wholesome influence; but she prefers to re-enter the kindergarten work.

A NEW RULING: Heretofore, in a few cases of capricious appetites and convalescence from ailments we have permitted those who had rooms in the Hall to take their meals outside for a time. Per se there is little objection to this, but the example has called for numerous explanations and refusals to others, have caused unpleasantness. Hereafter, under no circumstances will it be permitted. Those who have rooms in the Hall will take their meals there all the time and when they cease to do so even for a few days we shall have to ask them to change their rooms. Any one feeling so inclined will please not ask this privilege again. It cannot be granted; we are sorry.

2. IN CLUBS.

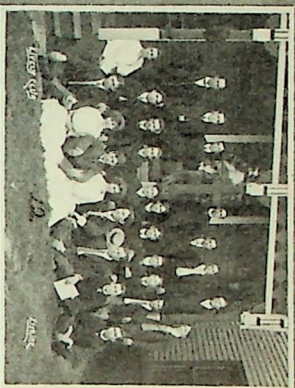
This kind of boarding has been adopted at this school with results so encouraging that it is a permanent feature of our boarding systems here. The first ladies' club, known as the *Martha Washington Club*, was organized at the opening of the spring term of 1902 and R. E. Steed, a member of the senior class, from Lincoln, was appointed by the boarding committee of the faculty, to manage it. Mr. Steed did it so well, that to him in no small degree is due the success of this new boarding venture.

The organization of the club was due to the fact that College Hall could no longer accommodate the lady students from a distance even after a good per cent had secured private boarding. Mr. C. E. Hedrick, of Putnam, had charge of the club during the past year and kept the standard up to the excellent level on which Mr. Steed established it. The club retains its original name, and will doubtless continue to do so.

The expenses of board and room on this plan averaged the young ladies only \$8.50 per month the first year. This seems almost phenomenally cheap, and yet the boarding club was made up almost exclusively of young ladies who came from excellent homes, many of them from homes of wealth, hence of young ladies who had been accustomed to plenty and of first quality, and who would not be satisfied with anything short of good board. As a matter of course they could not live luxuriously nor yet on dainty, expensive dishes, but they had an abundance of good food and variety enough to keep them on the increase in flesh.

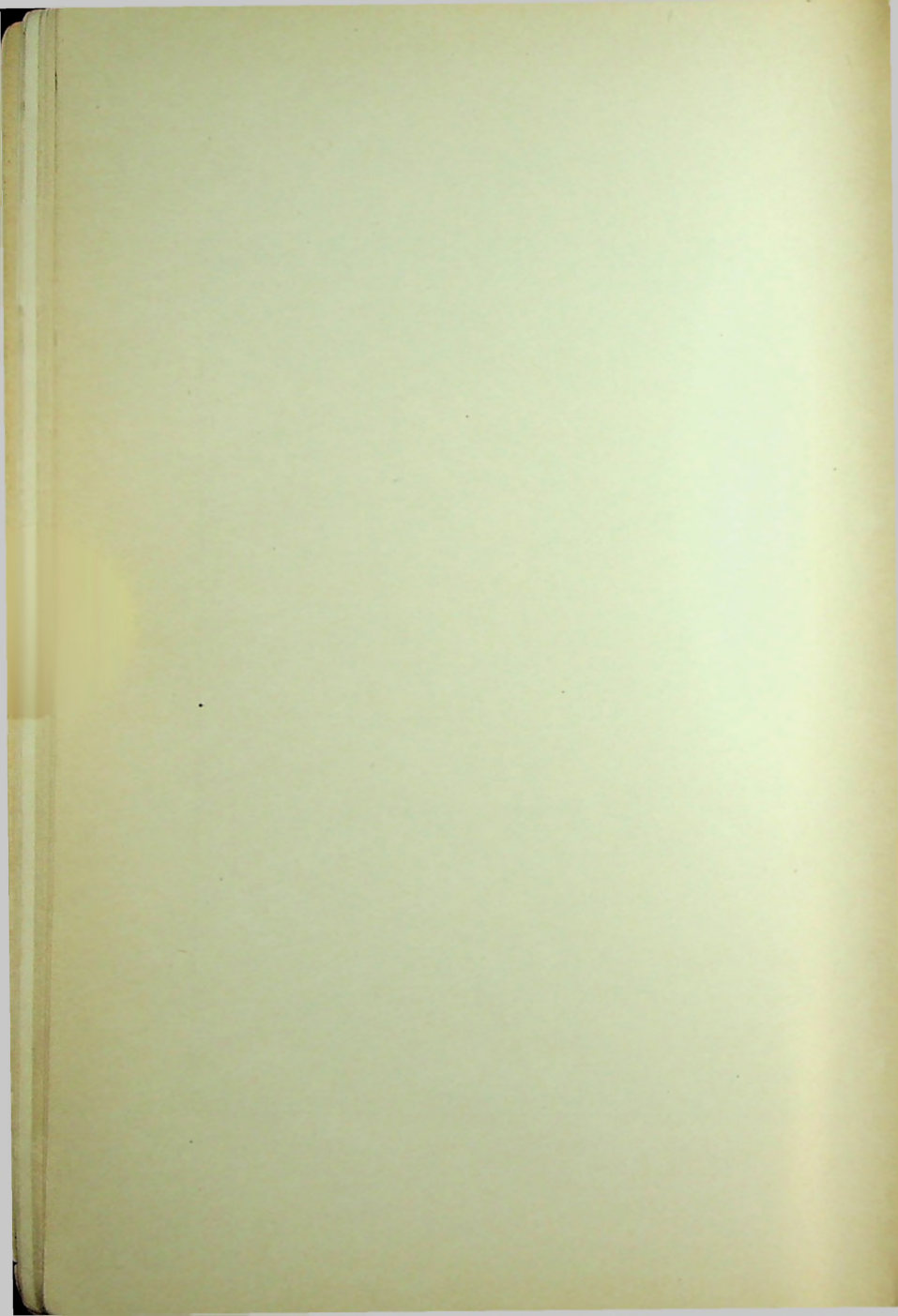
The total average expenses per month for board in the *Martha Washington club* during the year 1902-'03 was \$8.90, the increase over the preceding year being due to several of the girls having chosen more expensive rooms than during the preceding year. The table board was about the same as during the preceding year. Even at \$8.90 per month for good board including a well-furnished room in a good part of the city,—who can offer a better showing for young ladies who wish to attend school?

The question is often asked by parents and young ladies, "can you recommend club board for young ladies?" We answer thus: For young ladies who are old enough, well balanced, and in earnest about their education, we unhesitatingly recommend it as entirely above criticism. It is cheap, good, and eminently respectable. For young girls who have older girls to look after them it is also a good thing; but for girls who are at school for the "name" of the thing, to have a "good time," or who are not sufficiently mature to have themselves under proper discipline, for such we cannot recommend it; there is but one

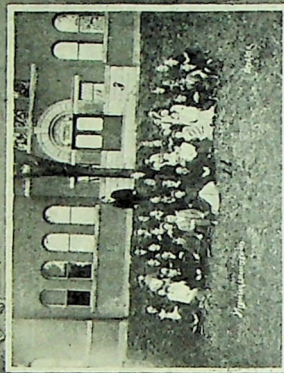
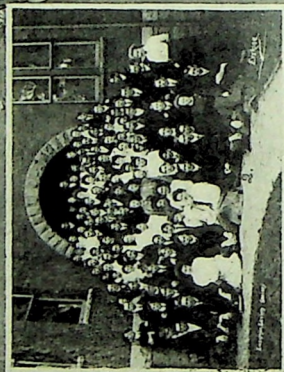


No. 11.—Washington Boarding Club
No. 12.—Lively Boarding Club

No. 2.—Jackson Boarding Club
No. 4.—Jefferson Boarding Club







Upper Left, Monroe County Students, 5 absent.
Upper Right, Martha Washington Boarding Club
Lower Left, Erosophian Literary Society.
Lower Right, Virginian Literary Society.

proper place for such, and that is in College Hall; and unless they soon change their purpose in coming to school from having a "good time" or "for the name of going to school" to the more sober one of coming for improvement and for good solid work, we have no place at all at this school for them nor do we want them. Not unfrequently, however, have we just such girls, and after here a few weeks,—sometimes a few months even—they become very excellent students, often our best students. It is not wise to prejudge a girl in her 'teens too sharply. The same may be said of a boy.

If any young lady have any hesitancy about choosing club board and feels that she would like further information on the subject, it would be well for her to write one of the maturer young ladies who had this kind of board during the year 1902-'03, and no one will give a safer reply than Miss Aura Stevens of Alderson, W. Va., who will be one of the teachers in the model department with us next year, who is a teacher of several years experience, and who will state the situation just as she found it.

What is Meant by Club Board.

Somewhat fully outlined, club board is conducted on the following plan:

1. A young gentleman, one of our older students, is appointed by the principal to take charge of the club, engage some good, honest woman in a good part of the city to open her dining room to the club, and cook and serve all meals. The young gentleman appointed is called the manager, and it is his further duty to do all purchasing of food stuffs, have them delivered at the house, keep a close and strict account of every item bought, keep his accounts in such a form that his books may be inspected at any time by either the principal or the members of the club, pay the woman for cooking and serving the meals, and at the end of each week ascertain the cost of board per student for the week, collect the amount from each, settle all bills for food, in short keep an itemized account of all expenses and do all purchasing and paying bills.

2. The manager is allowed his table board for his labors in managing the club.

3. The members of the club engage rooms in the private homes in the neighborhood of the club (as near as they choose or as far away as they care to walk for their meals), and report to the club for their meals. The only difference between club board and private board is the following:

1. In private board the student has his room and takes his meals with the same family. In club board he has his room with one family and takes his meals with another in the neighborhood one or more squares distant.

2. In private board the student pays so much per month for board and room together, \$11 to \$13 per month in Huntington, while in club board the student has his room with one private family, and takes his table board with another family, in the immediate neighborhood, both room and board costing on an average in all our clubs, \$8.90 to \$9.50 per month, the room just as good, as well furnished, and in as good portion of the city as private board, and the table board as good. In one case the student has to go out of doors to another house for his meals, while in the other (private board) he takes his meals in the same house.

The question may be asked, "what are the advantages of club board over private board?" We answer: In club board more students eat together, are thrown together more, and hence come to know each other better and to have more interest in their fellow students. It develops the social feature of college life more, it compels students to get out in the air more, it is decidedly cheaper, and the food is just what, and as much as, the boys choose to have it.

The advantages in favor of private board are, that one does not have to go out in the weather to one's meals, and if with a good family, one comes to know the family better by taking his meals with them, hence they take more interest in the student in some cases.

We have explained the subject of "club board" much more fully than will seem necessary to most readers, but the number of inquiries as to details about club board that have come to this office during the session of 1902-'03 shows that our explanations in the last catalogue were not clear enough, hence our fuller explanations in this issue.

Only ladies are permitted to board in the ladies' club, so that, if there be young ladies who prefer a club made up of young ladies only, they can be accommodated. Of course the gentleman manager takes his meals with them.

Some of the gentlemen's clubs have a few ladies in them and some do not. In some cases a business man or two, a teacher or two from the college and from the city schools, and one or more ladies who are not students have been admitted to the gentlemen's clubs, but only that class of persons whose influence among the young men is altogether healthful, and then only a few, for it is easy to have more outsiders than are good for the college spirit of the club, and all the clubs must be kept under the closest supervision of the college—distinctly college clubs, managed by students and under the oversight of the principal and the chairman of the boarding department, Prof. Fitzgerald.

The following are the names of the students' clubs that were conducted during the session of 1902-'03, their location in the city, the

names of the managers, and the average rate per month, rooms and table board both included:

Martha Washington Club, C. E. Hedrick, manager, 318 Thirtieth street	\$8 90
Jackson Club, B. L. Pettry, manager, 1839 Third avenue....	\$9 25
Jefferson Club, W. O. Bobbitt, manager, 1649 Eighth avenue..	\$9 75
Washington Club, H. C. Humphreys, manager, 1132, Fourth avenue	\$9 40
Webster Club, C. W. Lively, manager, 1208, Seventh avenue..	\$9 40
Franklin Club, H. B. Lee, manager, 1623, Eighth avenue	\$9 70

It will be seen from the above that some of the clubs enjoy good things to eat better than others, and some are stricter economists than others. This is one advantage of a club, perhaps the chief advantage, that the club can have just what they want, when they want it, and can regulate their own rates for table board; and if one club become too economical for a boy or girl, he can choose one of the higher priced ones, and vice versa.

Managers of clubs are appointed by the principal and the chairman of the boarding department, and preference is always given to a member of the senior class, second choice to the junior class, third choice to third year students, and so on down to first year students who seldom are given the place of manager. In all cases the manager shall be a young man who is paying his own way at school or whose parents are poorly able to send him, but are trying to do so, and in all cases he must be a mature young man; young boys are never entrusted with places of so much responsibility. It goes without saying that the manager must be a young man in whom the teachers and students have the fullest confidence both as to his morals and his honesty, and no young man who fails to do his work satisfactorily in school will hereafter be given charge of a club, and any bad habits or serious misconduct may result in his being dropped from the management of his club if the principal know it.

Club boarding has not only been and is now one of the special advantages this school offers to worthy young men and women who prefer to spend no more money than is necessary for good board, but it is beyond doubt rapidly becoming the popular and the right way for young men at school to board, and many young women too. It was the writer's plan of board when a student at college, and he very cheerfully recommends it. There will always be those who will prefer private board for reasons that are peculiarly their own.

The hall system will always be the most popular for young ladies because of the protection assured them there, but some will find club board their preference.

3. IN PRIVATE FAMILIES

No criticism could possibly be offered to good board in a good private family. Where the parents of the family are people of culture and refinement, the children are worthy companions for students, the home a Christian, well-governed one, and the parents willing to assume the same kindly oversight they would over their own children, certainly private board is next to, often better than, home board; but it depends almost wholly upon the family and not upon the price of board.

Each year fewer of our students take private board. During the past year many students of wealthy parents who began with private board at the opening of the year changed to college hall or to club board.

But we shall always keep on our list of boarding places the names of a number of good families where private board may be had so we may accommodate those who prefer it.

GENERAL INFORMATION AND SUGGESTIONS

The school is 66 years old. It was organized as a church school, and remained such for 30 years, after which it passed under state control.

The buildings are new, all having been built since 1895 except one section, which was remodeled, inside and out, in 1899, hence is virtually new also. As they now stand they cost, exclusive of furniture, apparatus, etc., \$95,000. See index for "Buildings and Grounds."

The grounds are unusually fine—the best that belongs to any of our state institutions, 16 acres in the center of the city of Huntington, hence very valuable.

The support of the institution comes from legislative appropriations, from enrollment fees which every student pays, and from tuitions charged all students in five departments, and non-residents of the state in all departments. See under "Expenses."

THE SCHOOL YEAR is composed of 40 weeks, and is divided into three terms:

1. The Fall Term, begins with the September opening—the second Wednesday of September—and extends to the Christmas holidays.
2. The Winter Term begins with the January opening and extends to the last week in March.
3. The Spring Term begins with the last week in March and closes with the June commencement.

The exact dates for the opening and closing of each term for the year 1903-'04 are given on page 5 of this book.

WHO MAY ENTER

1. Any male student 14 years of age or over, and any female student 13 years of age or over may enter either the normal or the academic department, provided they be of good character and able to carry our work.

There is no age limit for the Oratory, Art, Vocal Music, or Instrumental music departments, but here also good character is a requirement for entrance.

3. There is no age limit for the Business department but students should be well started in their 'teens, should spell well, know English grammar well, and should be good in mathematics. But any student of the Business department may take any study or studies he chooses in the regular academic or normal courses with only 50c additional charges per term of 3 months.

Every student who comes to us acquainted with none of the instructors here must bring a letter of recommendation from some good citizen not related to him or her. This rule will be enforced to the letter.

Just What Steps are Necessary to be Taken Before a Parent May Enter a Child or a Young Man or Woman Enter, Himself, or Herself: The following:

1. Get the following letter written and duly signed by some good, influential citizen in no way related to the one who wishes the letter: "To the Principal of Marshall College:

"I,(name here)....., of(P. O. here).....,(county here), (state here)....., do hereby certify that the bearer, M.....(name of student here)..... of(P. O.).....,(county).....,(State)....., is a young man (or woman) of excellent reputation, of good moral character, and will, in my opinion, make a desirable student at the school of which you are principal. I unhesitatingly recommend him (or her) as worthy of all the attention and assistance the instructors of the school may feel able to give.

Signed.....(name).....
(P. O.....
(county).....,(state.)..

.....(date)....."

Is this all that is required, some one may ask. We answer, this is all, provided the applicant feel that he can carry the work here; if any doubt, it is then well to write the principal stating just what school work has been done and he will answer AT ONCE whether the applicant is sufficiently advanced to enter the school,

WHAT ABOUT AN APPOINTMENT: Let that alone, please, until the student arrives here; that can be attended to by the principal.

The reader will please consult the index under head of "Appointments" and read the article referred to there carefully.

WHY CALLED "MARSHALL COLLEGE." In honor of Chief Justice John Marshall of the Supreme Court of the United States, immediately after whose death the institution was established; and when the school passed under state control in 1867 the state legislature ordered that it should be known as "Marshall College" thereafter.

LOCATION: The school is located at Huntington, Cabell county, W. Va., according to the census of 1900, the largest city in the state except Wheeling. The distances to various points well known to our readers are given below:

Place	Miles.	Place	Miles.
Ohio line, Ohio river between		Pittsburg, Pa.	293
Kentucky line	8	Richmond, Va.	419
State Capital, W. Va.	50	Washington, D. C.	437
Parkersburg, W. Va.	123	Chicago, Ill.	467
Cincinnati, O.	162	Baltimore, Md.	481
White Sul. Springs, W. Va. ...	192	Philadelphia, Pa.	577
Wheeling, W. Va.	215	New York City	667

RAILROADS AND RIVERS by which approached: In addition to the conveniences of approach to Huntington by way of steamers on the Ohio river, the N. & W. Ry., the C. & O. Ry., the B. & O. Ry., and the Camden Inter State Electric Ry., and the Guyandotte Valley Ry., all run into the city except the first named, which crosses the river 8 miles below and passengers are transferred to Huntington either by Ohio river steamers, or by any of the next three named railways, all of which connect with the N. & W. Ry.

Students coming over the N. & W. Ry. should transfer to the Camden Inter State Railway at Kenova. The fare from Kenova to Huntington is only 10 cents. One fare (5c) is collected immediately after boarding the car, and another fare (5c) after reaching Kellogg. When paying this last fare BE SURE to ask the conductor for a transfer to the Third avenue line. Stay on the car till it reaches the corner of Third avenue and Tenth street, then get out and wait for a Third avenue car going east which will bring the passenger directly to the college gate. There are always a number of persons at the corner of Third avenue and Tenth street who can tell the student which way is east or toward the college should he get "turned around" as one frequently does in a strange city. Cars on the Third avenue line run every 15 minutes, and from Kenova every half hour. There is freight

accommodation on this Ry. system hence the student can have his trunk brought direct to the city. Either the C. & O. or the B. & O. train would bring both passenger and trunk from Kenova to Huntington for 25c, but the advantage over the Camden road is that cars pass much oftener and they bring passengers direct to the college with only the few minutes wait at the corner of Third avenue and Tenth street.

Further or fuller information will be cheerfully furnished if not found by reference to the index. Do not hesitate to ask as many questions when writing as you feel that you need to ask. It is a real pleasure as well as a duty, to answer them for any one who wants information with a view to entering school or entering a child. You cannot worry us with questions so long as they are proper ones and asked with proper motives.

For information concerning the work in the different courses and the different subjects studied in each course, see the index under the head of "Details about the Work."

ORGANIZATION OF NEW CLASSES

It will be of considerable interest to students to know that the studies named in the normal and academic courses are taken up, not only in the order named—see course of study—but many will be repeated once or twice each year. For example:

New classes in geography, arithmetic, mental arithmetic, first year grammar, second year grammar, algebra, Latin, rhetoric and geometry, are organized at the opening of each term instead of but once per year; and classes in physical geography, U. S. history, general history, Greek history, Roman history, English history, vocal music, geology, civics, and Greek, (and German and French if five or more call for them who were not in school during the fall term) will hereafter be organized at least twice per year if called for.

Whenever a student wishes to begin work in grammar, rhetoric, Latin, written arithmetic, mental arithmetic, algebra, or geometry, he can be accommodated no matter when he enters, though it is better to enter as near the beginning of a term as possible. The arranging of classes to accommodate students as above outlined means adding at least 50 per cent to the work of the teachers, but it seems necessary, and we believe it is the right thing.

Read carefully our regulations for allowing credits for work done before coming to Marshall College,—see index for page on which this subject is discussed. It would be well for many to read our list of "Required Readings,"—see index—since some of this might be done

at home if the books be convenient; if done at home notes should be carefully and fully taken for there will be quizzes on these readings.

It will perhaps be advantageous to some students to read "Cautions about the health" on another page. Some students are entirely, even criminally reckless about their health and could be saved much inconvenience, some doctor bills, and perhaps some pain by taking a little notice of the cautions referred to.

FULL YEAR ATTENDANCE

Only five years ago was it the rare exception that students from a distance came to attend school the entire year. Now, a large per cent of our attendance from a distance is for the full year; and what a difference in the work and in results! What a difference in the system and thoroughness with which class work is done! What a difference in the entire work of the school! and what a difference to the students in their relations to the school as well as in the thoroughness of their work! The class work is much better, the work is easier yet more thorough, the literary societies are better, there is MUCH more reading and investigation, the college spirit is remarkably improved, the social feature is so much better it seems another place, the students enjoy the school better, like their school mates better because they have time to get acquainted with them, there is more home-likeness about it, there is more enthusiasm, chapel is more interesting and better, every phase of the life and work of the school seems absolutely rejuvenated; and why? Just try attending school by piece-meal once and then try it by the full year and any one will quickly see the WHY. The very atmosphere of the school changes for the better to both student and teacher for the simple reason that the school becomes the home of the students in a large measure; they are here three fourths of the year; if here but one term the school seems more like a work-shop or visiting place. It takes time to convert a new place into home-likeness. It takes time to learn to like strangers well. It takes time to learn how to study. We candidly believe that more solid results are derived from one continuous session of 9 months than in 15 months of broken attendance. Has the reader ever attended school three or four days per week and missed one or two days per week? Has he ever missed about one recitation out of three? Or, has he ever taught and had a pupil do these things? If so, how about the progress made? How about the interest in the work? This is the same thing on a smaller scale as attending school by broken terms.

Most of those who formerly came by single terms did so because they thought it impossible to do otherwise owing to their financial

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

There are even thousands of young persons solving this problem this way every year. At Marshall College are at least 50 young men and women each year who solve this problem without any help. Some do janitor work at the school building, some manage students' clubs, some wait on tables and assist in house-work in private homes and boarding houses, (not simply girls; boys as well; indeed they are mostly boys.) some assist our city livery men, some work at the barber's chair at evenings and on Saturdays, some do work on Saturdays, holidays and special days in dry goods stores, groceries, and other mercantile houses, and so on through the list. The principal does his best to assist in procuring such places, but the majority of the boys who thus earn their school money skirmish around and find these places. Only a few days ago one of the large dry goods houses in the city called up the principal over the phone, saying he could use six or eight young men every Saturday in his store. Many of the young men thus get employment for the summer at wages much better than they can command at home and stay here from one year's end to the next till through school.

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

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

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

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

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

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

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

NORMAL COURSE OF STUDY

SPRING TERM	WINTER TERM	FALL TERM
First Year		
Arithmetic	Arithmetic.	Arithmetic.
Geography	Geography	Physiology
Grammar	Grammar	Grammar
U. S. History	U. S. History	Bookkeeping.
Second Year		
Mental Arithmetic	Algebra	Algebra
Advanced Grammar	Advanced Grammar	Higher English
General History	Greek History	Roman History
Physical Geography	Civics	Botany
Vocal Music		
Third Year		
Algebra	Algebra	Algebra
Rhetoric	Rhetoric	Rhetoric
Latin	Latin	Latin
Zoology	English History	Geology or Astron.
	Vocal Music	
Junior Year		
Geometry	Geometry	Geometry
Amer. Literature	Eng. Literature	Eng. Literature
Latin	Latin	Latin
History of Education	Economics	Theory and Practice
		Vocal Music
Senior Year		
Physics	Physics	Physics
Trigonometry	Chemistry	Chemistry
Psychology 3	Psychology 2	Ethics 3
Biblical History	Pedagogy 3	Pedagogy 2
Moral Education 1	Child Study 2	Edu'l Psychology 2
Teacher's Training Work.	Teacher's Training Work.	Teacher's Training Work.

See "Notes on the Course of Study," and "Required Readings" on the pages following. Consult index "The Training Department," for the full course in our Normal Training work.

A CADEMIC COURSE OF STUDY

FALL TERM	WINTER TERM	SPRING TERM
First Year		
Arithmetic	Arithmetic	Arithmetic
Geography	Geography	Physiology
Grammar	Grammar	Grammar
U. S. History	U. S. History	Bookkeeping
Second Year		
Mental Arithmetic	Algebra	Algebra
Advanced Grammar.	Advanced Grammar.	Higher English
General History	Greek History.	Roman History
Physical Geography	Civics	Botany
Vocal Music		
Third Year		
Algebra	Algebra	Algebra
Rhetoric	Rhetoric	Rhetoric
Latin	Latin	Latin
Zoology	English History	Geology or Astron.
	Vocal Music	
Junior Year		
Geometry	Geometry	Geometry
American Literature	Eng. Literature	Eng. Literature
Latin or French	Latin or French	Latin or French
Greek or German	Greek or German	Greek or German
		Vocal Music
Senior Year		
Physics	Physics	Physics
Trigonometry	Chemistry	Chemistry
Latin or French	Latin or French	Latin or French
Greek or German	Greek or German	Greek or German
	Mediaeval History	Modern History

See Notes on "The Course of Study" and "Required Readings" on the pages following.

NOTES ON COURSES OF STUDY

ADDITIONAL TO THE COURSE

The work in drawing at this school has been considerably enlarged and continues to be compulsory.

No student is permitted to graduate till he or she can read music at sight, and has passed the vocal music examination with not less than 80 per cent. No charge is made for class work in vocal music.

All students are required to take work in spelling or orthography in some form, unless excused by the principal after advising with the faculty, and no one is permitted to graduate till he or she has passed the senior examination in orthography.

Penmanship is compulsory when in the judgment of the faculty it is deemed best for the student. The instruction is given by a professional teacher of penmanship, and no charge is made.

After the session which closes in June, 1904, a final examination in arithmetic, mental and written, also in political geography and U. S. history, will be required of all members of the senior class, normal and academic, sometime within the senior year. The class of 1904 will not wholly escape these.

CREDITS

Those holding No. one county certificates issued under the new law, also any experienced teacher holding a No. one certificate or its equivalent, will receive credits on the following subjects, provided he has made 90 per cent or above on these subjects, and provided further that his work as student here indicate that his scholarship is of such proficiency as will justify our giving these credits, and provided finally, that our "Required Readings" requirements be complied with: 1. Written Arithmetic. 2. Mental Arithmetic. 3. Geography. 4. U. S. History. 5. General History. 6. Penmanship. 7. State History. 8. Bookkeeping. 9. Physiology. 10. Orthography, provided the applicant for credits pass our final examination on this subject with a standing of 90 per cent.

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

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

Credits will be given on any other subject in the normal or academic whenever the applicant for credits can produce a written statement from a school whose work can be approved. For example, any of the other State Normals, Buckhannon Seminary, the State preparatory schools at Keyser and Montgomery, and a few others.

To get credits on any subject not named on a county certificate the following information must be furnished: 1. The school. 2. The teachers under whom the work was done. 3. When. 4. Length of recitation. 5. Time spent on the book. 6. What text. 7. The teacher's qualifications under whom the work was done. 8. Outside reading done. Blanks for this purpose are furnished applicants, who may send them to the schools where the work was done for filling out and signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that, in case the applicant afterward prove deficient in the subjects on which credits have been given, we may discontinue that school as an accredited one, or refer the one who discovers the imperfection to the records to show that the work was not done here.

No student, however, no matter how many credits he may have, is permitted to graduate without having spent ONE FULL YEAR at this school, except by special permission of the state board.

REQUIRED READINGS

Many applicants for credits in this school seem to think the teachers somewhat arbitrary about the number of credits given. If they will but examine the lists of Readings required in connection with the various subjects enumerated below, REQUIRED of every student who takes these subjects here, they will understand why we hesitate to give credits when the work has been done where there were no library facilities and little or no Required Readings in connection with the work in English, history, civics, the natural sciences, etc. In addition to those required as outlined below, there are several other subjects with extensive Required Readings, especially in the Professional

Work; these will be found further over in this book under the head of "The Training Department," see index; and in addition to our REQUIRED Readings, the reference work covers a still wider scope and is a part of the work of the class as well as the Required Readings. Students who have done work where there were no library facilities will therefore understand why we exact certain reading requirements before giving credits in any of the subjects which students who do all their work here are required to read and to constantly refer to, maps, and other apparatus included as well as reference books. We give below the Required Readings in those subjects requiring most reading, except the Training subjects which see further on.

1. IN ENGLISH

a.—IN INTERMEDIATE GRAMMAR

Two of the following must be read each term by every member of the class:

LOWELL: Vision of Sir Launfal. LONGFELLOW: Evangeline, Miles Standish, and Hiawatha. HAWTHORNE: House of Seven Gables, Twice Told Tales, and Wonder Book. IRVING: Sketch Book. HALE: Man Without a Country. HOLLAND: Seven Oaks and Arthur Bonnicastle. WARNER: Being a Boy, and How I Killed a Bear. SEWELL: Black Beauty. COOPER: Pathfinder, Prairie, and Pioneer. Selections from Holmes. THOMPSON: Wild Animals I have Known. JACKSON: Ramona. GARLAND: Boy Life on a Prairie. ALCOTT: Little Men and Little Women. YOUNG: Book of Golden Deeds, Arabian Knights. COWPER: John Gilpin's Ride. DEFOE: Robinson Crusoe. MILLER: True Bear Stories. COX: Tales of Ancient Greece. MULOCK: John Halifax. SWIFT: Gulliver's Travels. BUNYAN: Pilgrim's Progress. KIPLING: Jungle Book and Second Jungle Book. STEVENSON: Treasure Island. HUGHES: Tom Brown's School Days.

b.—IN ADVANCED GRAMMAR

At least two of the following must be read each term by every student in the class:

SCOTT: "Marmion," "Ivanhoe" and "Lady of the Lake." HOLMES: "Autocrat of the Breakfast Table." WARNER: "My Summer in a Garden." BLACKMORE: "Lorna Doone." GOLDSMITH: "Vicar of Wakefield," and "The Traveler." KINGSLEY: "Westward Ho!" GOLDSMITH: "The Deserted Village." ADDISON: "DeCoverley Papers." BYRON: "Prisoner of Chillon." COLERIDGE: Ancient Mar-

iner." ELIOT: "Silas Marner." GRAY: "Elegy in a Country Graveyard." DRYDEN: "Telamon and Arcite," "Alexander's Feast." MACAULAY: "Lays of Ancient Rome." KEATS: "Eve of St. Agnes." SHELLEY: "Ode to the Skylark." BURNS: "Tam O'Shanter." DICKENS: "David Copperfield," "Christmas Stories." BULWER: "Last of the Barons."

c.—IN RHETORIC

Two volumes each term, assigned by the instructor from the following list:

IRVING, SCOTT, HAWTHORNE, DICKENS, HOLMES, WARNER, ARNOLD'S Essays, CARLYLE, LAMB'S ESSAYS, DEQUINCY, BURROUGHS, AMERICAN Statesmen Series, Aurora Leigh, Lucile, Silas Marner, Lorna Doone, An Egyptian Princess, John Halifax, Gentleman: CHURCH: Translation of Plato's Trial and Death of Socrates. LORD DERBY: Translation of the Iliad. LANG: Translation of the Iliad. BRYANT'S Translation of the Odyssey. BUCKLEY'S Translation of the Aeschylus. LANCIANI: New Tales of Old Rome. MACAULAY: Lays of Ancient Rome. KINGSLEY: Greek Heroes. SPARKS: Men Who Made the Nation. COOKE: Virginia. FISKE: Beginnings of New England. Franklin's Autobiography. Short Studies on Great Subjects.

SELECTED CHAPTERS ASSIGNED BY THE INSTRUCTOR FROM THE FOLLOWING LIST:—WORDS AND THEIR WAYS IN ENGLISH SPEECH.

GREENOUGH AND KITTREDGE. BATES: Talks on Writing English. PECK: What is Good English. BRANDER MATTHEWS: Parts of Speech. RICHARD GRANT WHITE: Everyday English. ALDEN: The Art of Debate. HOLYOKE: Public Speaking and Debate. BUCK: Argumentative Writing. BAKER: Specimens of Argumentation. CHUBB: Teaching of English. DOYLE: Introduction to the Study of Rhetoric. GOYEN: Principles of English Composition. A. S. HILL: Our English. CARPENTER: Exercises in Rhetoric. FLETCHER & CARPENTER: Theme Writing. SCOTT & DENNY: Composition, Rhetoric, and Paragraph Writing. BALDWIN: The Expository Paragraph and Sentence. American, English, Greek and Roman Orations.

d.—IN AMERICAN LITERATURE

Autobiography of Benjamin Franklin. COOPER: "The Last of the Mohicans." IRVING: "The Sketch Book," "Tales from the Alhambra." BRYANT: Selected Poems. LONGFELLOW: "Hiawatha," "Evangeline," and selected short poems. EMERSON: Selected poems and essays on "Compensation," "History," "Manners," "Friendship" and "Self-

Reliance." HAWTHORNE: "House of the Seven Gables." HOLMES: Special study in the class room of "The Commemoration Ode," "The Vision of Sir Launfal," "Under the Willows," and "The Cathedral." The careful reading of "The Fable for Critics," "Biglow Papers," "The Concord Ode," and a number of the essays. WHITTIER: Special study of "Snowbound," and the reading of selected poems. HOWELLS: A "Traveler from Altruria," and "The Rise of Silas Lapham." WHITMAN: Poets of America, Selected Poems. LANIER: "The Marshes of Glynn," "Corn," and "Sunrise."

e.—IN ENGLISH LITERATURE

Translations of the best parts of Beowulf from Brook's "History of Early English Literature." CHAUCER: Class Study of "The Prologue," and the "Clerk's Tale." Lowell's Essay on Chaucer. SPENSER: Selections from the Faerie Queene. SHAKESPEARE: Careful study of one of the great tragedies and class readings of a comedy, with other plays to be read out of class. Also readings from Moulton, Hudson, Dowden, Gervinus, Mrs. Jameson, Ulrich, Schlegel, and other Shakespearean critics. MILTON: Two books of "Paradise Lost," "L'Allegro, Il Penseroso," "Samson Agonistes," and Selected Sonnets. DRYDEN: Selected Poems, "Palamon and Arcite." BUNYAN: "Pilgrim's Progress," Essays of Froude, Lowell, and Macaulay, on Dryden and Bunyan. POPE: "Rape of the Lock," Parts of the translation of the Iliad. SWIFT: "Gulliver's Travels." ADDISON: Selections from "The Spectator." STEELE: Essays. DEFOE: "Robinson Crusoe." JOHNSON: Selected Readings. Essays of Macaulay and Carlyle. GOLDSMITH: "Deserted Village," "Vicar of Wakefield." Irving's "Life of Goldsmith." COWPER: Selected Poems. BURNS: Cotter's Saturday Night, Tam O'Shanter, Selected Poems. Essays on Carlyle and Macaulay. SCOTT: "Lady of the Lake," "Ivanhoe." WORDSWORTH: "Intimations of Immortality," Selected Poems. BYRON: Selected Poems. COLERIDGE: "Ancient Mariner." SHELLEY: Selected Poems. KEATS: Selected Poems. DEQUINCY: Selected Essays. LAMB: Selected Essays. SWINBURNE: "Atalanta in Calydon" Selected Poems. MACAULAY: Essays. CARLYLE: Selected Essays. RUSKIN: Selected chapters from Modern Painters, Ethics of the Dust, Sesame and Lilies. MATHEW ARNOLD: Selected Essays, Selected Poems. BURKE: "Conciliation with America." GEORGE ELIOT: "Silas Marner." THACKERAY: "The English Humorists." "The Four Georges," "Vanity Fair," "Henry Esmond." DICKENS: "David Copperfield." TENNYSON: "The Princess," "The Idyls of the King," "In Memoriam," "The Vision of Sin," "The Ancient Sage," "The Palace of Art," "The Poet," "Maud," "Locksley Hall," "Lock-

sley Hall. Sixty Years After," "Ulysses," "The Falcon," Selected Poems. BROWNING: "The Flight of the Duchess," "In a Balcony," "Abu Vogler," Portions of "The Ring and the Book," "Colombe's Birthday," "Saul,". Other short poems. Selections from the minor poets.

2. IN HISTORY.

a.—IN UNITED STATES HISTORY

At least four of the following:

FISKE: "Beginnings of New England," "American Revolution," "New France and New England." PARKMAN: "Montcalm and Wolfe," "Half a Century of Conflict," "Conspiracy of Pontiac," "Frontenac and New France," "Pioneers of France in the New World," "La Salle and the Discovery of the Great West," and "Struggle for a Continent." COFFIN: "Boys of '76." "Boys of '61." BRADY: "American Fights and Fighters," "Border Fights and Fighters." BOLTON: "Famous American Statesmen." MOORE: "Northwest Under Three Flags." EASTMAN. "Indian Boyhood." WOODS: "On the Frontier with St. Clair." LAUT: "The Story of the Trapper." HAMM: "Builders of a Republic." FOSTER: "With Washington at Valley Forge." THOMPSON: "In the Camp of Cornwallis." MATHEWS: "Ohio and Her Western Reserve." HOSMER: "History of the Mississippi Valley." "The Louisiana Purchase." THWAITES: "Daniel Boone." COOKE: "Virginia." SPARKS: "Men Who Made the Nation."

b.—IN GENERAL HISTORY

ABBOTT: "History of Cyrus the Great." RAWLINSON'S "ANCIENT EGYPT": Chap. 7, Vol. I., Pyramids and Temples of Egypt. GAYLEY'S "CLASSIC MYTHS." Chap. 25, 26: The Trojan War, Chap. 28, 29, Adventures of Aeneas. CHARLOTTE YOUNG'S "GOLDEN DEEDS: "The Pass of Thermopylae," "Regulus," "Battle of Sempach." CREASY'S "FIFTEEN DECISIVE BATTLES:" "Battle of Marathon," "Battle of Tours." PLUTARCH'S LIVES: "Themistocles," "Pericles," "Alcibiades," "Alexander the Great," and "Romulus and Caesar." CARLYLE'S "HEROES AND HERO WORSHIP:" "Mohammed," "Martin Luther." LORD'S "BEACON LIGHTS OF HISTORY:" "Charlemagne," "The Feudal System," "The Crusaders," and "John Wycliffe." CREIGHTON: "Age of Elizabeth."

c.—IN GREEK HISTORY

Selections from Grote, Curtius, and Plutarch's Lives. ABBOTT'S Cyrus the Great. BRYANT'S Translation of the Iliad and the Odyssey.

GAYLEY: Classic Myths in English Literature. BULFINCH: Age of Fable. ABBOTT: Xerxes.

d.—IN ROMAN HISTORY

Selections from: Mommsen, Merivale, Gibbon, and Ine. BURY: The Later Roman Empire. HODGKIN: Italy and Her Invaders. KINGSLEY: The Roman and the Teuton. MOMMSEN: The Provinces of the Roman Empire from Caesar to Diocletian. FISHER: History of the Christian Church. Also selections from the following authors on Roman history: Lanciani, Shumway, Trollope, Church, Beesley, Napoleon III, How & Leigh, Smith and Lawrence, Leighton, Pennell, Myers, Guhl & Koner, Tighe, and Larned. Maps and atlases are also liberally used.

e.—IN ENGLISH HISTORY

At least two of the following to be assigned by the instructor to each member of the class:

ABBOTT: "Alfred the Great." FREEMAN: "The Norman Conquest." GREEN: Vol. I. "King John and Magna Charta." STUBBS: "Early Plantagenets." OMAN: "The Hundred Years' War," "Warwick." CARPENTER: "The Story of Joan of Arc." GAIRDNER: "Houses of Lancaster and York." FROUDE: "Henry VIII. and his Ministers." EXTRACTS FROM GREEN & FROUDE: "Elizabeth." HERBERT: "Cromwell." MACAULEY, VOL. II.: "James II." HALE: "The Fall of the Stuarts." MAHAN, SOUTHEY: "Nelson." McCARTHY: "The Four Georges." RUSSELL: "Gladstone."

MEDIAEVAL AND MODERN HISTORY.

On Rome.

Selections from: Merivale, Gibbon, Bury, Hodgkin, Kingsley, Mommsen, Schaff, Alzog, and Fisher.

Formation of Nations.

Bryce, Jenks, Gregorovius, Green, Kitchin, Henderson, Reber, Tout, Emerton, and Adams.

Renaissance and Reformation.

Pastor, Janssen, Creighton, Symonds, Burckhardt, Koestlin, Fisher, Haessler, Froude, Busch, Robinson and Rolfe, and Whitcomb.

3. IN CIVICS.

Every member of the class is required to read the following: Con-

stitution of West Virginia. Articles of Confederation. Declaration of Independence. Magna Charta. Ordinance of 1787. Swiss Constitution. Bill of Rights. Petition of Rights and the Monroe Doctrine in Old South Leaflets.

4. IN GEOGRAPHY.

Four of the following books to be selected by the instructor for each member of the class:

SHALER: The United States of America. MORRIS: Our Island Empire. BROOK: First Across the Continent. STEPHENS: Travels in Central America. PERCIVAL: Mexico. VINCENT: Around and About South America. BATES: Spanish Highways and Byways. APPLETON: Britain and the North Atlantic, Central Europe, Scandinavia and the Arctic Region. HOWELLS: A Little Swiss Sojourn. STADLING: Through Siberia. ZWEMER: Arabia. BIGHAM: A Year in China. TAYLOR: Japan. STEPHENS: Egypt and the Holy Land. VIVIAN: Abyssinia. STANLEY: In Darkest Africa. WELLBY: Twixt Sirdar and Menelik. SOMMERVILLE: Sands of Sahara. PARKER: Uncle Robert's Geography. MORRIS: Half Hours of Travel at Home and Abroad. MACMILLAN: Geographical Readers. JOHONNOT: Geographical Readers. AVEBURY: The Scenery of England. VILLARI: Italian Life in Town and Country. SINGLETON: London, Its Life and Sights. HIGGIN: Spanish Life in Town and Country. PATON: Picturesque Sicily.

5. IN PHYSICAL GEOGRAPHY.

PATTON: Natural Resources of the United States. TYNDALL: The Forms of Water. WRIGHT: The Ice Age in North America. FIGUIER: The World Before the Deluge. POWELL: Physiology of the United States. MERRILL: ROCKS, Rockweathering and the Soils. SHALER: Aspects of the Earth. DAVIS: Meteorology. GOVERNMENT Maps of Geological Surveys.

6. IN ZOOLOGY.

VOGT: Animal Kingdom, Mammalia. COOKE: Molluses. HOWARD: The Insect Book. HOLLAND: The Butterfly Book. COMSTOCK: Insect Life, Manual for the Study of Insects. HOFFMAN-KIRBY: Beetles. BALLARD: Moths and Butterflies. DICKERSON: Moths and Butterflies. LUBBOCK: Ants, Bees, and Wasps. SAMBLE: Flat Worms. LONG: FOWLS of the Air. History of Insects, History of Birds. THOMSON: Study of Animal Life. CHAPMAN:

Bird Life. LYDEKKER: Mammals, Living and Extinct. RICHARDSON: Dogs, Their Origin and Variety. STÜDER: Birds of North America.

7. IN GEOLOGY.

ROGERS: Geology of the Virginias. MILNE: Earthquakes. GUYOT: The Earth and Man. RECLUS: The Earth. DAVIS: Elementary Meteorology. FLOWER & LYDEKKER: Mammals Living and Extinct. BALL: The Cause of an Ice Age. GEIKE: Earth Sculpture, and Geological Sketches. WRIGHT: The Ice Age in North America. DRUMMOND: The Ascent of Man. FIGUIER: The Earth Before The Deluge. Governmental Maps of Geological Surveys.

8. IN THE ANCIENT LANGUAGES.

a. In Latin.

(a) CAESAR.

FROUDE: Caesar, A Sketch. JUDSON: Caesar's Army. MOMMSEN: History of Rome, Vol. V. HOLMES: Caesar's Conquest of Gaul.

(b.) CICERO.

TROLLOPE: Life of Cicero. CHURCH: Roman Life in the Days of Cicero. MOMMSEN: History of Rome, Vol. V. CRUTTWELL: History of Roman Literature.

(c.) VERGIL.

CRUTTWELL: History of Roman Literature. RABB: National Epics. Roman Poets of the Augustan Age. SELLER: Vergil. NETTLESHIP: Vergil. MYERS: Essays, Classical, Vergil. TYRRELL: Latin Poetry.

b. IN GREEK.

FIRST YEAR. FALL TERM: Kingsley's Greek Heroes. WINTER TERM: Gayley's Classic Myths in English Literature. SPRING TERM: Paley's Greek Wit. SECOND YEAR. FALL TERM: CHURCH: Story of the Odyssey. Selections from the Iliad. Translations of Bryant, Lord Derby, and Lang. Leaf and Myers. WINTER TERM: Tarbell's History of Greek Art. SPRING TERM: Clerke's Familiar Studies in Homer.

9. IN THE MODERN LANGUAGES.

a. IN FRENCH—SECOND YEAR.

The readings required out of class vary from year to year because those in class vary. Some things required to be read out of class one year are required in class the next, while some that were read in class one year are assigned for outside reading the next. We find it best not to have a fixed course for class work from year to year, nor a fixed list for Required Readings.

b. IN GERMAN—SECOND YEAR.

The same is true of German as of French, although that very valuable little book known as "German Daily Life" will be included regularly among the Required Readings hereafter not read in Class, as we regard it too valuable a contribution to the student's knowledge of German and German Life to be omitted from the work of any year.

For Required Readings in the Professional course see under head of "Training Department," page given in index.

TEXT BOOKS USED

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

Subject.	Text Book.	No. Weeks Studied.
Written Arithmetic	Milne's Standard	38
Mental Arithmetic	Brooks's Normal	15
Review Arithmetic	Any good book	12
Algebra, Elementary	Milne's Elements	23
Algebra, Advanced	Milne's Academic	38
Geometry	Milne's Plane, Solid, and Spherical	38
Trigonometry	New Text to be selected	15
Bookkeeping	Bryant and Stratton	12
U. S. History	McMasters	26

Subject.	Text Book.	No. Weeks Studied.
Review U. S. History.....	Any good book	12
English History	Montgomery	14
General History	Myers	15
Review General History.....	Any good book	12
Greek History	Botsford	11
Roman History	Morey's Outlines	12
Mediaeval History	Adams	11
Modern History	Adams	12
History of Education	Seeley	15
Psychology	Halleck, also James	26
Logic	Jevon	11
Ethics	Mackenzie	11
Pedagogy	Boyer	12
Economics	Laughlin	11
Intermediate Grammar	Buehler	38
Advanced Grammar	Patrick	26
Higher English	Reed & Kellogg	12
Masterpieces of English	Selected	152
Rhetoric	Quackenbos	38
English Literature	Halleck	23
American Literature	Hawthorne & Lemon	15
Beginners' Latin	Smiley & Storke	26
Latin Composition	Riggs	76
Caesar	Any good text, Kelsey preferred..	38
Cicero	Any good text, Kelsey preferred..	27
Virgil	Any good text, Knapp preferred...	23
Latin Grammar	Allen & Greenough	76
Beginners' Greek	White	26
Greek Composition	Jones	38
Xenophon	Harper & Wallace.....	27
Greek Grammar	Hadley & Allen	50
The Iliad	Seymour	23
Beginners' French	Cook's Otto	26
French Grammar	Cook's Otto	50
French Classics	Selected	50
Beginners' German	Cook's Otto	26
German Grammar	Cook's Otto	50
German Classics	Selected	50
Political Geography	Mitchell	26
Review Political Geog.....	Mitchell	12
Physical Geography	Davis	15
Physiology	Overton	12
Zoology	Holder	15

Subject.	Text Book.	No. Weeks Studied.
Astronomy	Young	15
Geology	Le Conte	12
Botany	New text to be selected	12
Physics	Avery	38
Chemistry	Storer & Lindsay	23
Civics	Willoughby	11
Drawing	Diferent texts combined	152
Vocal Music	Mason	12
Penmanship	Slanting hand	27
Spelling	Modern Speller	152
Composition		152
Biblical History		12
Moral Education		12
Child Study		12

DETAILS ABOUT THE WORK

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

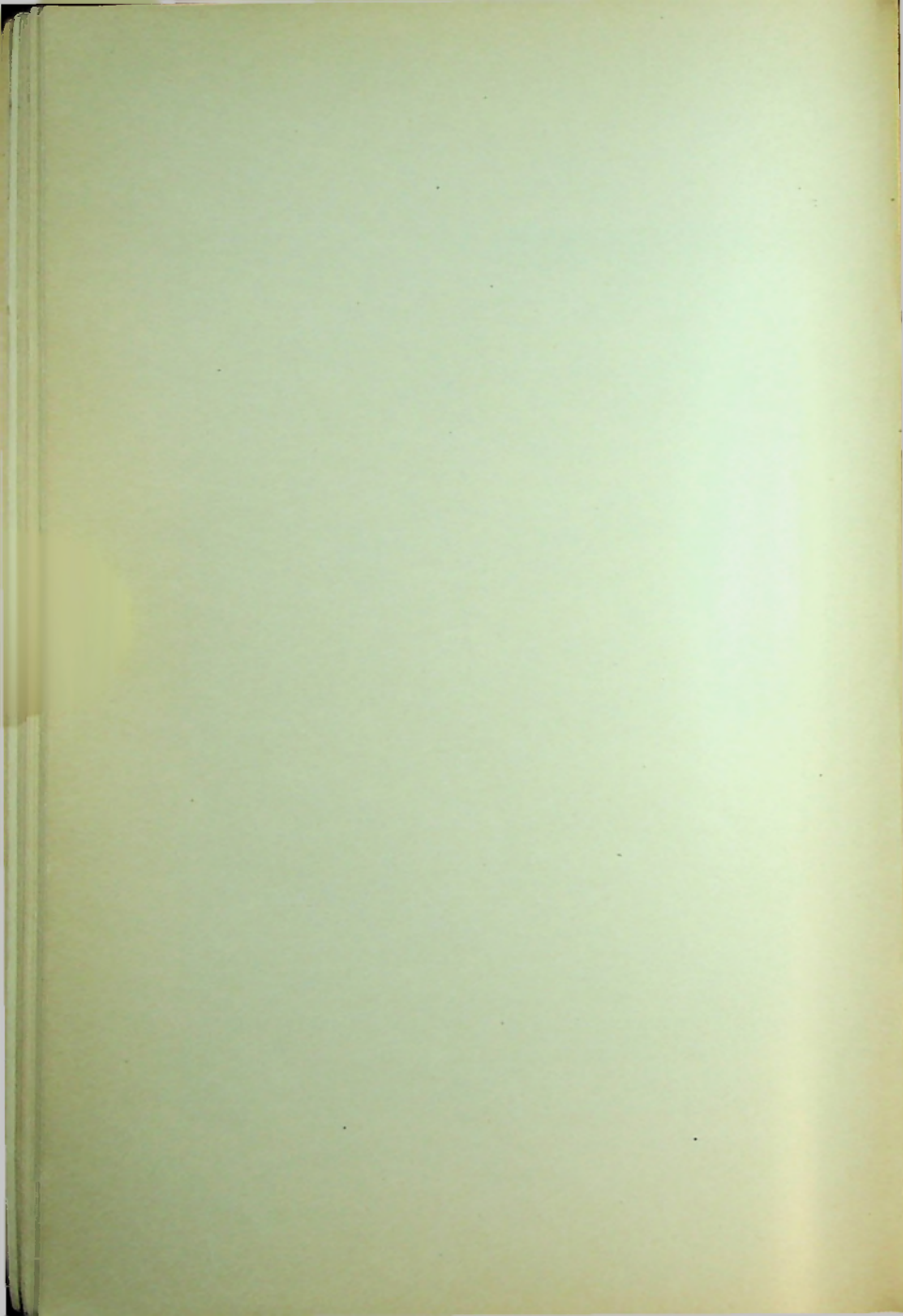
Let the student not forget, when he enters this school, that the time to be given to each study in the course, as indicated on preceding pages depends altogether on how well he does his work, and how rapidly. The number of weeks named as the time to be devoted to the various subjects, means the time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

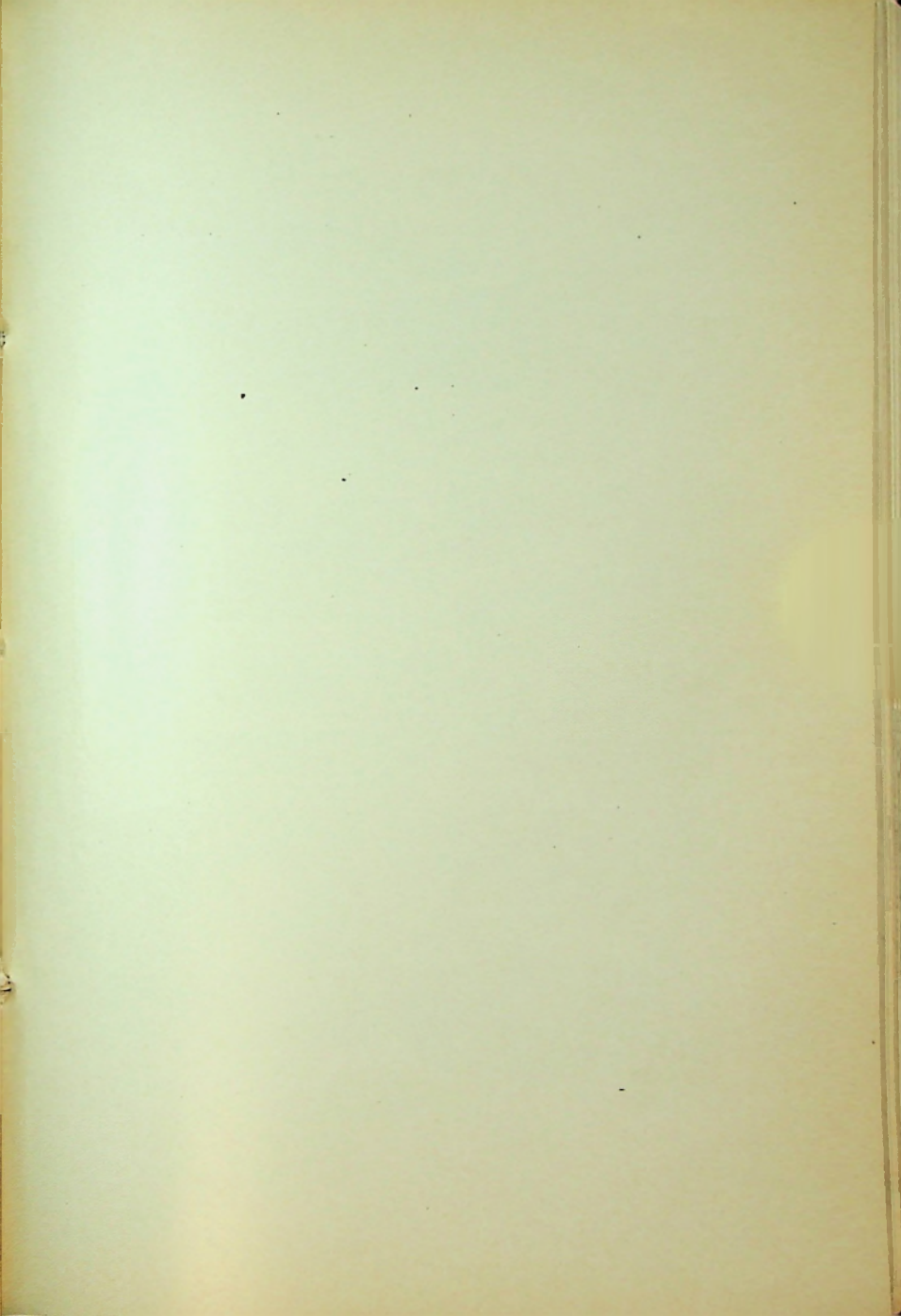
MATHEMATICS

WRITTEN ARITHMETIC: The regular work in this subject covers a period of one year. It is not made simply a "problem-solving" and "answer-getting" process, but a careful study of the principles of arithmetic and of their application to practical problems gathered from various sources, independent of set rules. Rapid work in writing numbers, in addition, subtraction, multiplication, division, especially short division, short methods of calculation in all rules of arithmetic,



Upper Left, Wayne County Students, 14 absent
 Upper Right, Greenbrier County Students, 8 absent
 Lower Left, Summers County Students, 8 absent
 Lower Right, Jackson County Students, 2 absent







- No. 1. Raleigh County Students, 6 absent
- No. 2. Pleasants County Students, 2 absent
- No. 3. Roane County Students, 3 absent.
- No. 4. Mercer County Students, 2 absent

and plenty of original work, these are the features emphasized in connection with the study of arithmetical principles.

As a rule the students who come to us are seriously lacking in a knowledge of the principles of arithmetic. Their teachers have clung to the text book instead of emphasizing the study of principles. Answer-getting seems to have been the custom in their school work, and not an intelligent study of arithmetic. They have yet to learn what arithmetic is, why it is studied, and how to study it. These are the things we aim to correct.

A Serious Mistake: Very many who come here have been led into that very unfortunate blunder, so common in several parts of this state, namely, the study of some **Higher Arithmetic**. Properly taught and properly studied, **Ray's Third Arithmetic** or any equally good book, is all the written arithmetic any school should have in its course. A book like this mastered, and a good **Mental Arithmetic** mastered, all the time spent on more advanced texts is virtually lost. Algebra and the elementary principles of geometry should be taken up at once; or, if more arithmetic be demanded by unreasonable patrons, let it be made up wholly of original work.

There is more time lost in studying arithmetic under inefficient teachers than in any other kind of school work except diagramming and parsing.

We seriously doubt the wisdom of the state's permitting any teacher to take charge of a public school, who has not studied geometry; especially should the teacher of mensuration be well versed in plane and solid geometry.

MENTAL ARITHMETIC: This is Arithmetic. It would be a blessing to the state of West Virginia if written arithmetic were forbidden to be used in our schools until the pupils had reached the age of 15, and had somewhat thoroughly mastered a good text in mental arithmetic.

Year after year this school places greater emphasis upon mental arithmetic. And we shall emphasize it still more, till those who come to us learn its value and carry a proper estimate of it back to their home schools.

No student will be permitted to graduate who has not thoroughly studied **Brooks' Mental** or an equally good book.

ALGEBRA: No one is permitted to study algebra who has not completed advanced mental arithmetic.

Six months—two terms—are given to Milne's **Elements of Algebra**, after which the same author's **Academic Algebra** is taken up and continued one year—three terms.

Both these texts are completed, however, without regard to how

much time it requires. The average class needs about 5 terms, or about 16 months, to do our work in algebra.

GEOMETRY: One year is given to this subject, as a rule, though students are required to complete the book, regardless of the time required.

TRIGONOMETRY: One term of 15 weeks has been found sufficient to complete this subject.

BOOKKEEPING: This subject is compulsory in the Normal and Academic courses.

Both "single and double entry" are required.

Three months is given to the subject.

ENGLISH

Two years of grammar, one year of rhetoric, and one of American and English literature are given to this work. In addition to the text work the study of masterpieces of literature and composition, is continued throughout these four years. Less of diagramming and parsing in the grammar work, and more of the study of constructive instead of destructive English each year, is our aim.

Instead of making diagramming a study per se, it is used only to a limited extent to illustrate sentence construction; and instead of making parsing a practice it is resorted to only as a means of testing the student's knowledge of word relations in the sentence when doubt thereof is entertained.

FIRST YEAR GRAMMAR: Six months (two terms) are regularly given to the text work, and the other three months are devoted to class study of "masterpieces of English and American literature," constant reference to the construction of English, the phrase, the clause, the modifier and other features necessary to supplement the work covered in grammar during the preceding six months constituting a part of the work, though in a way that detracts none whatever from the value of a study of the classics for their own sake.

Buehler's Grammar is the text used.

SECOND YEAR GRAMMAR: The first six months of this work is given to advanced grammar, a text book which we stumbled upon two years ago and which has proved to be the best we have ever examined. The author has succeeded most admirably in eliminating the verbiage that detracts so much from most texts and seems to have understood just what is meant by grammar. The six months work with this text prepares the student for rhetoric and for Latin as no other we have ever examined. The forms of the English sentence are so clearly explained that both rhetoric and Latin become comparatively simple. The last three months of this year is devoted to a study of the sentence

and to a general review of the entire course in grammar. Patrick is the text used in grammar and Reed & Kellogg's Higher Lessons in English is used as a guide in the work for the last three months. Only so much of diagramming is used as seems necessary to make clear those forms of the sentence, which are more difficult to grasp. Only in illustration work can we find use for the diagram.

RHETORIC: Quackenbos is the text used. The work includes not merely a careful study of the technical features of the subject, but all forms of composition, especially the more important ones, such as editorials, description, oratory, debate, discussions, essay, and the various kinds of poetry. Logic is combined with the work in rhetoric instead of making it a separate subject. A liberal amount of writing is required, and all the time possible given to criticism.

LITERATURE: The first three months are given to the study of American literature, the last six to English literature. Text book work is of minor consideration, the burden of the course resting with class study and criticisms of the writings of the various authors, and required and suggested readings outside the class. In brief, the chief aim of the instructor is to make this a year of careful, close, and critical study of English and American literature and not simply some one man's ideas of the subject as set forth in a text book. The work is done with the literature itself chiefly and not with other men's views of it, though standard criticisms are liberally made use of as guides and helps. It was our intention to outline the courses in English in full, giving both the required and the suggested readings, also the general scope of the work; but it was found that it required more space than we were able to give to it.

For "required readings" on all subjects in our courses of study in connection with which such readings are deemed necessary, see under head of Required Readings on pages following the courses of study, or find by consulting index. Since our classes in English are very large, and the reading required includes more books than the students feel able to buy, not all students are given the same readings in many instances because this would require a number of duplicate copies of at least one hundred different books, which the library can neither afford nor would it be economy to purchase however much money there might be in the library fund.

The work throughout the English courses just as in several others is liberally supplemented by constant reference to the leading magazines, a list of which—those that are found on the library reading tables—may be found by reference to the index for page on which found.

ANCIENT LANGUAGES

LATIN: This subject covers two years in the Normal course and

three in the Academic, the former paralleling the latter as far as it extends. Like all the rest of our work it is not a matter of time, however, but a matter of how much must be done. The following is the outline:

First Year.

First six months—First Latin Book.

Last three months—Caesar's Gallic Wars, Book I, first 30 chapters, with prose composition—"In Latinum"—Caesar.

Second Year.

First Term—Caesar's Gallic Wars, finish Books I and II. Prose composition continued.

Second Term—Caesar's Gallic Wars, Books III, IV, with prose composition.

Third Term—Cicero's first two orations against Catiline. Prose composition from "In Latinum"—Cicero.

Third Year.

First Term—Orations III. and IV., Cicero against Catiline and "Pro Archia Poeta", or "Epistulae Selectae." Prose composition continued.

Second and Third Terms—Vergil's Aeneid, books I, II, IV., and VI.

The grammar is liberally used after leaving the First Book.

Excellent maps, written in Latin, are used by the instructors to keep the classes in touch with the movements of Caesar through the Gallic provinces, also considerable board work to illustrate battle fields and other features utterly lifeless to the student without pencil, brush, chalk or ink.

A number of books relating to the history covered by the Latin classics have been placed in the library for reference.

The aim of the instructor is to make what is commonly called a dead language as live and vigorous and interesting as German or French, and in many respects as much so as English, which we have learned by experience can be done for the intelligent student of Latin or Greek.

Pronunciation is kept constantly before the student as a part of good Latin training.

GREEK: This subject is offered throughout the fourth and fifth years of the course. The first and second terms cover the beginner's book, involving thorough drill in pronunciation, accent, inflection, vocabulary, syntax, and translation from Greek into English and English into Greek. The third term is devoted to the beginning of the Anabasis, accompanied by a thorough review of grammatical principles.

The work of the second year has as its subject matter the Anaba-

sis and Iliad. The study of paradigms, syntax, and principal parts is continued, throughout the year. Prose composition is used to aid in the mastery of Attic forms and idioms. In the study of the Iliad, dialect forms, figures, scansion, and mythology receive careful attention.

Throughout the entire course, the relation between the Greek and English languages is strongly emphasized. There is a constant effort to show to the student the literary and historic value of the works of classical authors. The best maps, pictures, and lantern slides supplement the work. A course of required reading for the Greek classes may be found elsewhere in the catalogue. In addition to the prescribed readings, constant reference is made to the many valuable books in the library, well adapted for parallel reading and investigation.

The work of this department is thoroughly practical, since it not only prepares for college Greek, but gives to the careful student ease, accuracy, and variety of expression, as well as broad mental culture.

MODERN LANGUAGE

GERMAN: From year to year the classes in this language increase, but each year admission to the class becomes more difficult, since a certain amount of training is necessary if results would justify the time spent.

Hereafter, unless the student be somewhat mature, he will not be admitted to the German classes unless he has taken at least one year of Latin.

About six months, more or less according to the class, is given to the Beginners' Book. The rest of the year is given to reading the classics and to grammar work. (In connection with this work much attention is given to the idioms of the language, which the class are required to copy as they read and then be able to translate them either way.

In addition to several shorter selections the first year class for the year 1902-3, besides doing the work in the Beginners' Book, read three of the classics, spending about one week on a critical review of each after read, especially upon the idioms.

The classics are continued during the second year, and prose composition is kept up from the time they begin to read.

Much time and attention is given to the accent, to the consonant and vowel sounds peculiar to the language, and to conversation. One day of the week is usually given up to conversation alone, and German is the language used before the class.

FRENCH: The work in this language is divided about as that in German, and conducted on the same general plan.

Pronunciation, composition, and conversation receive a large share of the instructor's attention.

Especial pains have been taken to have competent teachers for these two languages, teachers who could not only speak them somewhat readily, but who have spent some time in Germany and France to get the benefit of hearing and acquiring correct pronunciation, and to imbibe the spirit of the language by living in its atmosphere. See Required Readings in ancient and modern languages for supplementary work in these languages.

French and German are spoken almost exclusively in our second year's work in these languages, and to a very large extent in our first year work in them. With these advantages our students go out prepared to use these languages at least to an extent that will serve them in an emergency, as well as being able to read them with ease.

HISTORY

The course in history covers the following:

United States History	26 weeks
General History	15 weeks
Greek History	11 weeks
Roman History	12 weeks.
English History	11 weeks
Mediaeval History	11 weeks.
Modern History	12 weeks.
Current History	38 weeks.
Biblical History	11 weeks.

The school library is exceptionally well equipped in historical works and the work is further supplemented by the best historical magazines and wall maps in history. The Required Readings in history are as full as we dared to make them for the students' sake. They will be found under the proper heading in Required Readings.

CIVICS

CIVIL GOVERNMENT: Students who come to us, having taken this subject in the country schools, or elsewhere where library facilities are limited, are required to do additional work. We require this because our work includes a careful study of the state and the national constitution, and reference to a number of works on the civil government of France, Switzerland, Prussia, Canada, and a few other countries, also several of the old colonial charters and other documents of special interest.

The amount of special work required depends first upon what text

has been studied, second where and when studied and third what parallel readings have been done.

Class work in some texts now used in schools, such as Dole's American Citizen, or some of the catechisms published under the name of a text on civics; these are all well enough in their places, but they do not cover a course in civics, hence text work must be taken here when only such so-called texts on civics have been used. If a good text has been used the student here may escape with the "required readings" in civics, only, see index for page on which found.

ECONOMICS: Each year this subject grows more interesting and more valuable as a part of our course in civics. It is not taken up till the student is more or less matured both in age and in habits of study. It has proven the wisdom of its incorporation into our normal course of study, where it serves not only as a thought provoker but as a decidedly useful and practical study as well as an exceedingly interesting one.

NATURAL SCIENCES

PHYSIOLOGY: Hereafter a few lectures supplemented by such apparatus in the way of casts, skeleton, etc., as we have, will be given seniors before graduation, as a review and to enlarge somewhat upon the more important features of the study. Students coming to us who have taken the work elsewhere, but who have not had access to a skeleton and other conveniences and equipments for illustrating the work will be required to take some additional work; and if the work done before coming here was only that given in the public school course, they will be required to take all the lectures in the senior course.

It is thought at this writing that some laboratory work in the office of a local physician may be offered next year, especially to those who wish to make anatomy a special study. Arrangements of this kind have not yet been completed however. At all events a series of special lectures to the senior class will be given next year by the local physicians.

ZOOLOGY: The instructor in this subject has improved upon the laboratory feature of this and kindred subjects from year to year, till the work given is not only of a high grade but is exceptionally practical and interesting, even to nearly all the more squeamish and nervous in the presence of such specimens as snakes, toads, fish, alligators, beetles, bugs, etc., etc. The fangs of venomous serpents are shown by opening the mouth of a live copper snake before the class, turning back the upper jaw, and lifting the poisonous fangs from their sockets. Quite a nice collection of butterflies, beetles, etc., has been made

by the class for the new cases and a number of excellent specimens of animals have been preserved in alcohol.

This is one of the growing—rapidly growing—subjects of the course, and, under the present instructor promises to assume excellent proportions in a short time.

GEOLOGY: This, too, is one of the subjects in which there is a growing interest—as there should be—and one which promises much for the school in a few years. The specimens have been irregularly collected and kept owing to poor facilities, but the opportunities for field study are excellent and materials are not wanting.

ASTRONOMY being optional with geology, naturally most students call for the latter, and we have not organized classes in both every year, though we expect to do so hereafter.

BOTANY receives that amount and kind of attention which has assured its success in our classes for a number of years. The field work is liberal and thorough, and the herbariums are prepared with much pains and thoroughness as to detail. Neatness is emphasized. That part of the library devoted to the natural sciences has been greatly improved within the past few years, until now the reference books constitute a very valuable collection, there being a number of exceptionally valuable ones among the list.

In short, we have been laying a foundation for making this line of work what it deserves to be, second to nothing else in the courses.

GEOGRAPHY

POLITICAL GEOGRAPHY is recognized as a subject worthy of a place at the very top of the scale, yet one of the most poorly taught subjects in the public school curriculum.

Books, apparatus of various kinds, such as maps (with which the school is unusually well provided), charts, pictures, specimens gathered from various lines, etc., are being collected for this work, in order that it may be presented as nearly as possible in that way in which the richness and value of the subject deserves. This is to come exclusively under the Teachers Training Department, where practice in teaching it according to the best approved methods by normal seniors, under the immediate and close supervision of the training teacher, is made a leading feature of the teachers' course.

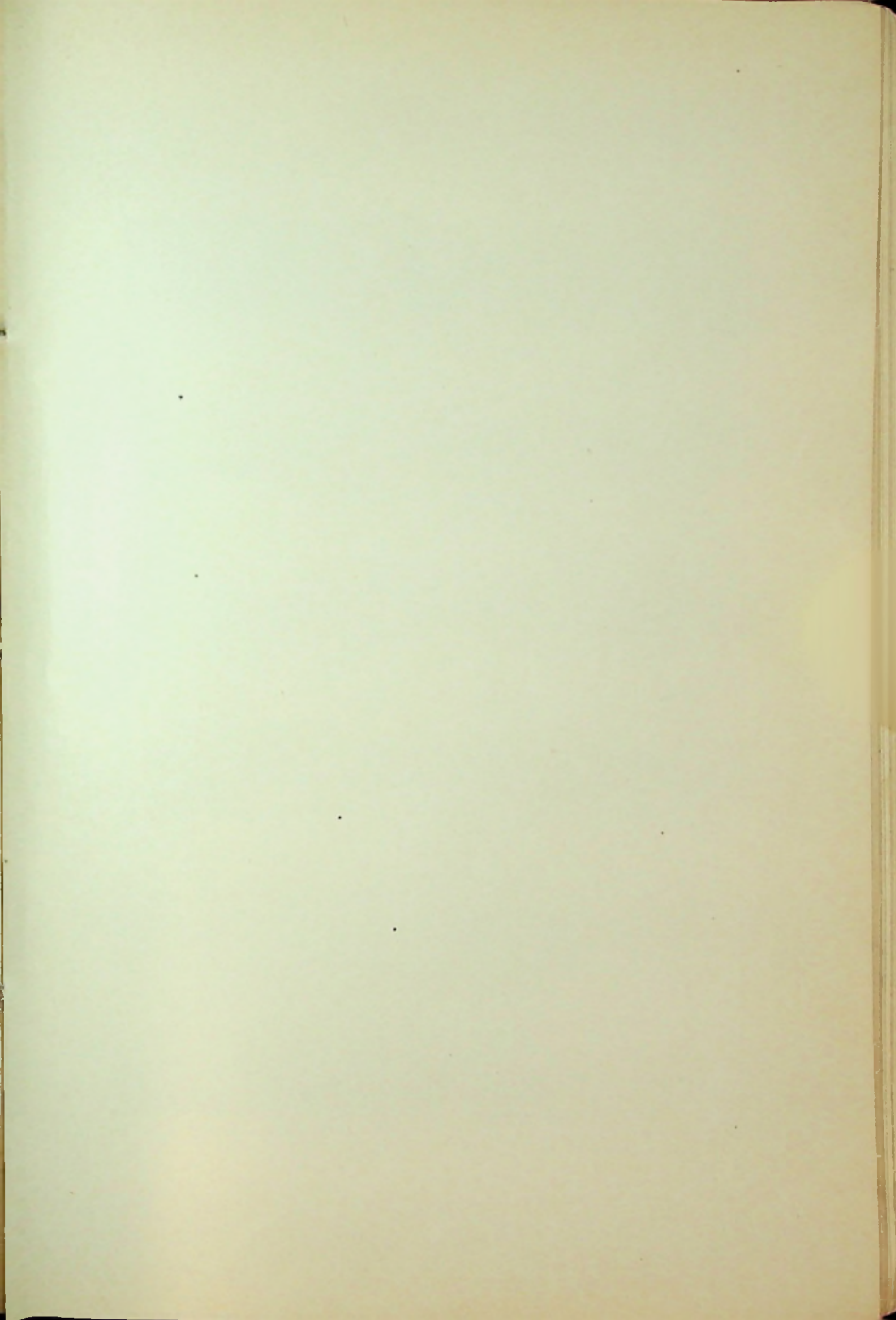
Map drawing receives careful attention, the system being one of the most approved now in use.

PHYSICAL GEOGRAPHY receives careful attention in the way of helps, such as maps of various kinds, specimens for illustrating the subject, and outings by the class. This is one of the most interesting of all our classes, to students.



Upper, Wetzel County Students, 1 absent.
Lower, Tyler County Students, 11 absent.







No. 1.—Fayette County Students, 8 absent.
 No. 2.—Mason County Students, 14 absent.
 No. 12.—Nicholas County Etudents, 3 absent.

PHYSICAL AND CHEMICAL SCIENCE.

PHYSICS: One year is given to this subject. It is well illustrated by new and the latest improved apparatus, the Crowell apparatus cabinet, recently added, contributing largely to this phase of the work. Just as little theory as possible without apparatus to illustrate, is the purpose of the instructor, who believes sincerely in demonstrations as a *sine qua non* of both interest and desirable results.

CHEMISTRY: Two terms, 23 weeks, are given to this subject, and almost all the work is done in connection with experiments in the laboratory. An abundance of natural gas, a pneumatic trough, and water connections, in addition to the chemicals, makes the work of a practical character.

A special fee of \$2.00 is charged each member of the class to cover breakage and chemicals. Students are required to do laboratory work as well as see it done by the instructor.

PENMANSHIP

This is taught by the professional penman of the Business department, and is required of those who especially need it.

Any student whom the faculty may direct to take this, must do so, and take it till he can write a creditably legible hand.

It is taught during the fall, winter and spring terms.

ORTHOGRAPHY

Orthography in some form is compulsory throughout the courses except in the following cases:

1. A senior examination in spelling will be given at the opening of each term and all persons admitted to these examinations for a final test are excused from further work in orthography, provided, of course, that they pass the test satisfactorily.

2. When a student has some other recitation to conflict with his spelling class, and no arrangements can be made for both classes, he is excused for the time the conflict continues if the faculty deem the other study of more importance, at that time, than his spelling.

3. In case a mature young man or woman who gives evidence of having had good instruction in orthography wish to drop spelling for a term, he or she may do so if a majority of the faculty so vote.

4. Students of mature years who enter school for special work only, may, with the consent of the faculty, be excused from spelling.

In the cases of both 3 and 4 just given the student so excused must try the senior examination that we may know his standing.

Only seniors, juniors, and the cases named in 3 and 4 will be admitted to the senior examination in orthography.

The work in spelling covers the following, and a student is graded according to where his knowledge of orthography entitles him to rank and not according to his age; as a result some of our younger students are in our most advanced classes and vice versa.

1. Some classes are given up almost wholly to pronunciation and the study of words.
2. Some give much time to the diacritics and to plain spelling.
3. Some largely to the use of words in composition, and to synonyms, homonyms, and antonyms.
4. Some combine the above in various ways according as the needs of the class suggest.

THE TRAINING DEPARTMENT COURSE OF STUDY

Fall Term

History of Education (Junior year) hours per week	5
Psychology (Senior year) hours per week	3
Biblical History (Senior year) hours per week	1
Normal Education (Senior year) hours per week	1
Pedagogy Seminary (Senior year)	semi-monthly
Current History Seminary (Senior year)	semi-monthly

Winter Term

Economics (Junior year) hours per week	5
Psychology (Senior year) hours per week	2
Pedagogy (Senior year) hours per week	3
Child Study (Senior year) hours per week	2
Pedagogy Seminary	semi-monthly
Current History Seminary	semi-monthly

Spring Term

Ethics (Senior year) hours per week	3
Pedagogy (Senior year) hours per week	2
Educational Psychology (Senior year) hours per week.....	2
Pedagogy Seminary (Senior year)	semi-monthly
Current History Seminary (Senior year)	semi-monthly
Practice work in teaching continues throughout the entire year.	

THE PRACTICE SCHOOL

This part of the work, limited to the three primary grades in one

room during the session of 1902-'03, will be enlarged so as to include one more grade during the session of 1903-'04, and will be assigned to two or more rooms. This gives our seniors practice work in teaching the first, second, third, and fourth grades of primary work, which are the most important, from a pedagogical point of view, in the common school course.

It may be asked, why do we put four grades in two or three rooms instead of four rooms as in a city system? We answer:

1. Because a large majority of those who do our practice work are liable to do more or less work in the country schools, some of them certainly will, and the larger portion of them may, where all the grades are confined to one room as a rule, and where under the most favorable conditions in the country at present, the school is confined at most to two rooms, and our aim is to meet extreme cases as well as ideal ones.

2. Because the student who can successfully handle two grades in a room can quite safely be trusted with one grade, should he be called to a city system of schools to teach.

3. Because—and this is an intensely practical reason—at present we do not have spare room for more elaborate subdivision.

4. Because we are not sure but it is better for the pupil to have this arrangement.

THE ARRANGEMENT OF THE ROOMS is as follows:

A long hall, 70x36 feet, is divided into three rooms. The center one is the recitation room of the superintendent of the Training Department, and the two adjoining ones, one on either side, are the rooms set apart for the practice school.

THE PLAN OF THE WORK is as follows:

1. The children are due at 9 a. m., and remain till 12.30 p. m.

2. Class work opens at 8 a. m., and closes at 1.15 p. m. This gives the superintendent of the department one hour for her senior class work before the Practice School opens and time for one recitation after the children go home, thus giving her two classes per day in addition to her work as superintendent of the Practice School.

3. The regular enrollment fee is charged the children of the model school, which fees go toward defraying the expenses of buying apparatus for the little fellows.

4. A regular teacher is appointed over each room, whose duty it is to be present at all times except when excused by the superintendent. They are supposed to be present part of the time and absent part of the time while the practice teachers are teaching.

5. The work of the senior class in the Practice School is organized at the opening of the fall term and is distributed as to amount and kind of work according to the number in the senior class and according

to the judgment of the superintendent, but each senior has a minimum of practice work which he must do, some regular class work with the children for at least three months; this work is to include supervision, and responsibility for the order, discipline, etc., of the room, to the fullest extent for such a time as the superintendent may deem the work a test in these features of the teacher's training.

6. The work of the superintendent is the same as that of a superintendent of a city system of schools or a principal of a town school, in so far as his relation to his teachers are concerned, plus the additional obligations of being responsible for the educational work of the practice teachers in their professional subjects and of launching them well equipped for work as teachers, so far as their natural talents therefor extend, upon their professional career.

7. The principal of the school assists in the professional work to the extent of doing the class work in psychology (not the Educational Psychology) and of general supervision. For the preparation of the superintendent of the Training Department, Miss Cummings, see index under "The Faculty."

It will be seen from the above that our normal training work for teachers has been put upon a practice footing and that this school is at last doing regular normal training work in our normal department.

The general work connected with the practice school is:

1. The Pedagogy Seminary which meets every second Thursday at 2 p. m., and has two-hour sessions.
2. The Current History (or Current Events) Seminary, which alternates in its sessions with the Pedagogy Seminary, meeting at the same hour and for the same length of session, on those Thursdays on which the Pedagogy Seminary does not meet.
3. Visiting schools.

CLASS WORK—1. PSYCHOLOGY

The text, Halleck, is taken up, and those portions deemed essential as an introduction to a more careful presentation of the subject are selected and put in the form of outlines. Each outline serves as one lesson upon which are based whatever number of lectures the instructor may deem necessary to an intelligent grasp of the subject as presented and advocated by the best authorities on psychology, plus whatever of his own views thereon the instructor may see proper to submit.

Each outline includes all necessary references to the several works on psychology found in the library, with which it is well supplied, both with the old and the new, American and European.

The text work, the reference reading, and the lectures, which, also,

are outlined, are all so presented as to encourage the greatest possible amount of original inquiry on the part of the class, and a minimum of "definition committing" and the "bodily accepting of others' views" until fully passed under the light of their own criticism.

Essentially, therefore, the first work of the instructor is to offer all the healthful suggestions possible as to how to criticise the theories and opinions of others in a wholly unbiased and conservative manner.

The greatest surprises that we have met in our seven years of experience in teaching psychology are the readiness and intelligence shown on the part of the class in the discussion of difficult points after the first few weeks of study, the gratifying results in the way of carrying independent inquiry into all other lines of thought, and the truly remarkable rapidity with which egotism, selfishness, dogmatism and prejudices of all kinds, give way to conservatism of expression and clarity for all men under all circumstances.

What may be called, without unduly extending the application of the term, "laboratory work," to the extent of a number of experiments made for the purpose of illustrating several phases of the subject, is made a prominent feature of this course of study.

2. HISTORY OF EDUCATION

As he enters upon his professional studies the student first makes a careful survey of the great educational movements of the past and their relation to our present school systems. Through studying the lives and works of the most famous of our early educators he gains inspiration and becomes acquainted with the evolution of the modern school.

3. CHILD STUDY AND EDUCATIONAL PSYCHOLOGY

As soon as a knowledge is gained of the foundation principles of Psychology the next step is the study of the child. Careful account is taken of the early stages of his intellectual development and of the age at which different studies should be commenced. We believe that the teacher who has the most accurate knowledge of the child's intellectual powers and possibilities is the teacher who is the safest guide for the young.

4. ETHICS AND MORAL EDUCATION

Here the first principles of ethics are carefully studied and then applied to the education of children. Much time is given to a prac-

tical discussion of the moral problems of the public school and to the chances which lie within the limits of the teacher for awakening and educating the moral sense.

5. POLITICAL ECONOMY

The teacher of today needs a knowledge of at least the elementary principles underlying the subject of economics. Special effort is made in this course, not to bias the student, but to lead him to keep in touch with the great economic and social questions of the day. He is encouraged to read widely and intelligently and to think for himself, keeping in mind the fact that he must soon take his place as an active member of society.

6. PEDAGOGY

As early as the first term the normal students are taken regularly to visit the schools of the city and of the surrounding towns, in order that they may inspect methods for themselves and gain the practical knowledge which comes only from personal investigation. After several of these visits have been made the principles and methods of teaching are studied, with a practical application of the knowledge gained through observation. Outline courses in the common branches are prepared and a model schedule for different grades worked out and discussed. A seminary is organized in connection with the work in Pedagogy. The regular meetings are held once in two weeks when original papers are presented by the members in turn. An outline of the subject presented is given to each member and a general discussion and criticism occupies the last half of the time. The subjects are very practical, bearing upon discipline, class work, methods, personality and habits of the teacher and many other problems of a kindred nature. During the winter and spring terms each normal student is expected to teach for at least five weeks, generally in the presence of the training teacher, but sometimes without. Here is furnished a chance to put into practice what has been gained through the year.

7. BIBLICAL HISTORY

It is deemed very important that each normal senior shall have, before graduation, some general knowledge of the Bible as literature and history. To this end a course is given including the following topics.

1. History of our present version, tracing it back through the authorized version, the earlier English, and the ancient manuscripts.
2. The testimony of the profane writers as to its authenticity.

3. Study of the canons and the tests used in their determination.
4. General analysis of contents including time, theme, arrangement, subjects and language.
5. Finally, each book is summarized, so that some knowledge is gained of its writer, chronology, style and contents.

8. THEORY AND PRACTICE OF TEACHING

Aside from the regular training work of the senior year a course in the theory and practice of teaching is offered. This course is especially designed for teachers who come in during the spring term, and who wish to get the benefit of our training department. Here again practical subjects, bearing upon school problems, are discussed. Model classes are formed, as needed, in which opportunity is given to observe experienced teaching and to review common school branches.

THE SEMINARY.

THE PEDAGOGY SEMINARY

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

The work of both seminaries is organized on the same plan as that of the German "seminar" and its kindred organizations in American universities. The work of the distinguished Dr. Rein, professor of pedagogy in the University of Jena, Germany, which the writer had the pleasure and the benefit of studying while studying abroad, was taken as our model here.

The discussions are opened by some member of the class who has been assigned the task of making out a full analysis of the subject. Copies of this analysis or syllabus are prepared by this person for all members of the seminary and are distributed at the opening of the meeting. The one appointed for making out the syllabi is required to have it done in a special form on the typewriter, and he must go through with the discussion, speaking not from a prepared paper, but from the notes of the syllabus only, one object being to train the class in extemporaneous speaking. He may be interrupted by permission

of the superintendent, but most of the criticisms are made after the close of the leader's discussion.

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

CURRENT HISTORY SEMINARY

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

Every two weeks a meeting is held, at which short reports are given from all important foreign countries, by members to whom such work is assigned.

While congress is in session and during the sittings of our own state legislature, special reports are made of the doings of these bodies.

Beside this work, one or two exhaustive papers are presented at each meeting which discuss some important question of immediate public interest.

These reports are given in lecture form, from a typewritten syllabus, a copy of which is furnished to each member of the class. After the paper is finished, the seminary is thrown open for criticism and discussion of the paper. In all cases care is taken to avoid the expression of mere political opinion, since the object is rather the discussion of data and general principles.

At the end of the year each member of the senior class is obliged to pass an examination, before graduation, upon the subjects taken up by the seminary during the year, which are supposed to cover all the important state, national, and world events of that period. To the questions submitted by the superintendent of the department for this final examination on "current events," the principal adds ten as a test as to how carefully the class have kept trace of the events of the world independent of the work covered in class.

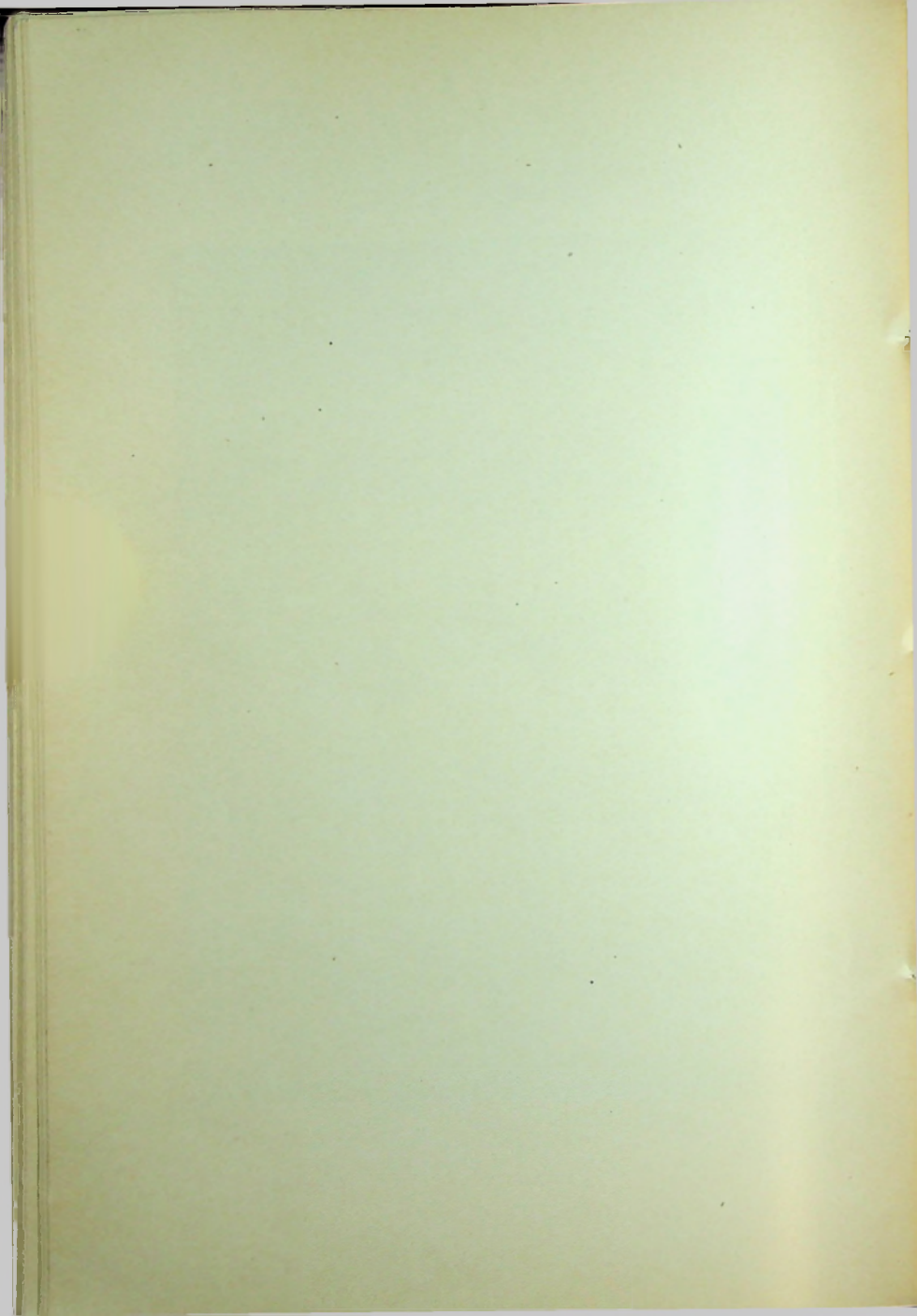
It was expected that this seminary would induce wider and more intelligent reading and develop a wider field of observation for the seniors, and not only was this result attained, but the success of the work from other points of view was very marked, indeed. Several strong members from outside the class were among the most active and valuable.

PRACTICE IN TEACHING

Our aim is to have every member of the class do at least three months work in actual teaching.



THE PRACTICE SCHOOL—9 of the children and 12 of the teachers, every Normal Senior being now required to teach in the Practice School 3 months before graduating.



The superintendent of the department personally supervises all this work, leaving the practice teachers to themselves and to their own resources in conducting the recitation only as they show a capacity to do the work. The superintendent always keeps in close enough touch with all training classes to know what is being done and to see that it is done well. The training teacher prepares the teaching work under the direction, at first, later under the general supervision, of the superintendent.

Substitute work in the city schools of Huntington furnishes also an excellent field for practice for our seniors.

CLASS WORK IN GENERAL

Class work is school work in its highest form. We emphasize class instruction as absolutely essential for all younger students, for inexperienced students, whether young or old, and insist upon it for all older students who can possibly take it. In short, we prefer to give no credits for anything at all when work is not done in our own classes, or under an instructor whose work we can approve. The only exceptions to this are found under "credits"—see index.

Our instructors are now all college-bred men and women with one or more degrees, and class work has come to mean thoroughness and efficiency.

Zero is given a student for every recitation he misses.

Very often, indeed, do we meet with cases in which the student seems to think he can "make up" outside, under his own or some inexperienced teacher such subjects as one of the sciences, one of the languages, history, etc. This is a monstrous mistake. Mature persons who have taken full college courses and have been trained to habits of study, trained to habits of accuracy and thoroughness in study, such may do this. But for an inexperienced student on his own responsibility, or under some one not college trained and who is doing some other kind of work except while hearing a "make up" recitation, to speak of "make up" work outside seems like the boldest assumption. It is due, however, to young people's not realizing the difference between the value of instruction under a trained and scholarly teacher and under one's self or an imperfectly educated teacher.

The teacher and not the text book is the essence of the recitation, the source of information, the means of instruction, the way, intellectually and morally, to an education.

Therefore, each succeeding year do we more and more emphasize the value of the recitation and more and more limit the amount of work done outside of the class.

Only in mathematics, spelling, penmanship, bookkeeping and a few

other instances do we feel it safe to permit work done outside of class, and if in mathematics, only in some parts of it and all work so done must be tested here.

EXAMINATIONS

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

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

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

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

To get one's credits for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not en-

tered on the credit list nor on the grade book of the school and no report is sent to his parents unless the principal write a personal statement as to the general character of the work done. It is, therefore, of the very highest importance that a student study till the close of the term, for sometime, somewhere, in some way, either here or elsewhere, he will very much need his credits. Not a year passes but a number of young men and women who dropped out of school before the term closed find themselves in serious need of a statement from the principal of the work they did here, and write us for same. It is a great disappointment to them to find there is no credit here.

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

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

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

It may be well to remind new students who enter here that class attendance is compulsory; that every absence from class is investigated; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet every afternoon at 1.45 and go over the entire list of students and know just who are absent and whether the entire day; that the cause for absence is almost surely investigated; that when once here a student must be in school and must be here regularly and promptly unless his excuse will bear investigation; that we want no students who do not come here to work; and that we propose to get rid of those who will not work.

Attending school is a business here, not a pastime.

GRADUATION

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

No one is permitted to graduate, however, who has not spent at

least one full year at the normal from which he wishes his diploma, and the "full year" must be either the Junior or the Senior year. Nor is any one permitted to graduate at Marshall College who has not been a member of one of the literary societies all the Junior and Senior years, or such a part of these as he has been a member of the school. If he fail to discharge his duties in the literary society he cannot enter the Senior class.

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

We have many opportunities for locating mature young people who do their work thoroughly well and graduate with at least a good measure of honor; but they must have health as well as education, and they should have that culture which comes from getting in close touch with the best side of life—they must have time for something else besides digging in a text book; that is only a part of one's school work. The opportunity for general reading must not be neglected, nor must the advantages in the way of literary societies, school receptions, lecture courses, musical entertainments, and a thousand other things, some greater, some smaller, that come up in the school life of the student who keeps eyes and ears and heart open to all that is of benefit and closed to all that is injurious.

Make haste slowly and do your work well. It pays in every way and for all time to do it well and get all the good out of one's school life that can possibly be found in it.

THE MUSIC DEPARTMENT

This is one of the strong features of our college. We intend that, by the thorough and attractive work done in this department, it shall be a "drawing" feature, that young men and women will come to Marshall College because of the advantage offered in music, as well as for other advantages.

The fact that we can offer opportunity for musical culture side by side with development along educational lines is of great benefit to the student. The effect of the general educational spirit upon the quality of the musical work is most helpful. Music alone cannot yield substantial culture or character. Those who expect to work success-

fully in this line need breadth and substance of personal character, that all-around development of mind and heart which can be best gained in an atmosphere of earnest study and intellectual culture. This our Music Department offers in connection with our college.

"Every effort in our power is being put forth to make this a musical center, and young people who can sing or play, or who have a taste for music, are most cordially invited to write us, for we are willing to do all we can to encourage them to come here and help us by helping themselves in a musical way. Those who can sing well or play well already, we are especially anxious to know, for to such we have some special inducements to offer.

On account of the increase in interest and numbers in both piano and vocal work, we have decided to organize these departments under one head, thus giving to the music a distinctive field, and securing for it systematic and organized leadership.

MISS FLORA E. POPE

of Massachusetts has been selected to assume the duties of this new field of work among us, and her ability, her fine personality, and her large and very valuable experience in this work assures the success of the newly organized department from its inception.

Miss Pope is a lady of commanding presence, of strong but unusually winsome personality, of quiet and gentle disposition, of admirable character, of fine culture, of excellent family, tall, fine-looking, and about 30 years of age. She sings a beautiful rich contralto but has a voice of good soprano upper range, is absolutely devoted to her work, is painstaking and kind in the extreme but thorough and exacting in her teaching, is very sociable, fond of young people, mingles freely with them and carries the influences of her Christian and musical accomplishments to every student whom she meets.

Of course her position at the head of the music department would indicate that she not only should be familiar with both piano and vocal work, but should have had both fine training and a large experience, which is quite true.

Her training has been as follows:

1. Three years in voice and piano at the Oberlin Conservatory of music.
2. A session under Chicago instructors.
3. Two years in the New England Conservatory of Boston.
4. Extended work under private instructors in Boston.

Her experience as a teacher has covered a period of ten years, two years in one New England school and eight years in the position she vacated to accept the call to Marshall College. She resigned a posi-

tion of \$1000 per year to accept the one here, notwithstanding the very heavy pressure and increased salary inducements held out to her to remain where she has been for the past eight years. It was a case of the position seeking the woman, the principal having heard of her so favorably that he made a special trip to meet her, talk over the work in detail, and engage her services if in his judgment she came up to the standard fixed in recommendations of her.

Miss Pope will take entire charge of the music and will be assisted by teachers chosen both for their ability as teachers and their skill as musicians.

There are some of the human race, less fortunate indeed than some of the lower animals, who have neither ear nor soul for music. Whether Shakespear's remedy for such unfortunates is the proper one, the fact remains that a few of such—and they are found in every community, sometimes on school boards—can easily make boys think—for these unfortunates are almost always men—that singing is not a masculine accomplishment, not one of the sterner graces or virtues. And boys—we have not forgotten that we were once such—are disposed to demur to those things which they imagine out of harmony with "boys'" spheres of action, and one boor, or aesthetically mal-formed man with a streak of irreverence and one of the clownish in him can spoil the musical culture of half a school of boys.

Far be it from the writer to encourage every boy to be a musician or to try to sing well. This would be folly because not possible. What we do insist upon is that every boy should know enough of the theory of music and try to sing enough to enjoy good music and appreciate its value as a refining and ennobling art.

A school without song is a school with one of the most potent factors of discipline, of refinement, and, for young people, of Christian culture, left out.

If boys and men, to say nothing of girls and women, were educated to a taste for music and trained to sing, or to recognize the difference between music and noise, harmony and racket, melody and hop-step-and-jump movement, much of the grossness of humanity would disappear, not a little of the misery, and a large part of the irreverence and lack of sympathy.

Men would be better and women purer by the wondrously sweetening, refining, and ennobling effects of song and instrument in which they can either take part, or can intelligently listen.

VOCAL MUSIC

The work of this division of the department comes under the following heads:

I. Class on sight reading in which students are taught the intervals by the use of numerals; thorough understanding of time, rhythm, accent, also correct pronunciation of vowels and words.

II. Choral Club: In this club work of a not too difficult nature is taken up; students learn to sing under the leadership of a director, and to realize something of what the interpretation of music means.

There is no fee attached to admittance to either the sight reading or choral class.

III. Chapel Choir: The choir is a prominent feature of our school work in that it assists very largely in lending interest to the chapel exercises.

Admission to the choir necessitates something of a knowledge of sight reading and voice of pleasing quality and good range.

A 45 minute period every day is set apart for practice at which time the choir receives most careful instruction upon the anthems, responses and glorias which are to be rendered in chapel. Much attention is paid to quality of tone and shading.

IV. Private lessons in voice placement, (a meaningless phrase to those whose attention has not been turned to the matter,) constitute the fourth division of the vocal work. Good tone production necessitates first, proper breathing; nothing can be done until there is good control of breath. Where there is no possibility of true resonance there is but little power of a pleasing order. One may contract the muscles of the throat and make a tone that can be heard for some distance, but it is not of a pleasing quality. There must be absolute relaxation of the throat so that the column of air may pass through it, unimpeded, and strike the frontal bones for resonance, and voice placement means the direction of this column of air.

Various exercises adapted to the needs of each voice are given, to bring about desired results.

V. Glee Clubs, Quartet and all other special vocal organizations.

The choral class and the college choir are open, free of charge, to all persons adjudged capable of taking part in these classes, provided they are students of the school and have duly enrolled.

The regular vocal class is open to all who are regularly enrolled, free of charge.

The vocal instructor not only has charge of all work in voice and song, but presides as director of the chapel and commencement music and on other occasions requiring her services.

Vocal music students, when regularly enrolled, are entitled to all the privileges and advantages of regular students.

The superintendent of the department, Miss Pope, will have immediate charge of the vocal work. She will also do the most advanced work in the piano division.

TUITION IN THE VOCAL DIVISION will be charged as follows:

1. To regular Normal, or Academic, students, that is, those who are regularly enrolled and have paid their enrollment fee of \$2.00 per term, or \$6.00 per year, the rates will be.

For Private Instruction per term of 24 lessons, \$15.00.

For Private Instruction per year of 72 lessons, \$42.00.

2. To outside students, that is those who are not regularly enrolled for other work in the school and hence have not paid their enrollment fee of \$2.00 per term, the rates will be:

For Private Instruction, per term of 24 lessons, \$18.00.

For Private Instruction per year of 72 lessons, \$50.00.

The vocal division of our work in music is a new feature, having been organized but 18 months ago, but under the exceptionally efficient direction of Miss Louise Fay of Springfield, Mass., is has already, at this writing, become a prominent part of the music courses; the results in the way of developing a sentiment in favor of a higher class of vocal music are still more pronounced than the material results, and the sentiment is the more difficult of the two to work up. Miss Fay's work has been especially satisfactory, but the more attractive sphere of married life has won her from us.

INSTRUMENTAL MUSIC

This division of the music courses, too, has been a decided success under the excellent supervision of Miss Flora Hayes of Morgantown, W. Va.

Under the new management Miss Pope assumes general control of this division of the work and will give part of the instruction to the more advanced students as well as supervise all the piano and organ work. To assist her a gifted performer on the piano and a fine instructor as well has been selected and a second assistant will be chosen later, no applicant up to this time having had sufficient training. We want all assistants to be graduates of good musical schools and not mere "half-ways."

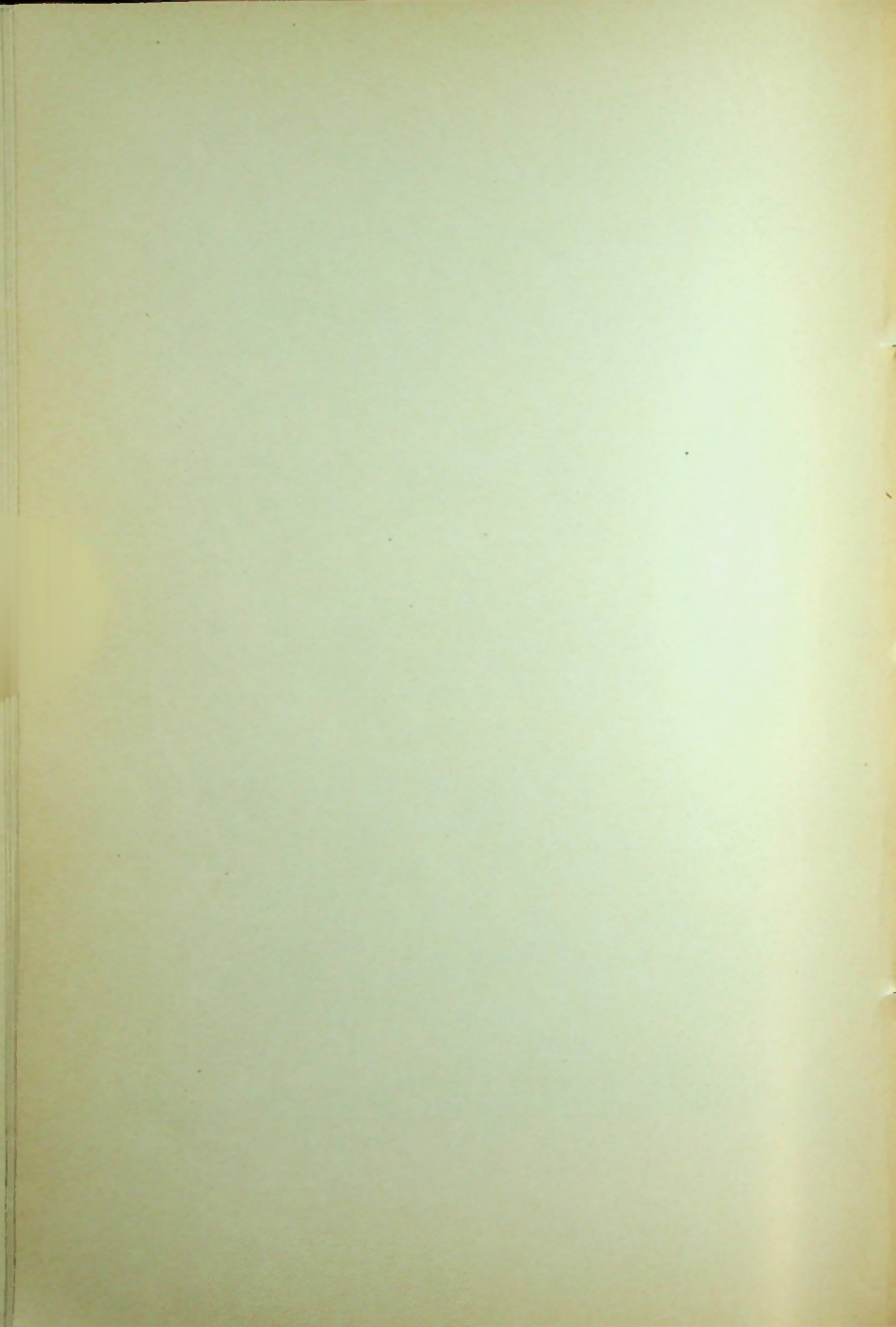
There are SIX PIANOS—five uprights and one Chickering Grand—in the instrumental division, and two organs. All the pianos are new, and the organs are of a style that best suits for practice work. Our aim is to make our equipments and our teaching force in the music department first class in every way. Our studios are large and nicely finished and furnished, and our practice rooms are good-sized halls.

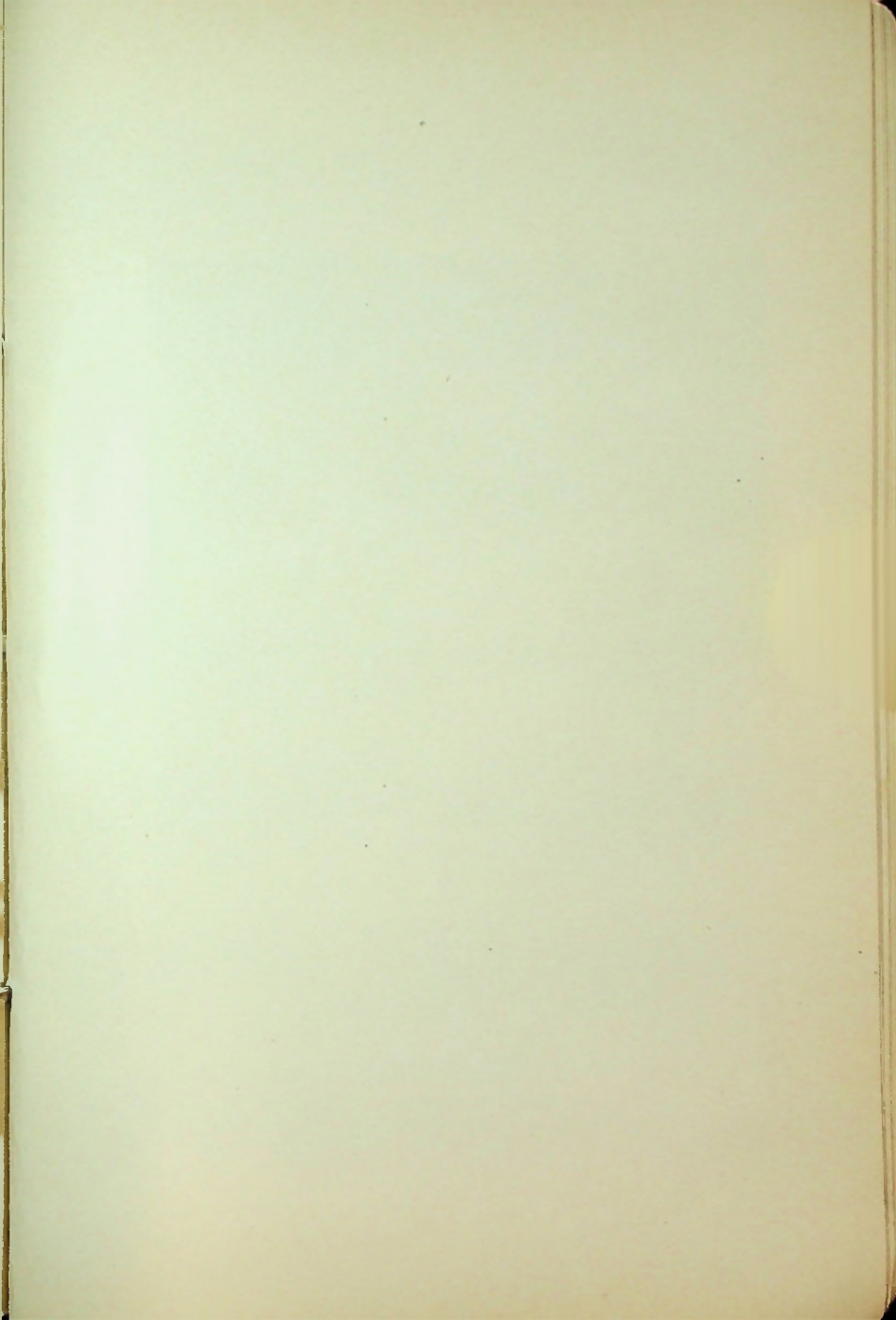
TUITION IN THE INSTRUMENTAL DIVISION will be charged as follows:

For regular normal and academic students, that is, those who have enrolled in that department and have paid their enrollment fee of \$2.00 per term, or \$6.00 per year, the charges will be:



COLLEGE BAND, PROF. MEREDITH, MANAGER
Prof. Wilhelm, Director







MANDOLIN AND GUITAR CLUB—Mrs. McMillan, Directress

For Piano, per term of 24 lessons.....	\$14 00
For Piano, per year of 72 lessons	40 00
For all outside students the regular fee will be:	
For Piano, per term of 24 lessons	\$15 00
For Piano, per term of 72 lessons	42 00
Piano rent for practice hours for those inside or outside the school will be: Per term, \$2.00; per year, \$5.00.	

The charges for lessons on the organ are the same as those made for piano.

PRIVATE INSTRUCTION on VIOLIN, under Prof. Abel, is \$1.00 per lesson. Prof. Abel is leader of the "Kentucky State Band" and leader and manager of the Camden Interstate Orchestra. He also gives part of his time to instructing the Marshall College band. Prof. Abel is our regular instructor on the violin.

PRIVATE INSTRUCTION ON THE MANDOLIN OR GUITAR, is 50c per lesson.

Class instruction on these instruments is \$2.00 per lesson for the entire class, and as the class for the past year was a good-sized one lessons came very low to each member.

MRS. E. C. McMILLAN is our regular instructor on the mandolin and the guitar. Lower priced instructors on the violin can be found in the city, but we especially recommend our regular instructor whom we have selected with care and have selected as well for his ability. His fees are all his own. None of them come into the school fund. The instructor is engaged to accommodate our students and we feel like recommending no one who is not known to be good. The same is the case with the instructor on the mandolin and the guitar. From a cut which appears on another page it will be seen that the "mandolin and guitar club" is quite a little organization.

THE COLLEGE BAND was organized within the past session. The school purchased over \$430.00 worth of instruments and we loan them to young men who will go into the band for the purpose of making a success of it. An instructor is employed, thus giving the band instruments free and instruction almost free. It is a rare opportunity for a young man. Several musical students whom we could not furnish instruments got their own and swelled the organization to the respectable number of twenty-four, see cut on another page. Prof Meredith is president of this organization.

Young men of musical tastes who can be with us at school two or three or more years are very cordially invited to correspond with Prof. Meredith with respect to taking part in this organization.

REQUIREMENTS FOR A CERTIFICATE AND DIPLOMA: Students completing the Third Grade will be entitled to a CERTIFICATE.

Elementary study of Harmony and the History of Music are required for the completion of the Third Grade.

Candidates for DIPLOMAS must complete the required work in the Fourth Grade together with advanced work in Harmony and the History of Music.

Elementary work in Harmony and the History of Music costs nothing extra to regular students.

COURSE OF INSTRUCTION IN PIANO

GRADE I.

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

GRADE II.

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

GRADE III.

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

GRADE IV.

Moscheles Op. 70; Kullah's Octaves Book II; Clementi's Gradus; Bach's French Suites and three part Inventions; Chopin's Nocturnes; Easier Sonatas by Beethoven; Selected compositions.

VOCAL AND PIANO RECITALS

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

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

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

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

Besides these class room recitals, it is our plan to have three public recitals during the year, in which only the advanced pupils and teachers take part. The entire college as well as friends outside are invited to these recitals. Great care is taken in preparing the program, which we aim to make so attractive and instructive as to be a source of education to all students in the college, who in turn furnish an appreciative and intelligent audience as an inspiration.

The instructor in oratory will join the music faculty in their public recitals, and, to some extent, in other exercises.

The enrollment in the department of vocal music and piano and organ during the session of 1902-03 was 93.

All tuition for instruction in the vocal music, and piano and organ course is payable in advance. Students are admitted to the work only after the tuition is paid. Those paying in advance for an entire year, as will be noted, are allowed some discount. Please do not forget when entering either the vocal or piano and organ department that tuition must be paid in advance for at least one term. Before the first lesson can be given the student must present the instructor with a receipt from the superintendent showing that tuition for at least one term has been paid.

Miss Pope will collect all tuition fees and fees for piano rent, (which must also be paid in advance) in her studio, room No. 7 on first floor, opposite the door of the library.

No tuition will be returned except in cases of severe illness when the student has to leave school for the year. Otherwise the lessons lost during sickness will be made up to the student instead of returning the fees.

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

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

When the excuse for an absence is absolutely unavoidable—and the teacher must use her judgment as to this—the student may, by prompt-

ly reporting the matter, have that hour made up, but that will depend altogether on how scarce spare hours are and the cause of the absence. In well organized schools of all kinds there is a time for each recitation and **BUT ONE TIME**. Emergency alone can modify this. A college charges tuition. A student may miss one-third or more of his time out of necessity, or he may miss two-thirds, three-fourths, or even all of it out of indifference or carelessness; **not one dollar and not one recitation is made up to him.**

We want only students who are in earnest about their music. They will attend without regulations of an iron-clad nature. If students are not in earnest we do not want them.

Careless or indifferent boy or girl, the above is meant for you. If you miss your music hours hereafter except in extreme cases **they will not be made up to you nor will any of your tuition be refunded.**

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

The normal class in vocal music, which is free to all, will be made compulsory and students will be required to attend class just as any other regular class, will be graded in their work, and their grades will be entered on the record. This class is for learning to read music.

DEPARTMENT OF ORATORY

Miss Manie Ware a graduate of the Emerson School of Oratory, Boston, has charge of this work. She is a thorough painstaking, patient, and careful instructor, has had the best of training and liberal experience as a teacher. Year by year her classes have increased in numbers and interest, until this department is beginning to rank as it should in the school.

Miss Ware's success is due chiefly to her ability to do and do artistically, herself, what her pupils study to do. Like both the vocal and instrumental teachers of music, she, too, teaches not simply the theory, but by doing what her profession stands for. This, at least, is largely the secret of success in any line of instruction, especially among young people as practical as are Americans. The philosophy of expression taught, is that set forth by the Emerson College of Oratory.

Courses in the following are given:

1. Vocal Culture.
2. Physical Culture.
3. Rendering.

1. **VOCAL CULTURE:** The voice is a natural avenue of expres-

sion, and when freed from physical limitation will reveal all the different shades of thought and emotion.

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

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

A gesture which is not the result of an impulse from within is sure to be mechanical; and mechanical gesture is worse than no gesture, as it calls attention to itself, rather than to the thought of the speaker.

Physical culture is valuable not only in its relation to gesture, but to health and beauty as well, and is studied from both the hygienic and the aesthetic points of view.

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

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

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

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

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

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

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

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

Tuition \$15 per term. This includes two private lesois each week, and from one to two class lessons per week.

BUSINESS DEPARTMENT

This department is under the direction of a special faculty who are

responsible for the financial success of the school. The state contributes nothing to the support of this department. In return for the use of rooms in the college building the instructors of the business school teach all normal and academic classes in bookkeeping and penmanship, and assist in whatever other ways the principal of the Normal Department may request. The business school is known as Marshall Business College, and is under the immediate personal supervision of W. A. Ripley, principal. The instructors of this department are employed by Mr. Ripley and are paid by him.

The time required to complete one of the courses depends altogether upon the natural ability of the student and his general education when he enters; but the average time is about seven months in stenography and typewriting; some complete it in less time, it takes others longer. The time depends upon the ability of the student and his willingness to work.

For the course in bookkeeping about three to six months is required, only the brightest completing it in as little as three months, and the slower in six or even seven months.

EXPENSES

1. Board is the same as for other departments—see index for "Board."

Every business student pays what is called an Incidental Fee or Enrollment Fee. This is payable on entrance, and at the opening of every term. The fee is \$1.50 per term, or 50c per month, there being three months in a term. This \$1.50 is payable in advance at the opening of every term. If a student enter one month after the opening of a term his fee from then till the close of the term which would be two months would be \$1.00, if he enter two months late, leaving but one more month in the term, his fee till the close of the term would be 50c, but it is never less than 50c. On the opening of the next term he would pay \$1.50 for that term.

To put it briefly the following are the expenses besides board:

BOOKKEEPING COURSE

Tuition	\$ 40 00
Books	7 00
Enrollment Fees per quarter \$1.50.....	3 00
Board, 6 months, and Laundry	60 00
	\$110 00

SHORTHAND AND TYPEWRITING

Tuition	\$ 40 00
Books	3 00
Enrollment Fees, per quarter, \$1.50	4 50
Board, 7 months, and Laundry	70 00
Total	\$117 00

BOTH COURSES

Tuition	\$60 00
Books	10 00
Incidental Fees	7 50
Board, 13 months, and Laundry	130 00
	\$207 50

"Do you insure one a position?" This is the first question usually asked. The writer, who is, in this case, the Principal of the Normal School, and who has direct oversight and control over all departments of the institution, has been asked this question so often that during the past year he made a careful study of the situation, ascertaining from the principal of the Business School how many and what kind of calls he had for graduates to fill positions during the year. Also what the nature of these calls were. In addition we have talked with a number of men who wanted stenographers and bookkeepers.

THIS ONE THING we invariably found out: Every man and every firm that wants a stenographer or a bookkeeper, and is able to pay well, WANTS A GOOD ONE, one who knows something besides how to keep books or to receive dictation and typewrite a letter with dispatch. They want bookkeepers and stenographers who know quite a good deal about arithmetic, English grammar, composition, spelling and kindred accomplishments.

The better they are educated the better the position they can command.

Bookkeepers should be quick, rapid, and very accurate in calculation, write a good hand, and have a good knowledge of English.

Stenographers especially should be thorough in English grammar, well trained in composition, and first class spellers. Without these acquirements it is of no use to try to become a first class stenographer.

Then we answer the question asked by so many: "Will you insure me a position," in the following way: No student who is well prepared to fill a position has ever failed to get one almost immediately, if not at once, after graduation; quite a number, because they were

poor English scholars, spelled poorly, knew but little of arithmetic, and were poorly qualified, in general, outside of their business training, had trouble finding positions; but the trouble has been, within the past year, to find young men and women who could fill the good positions reported to us. There were more good positions than good graduates to fill them.

The whole matter can be put this way: "Prepare yourself and the principal of the department will vouch for the rest so long as business prospects remain good.

Year after year young people come to us so poorly educated that they can not write a respectable letter, cannot analyze a simple English sentence, and can spell very little; and as to mathematics—well, it is simply dreadful. Classes in all these subjects are open to them free of additional cost here, but some of them squeeze through their business course knowing little or nothing else but their business work and then wonder why they can't get good positions. Nothing is simpler. Good business men, those that have good positions to offer, want some scholarship as well as business training.

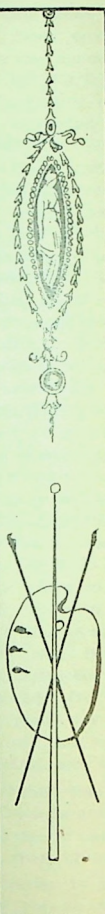
It takes something besides stenography to make a good stenographer, and something besides bookkeeping to make a good bookkeeper. Mathematics and spelling are required in the business courses when needed, as they almost always are, and a few months in these subjects is not sufficient.

Get ready, my young friend, for accepting a position that will pay, and there is never much trouble in finding it. Get ready in your composition, your spelling, your English grammar, your arithmetic, your history, your geography, and other elementary subjects, then when you have completed your course in bookkeeping or stenography, positions will hunt you; you need not hunt a position. This is true in all trades and professions: Men and women who are well prepared seldom hunt long for positions; but those who are poorly prepared may expect to hunt all their lives and then find very little to pay them.

CONCERNING THE COURSES IN ART.

ARCHITECTURE: This, the oldest and most important of the fine Arts, offers today a greater opportunity for the young man or woman who desires to take up the work than ever before.

DESIGN: The time has gone by when utility alone is considered in the making of an article; beauty of design is conceded to be of equal importance; accordingly there are calls for men and women



MARSHALL ART SCHOOL

Art that is most helpful, is that which bears closest relations to our daily life, utilizing and converting nature through it to the highest service of man's needs and ideals.

It is the aim of this department to make the work both ideal and practical. It will be carried on under the following divisions:

(I) CONSTRUCTIVE ART

- 1.—Architectural Drawing
Constructive Design.
- 2.—Geometrical Drawing.
Mechanical Drafting.
- 3.—Perspective.

(II) DECORATIVE ART

- 1.—Applied Design.
- 2.—Interior and Exterior Decoration.
- 3.—Clay Modeling.

(III) PICTORIAL ART

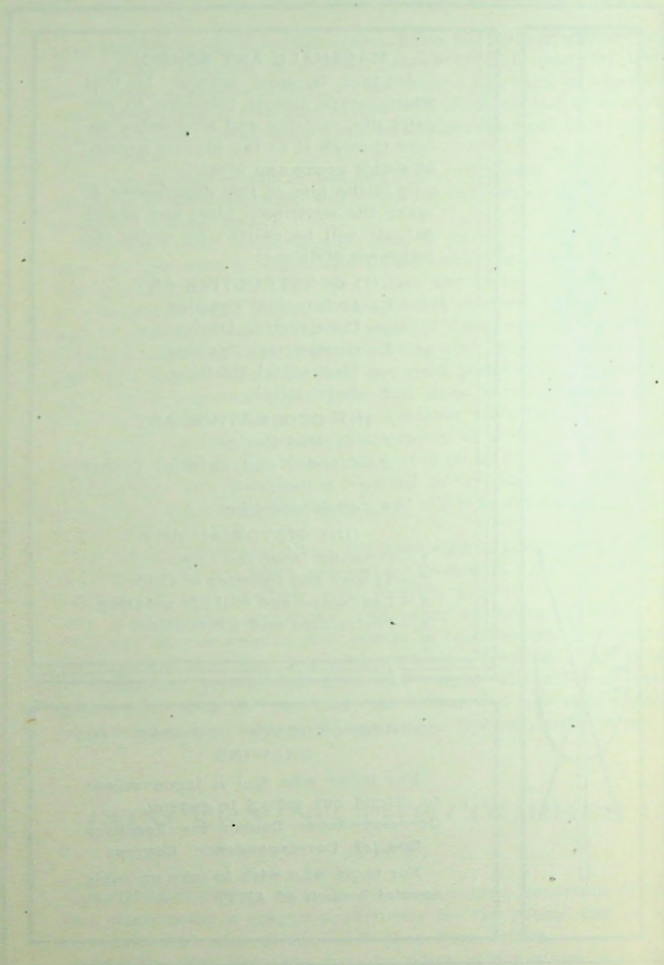
- 1.—Drawing from the Cast.
- 2.—Theory and Practice of Color.
- 3.—Landscape and still life painting.
- 4.—Portraiture and Illustrating.

CORRESPONDENCE COURSE IN DRAWING

For those who find it inconvenient to attend our school in person.

Correspondence Course for Teachers
Special Correspondence Course:

For those who wish to take up some special branch of ART.



who can make designs for furniture, carpets, wall paper, curtains, laces, book covers, initial letters, headings, and very many others which our space will not permit us to name.

ILLUSTRATING: There is a large and important field open to the Illustrator of periodicals and newspapers which demands an almost unlimited supply of skilled artists.

MECHANICAL DRAFTING: This requires men of precise judgment and accuracy, with a thorough knowledge of geometrical drawing and constructive designs. For such men there is a wide field in these busy days of invention and manufacture.

LANDSCAPE: Those who wish to turn their attention to still-life and landscape painting will find a market for their work.

PORTRAITURE: This is a branch of Art well worthy of consideration, since it is profitable, and the supply of such artists often fails to meet the demand.

SPECIAL COURSE: This course is designed to lay a substantial foundation for all the above Arts, with special emphasis on the particular branch for which the student wishes to fit himself.

CORRESPONDENCE COURSE IN DRAWING: This has been arranged after many requests from teachers who recognize the importance of drawing in school work, and also from many young men and women who wish to study drawing with a view to becoming either Artists or Artisans.

CORRESPONDENCE COURSE FOR TEACHERS: This course is designed to teach,

- 1st. How to draw.
- 2nd. How to use drawing.
- 3rd. How to teach drawing.

The plan is as follows:

First, send in your name and procure the first lesson fully explained and illustrated.

Second, after the first lesson is completed return the drawing you have made for correction.

Third, the lesson is corrected, suggestions and future directions indicated, and returned to you together with the next lesson.

Distance has nothing to do with the effectiveness of the course. The lessons are so arranged that the student has but one difficulty to overcome in each. A great many of the lesson plates are photographs direct from nature and the objects in question.

In order to make this course as inexpensive as possible, we will allow you to return the lesson plates and receive credit for same, making the course cost, instead of seventeen dollars, only twelve dollars, payable in advance.

The term may begin at any time, and continue two years. The

course can be completed in one year, by giving two hours per week to the work.

Address, E. E. Myers, Instructor.

SPECIAL CORRESPONDENCE COURSE: This course is for young men and women who wish to take up some special branch of Art, and is conducted on same plan as the teachers' course, and for the same price with the privilege of returning lesson plates and thus reducing the cost.

The work will receive the personal attention of the instructor, all criticisms and corrections will be made on the lesson sheet beside the drawing of the pupil, giving thereby a clear understanding of the criticisms. If you have learned to write, you can learn to draw by this method.

NORMAL COURSE IN DRAWING: This course of instruction covers four years, and will embrace Nature Drawing, Color, Structural Drawing, Pictorial Drawing, and Applied Design. It is practical throughout, having four distinct purposes and values.

1st. An Instructive value,

2nd. A Culture value,

3rd. A Practical value.

4th. The TRAINING OF TEACHERS in drawing.

Drawing brings into use every faculty and requires accurate and complete observation, thus, improving the EYE.

It requires accurate comparison of distance, proportions and directions, thus improving the JUDGMENT.

The habits and tastes which drawing develop, fit pupils for better service in every vocation.

it is in order to supply a long felt want that we add this thorough and complete course in drawing to our curriculum.

The work in this course is compulsory for all students in the normal and academic courses. A small fee is required to pay for apparatus, as the state has made no appropriation therefor.

ADVANTAGES HERE

This is the most delicate subject to be discussed in this book and we shall try to regard it as such.

Comparisons between this school and others of the state, in so far as they are meant to discount the favors of either, are equally objectionable to all and are therefore avoided. But every school is supposed to have its advantages and nearly every one has one or more which no other possesses.

We were not human, at least socially human, did we not rejoice more or less in numbers, though numbers mean work, and the greater the number the greater the work. As to whether there be advantages in numbers, that depends wholly upon the conveniences for accommodating them, and the quality, or class of people the numbers represent. At this school, so far, we have found numbers an advantage in several ways, and a serious disadvantage, save in increased hard work on the faculty, in no way; but so far the faculty have cheerfully accepted their lot and welcomed new additions to our roll.

Briefly stated the following are the chief advantages offered here; some of them may be found in most schools, others in many schools, still others in a few schools, and there may be a few found in no other school of the state, particularly is this the case with our unusually fine grounds and our large, healthfully located, and modernly equipped dormitory for girls:

1. LIBRARY

Every year a library is becoming more and more an absolutely essential part of fair, to say nothing of satisfactory and thorough, school work. It is utterly impossible to do thorough work without it. Who has heard of a successful student in law, medicine, chemistry, physics, economics, agriculture, or any other branch of study doing successful work in these days of careful preparation for a trade or profession without the use of a library?

He who undertakes it finds himself placed at a very serious disadvantage at once and must give up the effort in competition with young men and women who have these advantages. It is just so with one studying for a teacher or for a general education. "One book" students, that is, students who learn from the text book only, are out of the race with those who read widely and carefully in connection with a study. A "one book" student is a one horse one, a very lame one, a failure. Nor will two books do. The completeness, the thoroughness, the effectiveness of an education depend upon two things:

1. A circulating and reference library of over 2,300 volumes.
2. A documentary library of government bound volumes of 3,000 apparatus.

Without these there can be nothing of thoroughness, nothing of scholarship in the broad sense of that term.

Marshall College has library facilities of the following proportions:

1. A circulating and reference library of over 2,000 volumes.
2. A documentary library of government bound volumes of 3,000 volumes.
3. A government map and pamphlet library of 1,000 volumes.

4. A city library to which all students have access already containing 3,000 volumes for which Mr. Andrew Carnegie donated the handsome sum of \$35,000 for a building, and to which the city of Huntington contributes annually \$3,500. This is easily the best opportunity for students in the way of library facilities, in the state, outside of our state university.

5. There are, on the tables of the current literature division of our school library, 54 of the best magazines published, English and American, all the leading state papers, a number of the county papers, and the best of the educational journals of the United States.

Will the parent who is about to send a son or daughter to school, or the young man or woman who expects to enter school not consider this feature of a school before deciding where to send or go?

2. APPARATUS

Without apparatus a dinner cannot be cooked, a home can not be organized, a farm can not be cultivated, and no other business, trade, or profession can be carried on successfully. Will the reader of this book step into the office of the successful physicians, surgeons, dentists, etc., etc., of our country and compare his apparatus with that of the quack who merely makes his living and does that largely by deceiving the people. A comparison like this was a matter of interest to us years ago; and at that time we asked ourselves this question: Is this at last not the great difference between a well organized permanent and up-to-date school and the so-called "summer normal"? So it was then, so it is in a much greater degree now.

Marshall College has new and the most improved apparatus in all lines of her work. For history and literature she has maps, charts, and reference works. For science she has the best obtainable for the money she spends. The same is true of the other courses such as art, music, etc.

3. THE BUILDINGS

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

The School Buildings proper contain 10 finished recitation rooms, the smallest ones having over sixty feet in length of 3 1-2 feet wide slate blackboard, and the largest ones 102 feet in length of same kind of board. Each is furnished with folding tablet-arms opera chairs

which cost \$2.50 each, teacher's desk, unabridged dictionary, maps, etc. In addition to these are the circulating library, a large bay front room, 40x30, a vocal studio, 26x18, a study hall 70x36, the principal's office and reception room each 14x16, an office of the principal of the business department 10x16, the documentary library, 16x33, a typewriting room 15x31, two business rooms, a laboratory 30x32, two literary halls each 36x40, a piano studio 36x20, a studio for elocution teacher 22x20, a commencement hall 85x55, cloak rooms, toilet rooms, etc. The study hall is seated with box-top study desks, the commencement hall with 626 opera chairs, and the literary halls and library with new chairs.

The buildings cost, as they now stand, \$95,000, not including furniture, apparatus, etc.

The buildings are all new, all having been built or entirely remodelled since 1895. Their location on an elevated piece of ground in the center of the lot gives them a very fine appearance and an exceptionally fine view looking either north or south, the former view being the picturesque but very rugged hills of Ohio, the latter including a long range of the more gently sloping West Virginia hills and valleys.

Standing, as they do, on an elevated portion of the lot, with perfect drainage, the sanitary features are almost faultless.

4. THE GROUNDS

The building stands on an eminence about 25 feet higher than the surrounding streets and avenues, which eminence extends about 500 feet through the center of the lot parallel to 3rd and College Avenues. It terminates in a high, graceful terrace on the front or 3rd Avenue (north) side, on the east end in a steep and picturesque bluff skirted at its foot by a winding brooklet shaded on both its banks with large trees, on the south, it gradually slopes to College Avenue, and on the west half way by a slope and half way by a long terrace sloping toward 16th Street.

On the north or front side are 9 fine big beech, oak and elm trees besides many smaller ones, on the east or 17th street end is the deep brooklet skirted with fine old trees from one side of the grounds to the other culminating in a deep, thick set grove to the north east of the eminence, on the south side are a number of smaller trees and two very large ones, while to the west is one noble beech on the point of the eminence and several mid-sized trees.

The main entrance is from the north or 3rd Avenue side (the electric car side) by a broad walk leading directly to College Hall, a driveway enters from the south side, and a 5-foot curved walk enters from the west or 16th Street end to the College building proper.

The Camden-Interstate Electric Ry. runs its cars along 3rd Avenue, cars passing both ways every 12 minutes. The same company's electric cars run within one and one-half blocks of the grounds on the opposite side.

The school grounds are near the center of the city, as stated above, five blocks from the B. & O. Ry. station, nine blocks from the C. & O. Ry. station, four and one-half blocks from the principal business section of the city, one block from the main line of the B. & O. Ry., four blocks from the C. & O. Ry. line, immediately on the Camden Interstate Electric Ry., two blocks from the Ohio river, and connected, as we have said, not only with every part of the city by electric cars but with all towns in the Ohio valley from 4 miles up the river to 50 miles down it. The connection between Ironton and Portsmouth (the latter 50 miles down the river) is not quite complete at this writing but is expected to be very soon.

5. MUSIC

By reference to the index to find the pages under which the subject of music, the courses in it, etc., are discussed, full information may be obtained. But the following points of advantage are worthy of noting again here:

1. The training, experience, and the character of the teachers. We pay them good salaries because we feel that we must offer first class opportunities to the students of the college hereafter. Just as our requirements for a teacher in the normal and academic courses are, that they must be graduates of high class institutions, so must our music teachers. Parents who send their children here on expense expect good opportunities and we cannot afford to disappoint them.

2. We now offer regular music courses so students in this department may have something to work for and something to show for their work.

3. Our rates for music are lower than we know of anywhere else under capable instructors.

4. We have plenty of instruments and all are new.

5. We offer excellent opportunities for work on the violin, mandolin, guitar, etc., and at very reasonable rates.

6. Our advantages to young men for learning band music, getting high class instruction for almost nothing, and instruments free of rent, these are very rare opportunities.

6. ORATORY

The instructor in oratory, elocution, and physical culture is capable,

conscientious, and devoted to her work. She has not simply had a smattering of her art, but has graduated in one of the very best schools of the East. She knows her subject and knows how to teach it and act it. Miss Ware is an accomplished lady in her art.

7. ART

It is an uncommon thing for any school below the grade of a university to offer the grade of work in art that is offered here—the skill and training of the teacher. We could not offer these rare opportunities in art were it not that our instructor has all the work he can do outside of his class hours in the school, an art company of this city having engaged all his spare time for painting for them, which is done in his school studio where his students may have the advantage of observing his work and of studying his productions.

8. BOARD

In this we challenge comparison with any school in the country, either for ladies or for gentlemen. See under head of "Board" in the index.

9. RELIGIOUS INFLUENCES

The thirteen churches of the city not only most cordially welcome our students to their congregations but offer special inducements to have them take part in all the exercises of the church. There are two M. E. churches, two M. E. South, two Baptist, and one each of the Presbyterian, the Christian, the Jewish, the Catholic, the Episcopal, the Congregational, and the United Brethren.

The Y. W. C. A. has proven a very fine feature of advantages offered here. Miss Butcher, one of the instructors, is president of the organization, thus throwing the influence and experience of a member of the faculty into the work to guide it, and Miss Cummings has given it her personal and constant attention, which, considering her large experience, covering years, in work of this kind, has added greatly to its success. Miss Wright, a third instructor, has charge of the Bible class which meets every Saturday at 4 p. m., in connection with this work, and other members of the faculty lend it their assistance in some form. The regular sessions are held every Sunday at 4 p. m., in the Erosophian Hall.

The school sent four delegates to the National Y. W. C. A. (Young Woman's Christian Association) at Asheville, N. C., at the close of the school year of 1902-03, Miss Orr, one of our regular instructors heading the delegation, and these will return well informed as to the

plan of work recommended by the national association for next year—1903-04.

10. CONVENIENCES OF REACHING HERE

With the several railroads, two telegraph and two telephone systems, and the Ohio river, Huntington is accessible to parents and friends of students in almost any part of the state, the United States, or the world. In case of sickness word is readily sent and high water about us seldom shuts any one out.

11. CONVENIENCES HERE

With natural gas for fuel, natural and artificial gas and electricity for lighting, brick sidewalks throughout the city, electric cars for use when the weather is too bad for students to walk to school, water works with their attendant conveniences and luxury, (to say nothing of sanitary advantages), the bath-room, and the water-closet in the home, mail delivered twice per day at all homes in the city, and of-
tener in certain parts of it, fine stores, shops, etc., these are not to be left out when considering the comforts a student should have.

12. LITERARY SOCIETIES

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

13. COLLEGE HALL

This is the best thing about the school for young ladies. A large, commodious hall for the faculty and young ladies where all may dwell, (not board,) as one large family, heated throughout by steam, lighted with natural gas, hot and cold water night and day in wash basins and bath tubs on every floor, fire escapes, long hose—60 feet—with heavy water pressure on every floor for putting out a fire, and food at cost; these taken in connection with the fact that girls are protected as carefully as in a home where they have the school library at their

door and do not have to go out in the weather to attend their classes, all these are exceptional opportunities for a West Virginia school.

14. LECTURE COURSE

The size of the school and of the city makes it a safe venture financially to have a first class course of lectures and musical entertainments each year in connection with the school. These add decidedly to the educational advantages of Marshall College, the lecturers being men of national reputation, and the musicians artists in their work. The following is the course for next year—1903-04:

1. The Royal Hungarian Court Orchestra, October 30, 1903.
2. Governor Bob Taylor, of Tennessee, November 16, 1903.
3. U. S. Senator J. P. Dolliver, of Iowa, December 22, 1903.
4. The Central Concert Company, January 26, 1904.
5. Jehu DeWitt Miller, February 5, 1904.
6. Spillman Riggs, April 1, 1904.

In addition to the regular course there are always several special ones within the school session, seldom fewer than ten in all.

15. OPPORTUNITIES FOR CULTURE

The advantages in the way of culture for both young men and young women, especially for the latter, in a city, over those offered in towns and villages, is too evident to require comment, and who does not know that a student's culture which comes from social opportunities is of the very greatest importance. Education without it is a misnomer.

16. OPPORTUNITIES FOR EARNING SOMETHING TO HELP OR ENTIRELY PAY STUDENTS' EXPENSES AT SCHOOL

The large number of students who find employment of various kinds in the city and about the school to pay all or a part of their expenses is a very important factor with many. The merchants of this city having been especially kind in throwing all employment they can to our students have helped a number of worthy boys through school, and the number of homes that have taken boys and girls to board in return for services of one kind or another about the house has made it possible for quite a number of boys and girls to attend school regularly. All janitor work above what one regular janitor can do is thrown to young men who need help. These are very decided advantages for students who are limited financially, and they are eagerly taken advantage of.

GENERAL REMARKS AND SUGGESTIONS

WHEN TO COME AND WHEN TO LEAVE

Do not fail to come on the opening day of the term, if you can possibly be here. "On time" means very much to a student entering a school of this grade. By all means be here on opening day; the day before opening is very much better than the day after. Come on the 8th or 9th of September if possible, and remain till the day after commencement. Do not leave till the class has recited and the last exercise is over. Get all your credits and go away knowing you have your grades recorded, a full year's or, at least, a full spring term's work done. You will be better for this, the principal will feel better, all the faculty will feel better, all the school will be better. This is no idle request, it is for your good. We are glad to see so many remain for the 1903 commencement. More, by a large number, than ever before, and each year the number increases.

But, do not come two or three days before opening; that is not necessary. There is nothing you can do. The day before is early enough. And we repeat with all the earnestness of our nature, be sure to stay till every examination is over. Then, when you want to enter any school, or apply for a position of some kind somewhere, your report showing that you were careful to complete at least each term's work you attended, will be, next to your diploma, the best recommendation you can have. Come the day before school opens and stay till the day after it closes.

COMING TO HUNTINGTON

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

The C. & O. Ry. depot is between Ninth and Tenth streets, and Seventh and Eighth avenues, or about 13 blocks south-west of the College, which means about $1\frac{1}{4}$ miles. From there it $3\frac{1}{2}$ blocks down Ninth or Tenth street to the Third avenue electric car line, which passes the College gate. Any one not wishing to walk all the way to the College may save the long end of the distance. Or, those preferring it, may take a cab, several of which will be found on the opposite side of the railroad track from the station. In case a cab is desired it is better to get off the train on the side opposite from the depot, and any one knowing just where he or she is to board should take his trunk with him on the cab, as both trunk and himself cost the same as either

trunk or himself; fare 25c for one or both. It is always best if a student has not already selected his boarding place to report direct to the College, without his trunk, where the boarding committee will see after the matter at once. Girls coming to College Hall for board should take a cab and bring trunk with them direct to the Hall.

The B. & O. Ry. depot is at the corner of Eleventh street and Second avenue, or 7 blocks from the College—about 2-3 of a mile. One can walk one block from Second to Third and here take the electric car direct to the College gate; fare 5 cents. Unless a student have a boarding place selected in advance and some friend has agreed to meet him, it is best, we repeat, to come direct to the College and arrange about boarding and trunk afterwards.

CARRYING MONEY

After arriving at the college it is wise for younger people, especially, to deposit their money with the college treasurer for students, Prof. W. M. Meredith, who will receipt for it, and will reissue it as the student needs it; and in case the parent so wish, he, Prof. Meredith, will act as judge as to when a student really needs money, and when issued to him, the use to which it is to be put will be entered on the student's account, and the full account for each term will be reported to the parent, each item stating the purpose of the expenditure. As far as possible it is better for young people to get their laundry and other bills and let the treasurer pay them and take a receipt so that both a statement and a receipt for each may be sent the parent.

As a safeguard against losing money it is sometimes wise for maturer students to deposit their money with the treasurer and draw out five or ten dollars at a time, unless a student have enough money with him to carry a bank account of his own.

The College treasurer always puts the money deposited by students in the bank and issues to them checks which can be cashed in any of the city stores.

The treasurer, in cases where young men want to make purchases, is glad to accompany the students to the store and advise them as well as see that no exorbitant prices are paid.

In cases where young ladies wish to make purchases one of the lady teachers always gladly accompanies as a matter of protection against dishonest clerks.

ATTENDANCE

Shows a still greater increase, much greater than 1901-02, in the number of young men and women from a distance who were in school the

entire year. Knowing, as we do, from experience, the very great advantage of "full year" attendance over "broken year" attendance we were especially pleased to note this change which means so much to students,—and it means much to any school.

Of course, when this is impossible, as it sometimes is, then **two terms** is the next best thing, or, if that be really impossible, then **one term** at all events, **two** if possible, **three** if there is any way to bring it about; and be sure to see if there is not a way when every effort has been put forth.

Young man, young woman, (I wish to be personal in this matter, therefore the use of the pronoun in the first person singular) it has been a matter of great surprise to me as I travel among, and talk with, the young people of the state, to find how many say they are not able to attend school a full year at a time. Except in very rare cases I can believe no such statement though I'm sure it is made in the highest spirit of truth. It is not the case. Without boast or wish for personal comparison I know it is not the case from my own experience. I know it not only from personal experience but from personal observation. Not only did I myself go through both the normal school and the university without any money to encourage me when I determined to do so, but I know scores of young men and women in this state who did it also and are today prominent, some of them noted for their success. I have not forgotten the many amusing counsels and experiences among a large number of us when at school, advising with each other as to how to get money for the next term, how to make enough for next year, and not unfrequently, "Where is my next month's board to come from?" Sometimes one owed another, sometimes several others and sometimes several others owed him. Now and then some good fellow had to go out and work awhile, but not long enough to lose his place in the class. This has not been years ago either,—the late '80's, '88, '89, and '90. We were in earnest about our education, many others more so than myself, and we were not afraid to borrow, to work, to risk and to go scant when necessary. Some of us borrowed, some more, some less, but all got through and were a thousand times glad we borrowed. A young man who is afraid to put a little money into his brain culture and is willing to risk debts to buy land or other property is not yet in earnest about his education. He will not find a way to educate himself, of course not, because he has not the will,—the deep felt want—yet. Young friend, especially young man, if you want an education find the means and go about it in earnest. Attend the full year if possible, if not, as near the full year as possible if only one month. But I repeat that in more than nine cases out of ten the full year attendance is possible if you will make it so.

RECREATION AND REST

When you come, my young friend, bring your work habits with you, of course, but bring, as well, your habits of recreation and rest. Sleep eight hours if you possibly can, walk quite an amount in the open air every day, and never study immediately after eating. When you come to Huntington, whether young lady or young gentleman, improve every opportunity to meet all the students and know them, and meet all the nice people of the city you can. This is best done by attending some Sunday school regularly and by taking part in social functions.

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

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

Young men and women should not be sick. There is seldom any excuse for it except carelessness. Nature resents violations of her simplest rules of health. Note a few of these rules:

1. Keep the feet dry and warm.
2. Keep the body well clothed.
3. Keep out of drafts when not exercising the body.
4. Keep flannels on till warm weather has come to stay for the season.
5. Never study for at least one hour after meals.
6. Sleep eight hours, and don't let a draft blow across the bed.
7. Take at least 15 minutes of vigorous exercise each day.
8. Drink plenty of good water. Boil it before drinking if you are not sure it is pure.
9. Exercise in the day time and stay out of the night air.

10. Watch carefully and constantly the condition of the bowels. See that they move regularly every day. Watch that fevered feeling, that weakening of the eye, that yellowing of the eyeball, that breaking out on the face, upper arms, between the shoulders, on the chest and often on the thighs. It usually means indigestion or constipation. Check the former by watching carefully the effects of certain foods eliminating those that seem to encourage it; put an end to the latter in the same way, and when severe remedies are necessary a few hepatic pills, or if beyond these, then a few soda calomels followed by a few doses of salts. Steer clear of the dreaded effects of constipation. With the writer these things have been almost entirely overcome by studying his diet. Sweet milk, one of the most palatable of all his food had to be abandoned; coffee had to go, and in its stead malted

milk was used; eggs are eaten sparingly; cocoa or chocolate is drunk in small quantities; fruits are avoided after supper and seldom eaten after dinner, even vinegar on foods, pickles, olives, had to be set aside and the amount of sugar and candies was reduced to a necessity margin; physical exercises in the way of vigorous calisthenics of an approved form are taken night and morning. The result has been, little or no need of any strong medicines, a gain of a number of pounds and a necessity for larger clothing. Some persons would require a different diet and other exercises, doubtless, but experience will solve it.

11. Wash the eyes with very warm water before retiring, sometimes with warm salt water.

12. Quit study at once when you feel that your energy is exhausted and change work or walk about; if at night go to bed. It is the first hour of overwork that kills, not the ten thousand hours of hard work within one's strength.

13. Let fresh air into the room all the time; if you have two rooms with good circulation between, let the air in the one not used for bedroom, at night, and let it in the bed room and not the living room in day time.

14. Eat *only* at meal times and make that as nearly the same hours each day as possible. More people, many, very many more people eat too much than too little. The writer eats no breakfast except when traveling or where it would seem inexplicable to others, and always eats light suppers, and has found this much more healthful than three meals. It may not be best for all to do this but a trial if troubled with indigestion may remedy the trouble.

15. If you have rheumatism a flannel night shirt is a most valuable preventative. Wear it 6 or 7 months of the year.

16. A thorough plunge bath at least once per week and a towel bath every day are essential to a clean, sweet, pure body, and this is essential to perfect health as civilized man reckons it.

17. The very day you feel that you are ailing or failing in any way uncommon, report it to your teacher or parent. Longer time has proved fatal in thousands of cases.

18. Do not fail to observe this caution with unflinching diligence: Watch carefully the appetite; for it is an almost infallible guide to health. As soon as it begins to grow dull the cause should be sought once. You *must* have an appetite. See to it that it be guarded as the amount of exercise taken and is easily remedied by increasing the amount of exercise and decreasing the food for a few days; or, if that fail, then take one Iopactic pill each night before retiring till the bowels are regulated again. If this fail consult parent or teacher at once. You *must* have an appetite. See to it that it be guarded as the

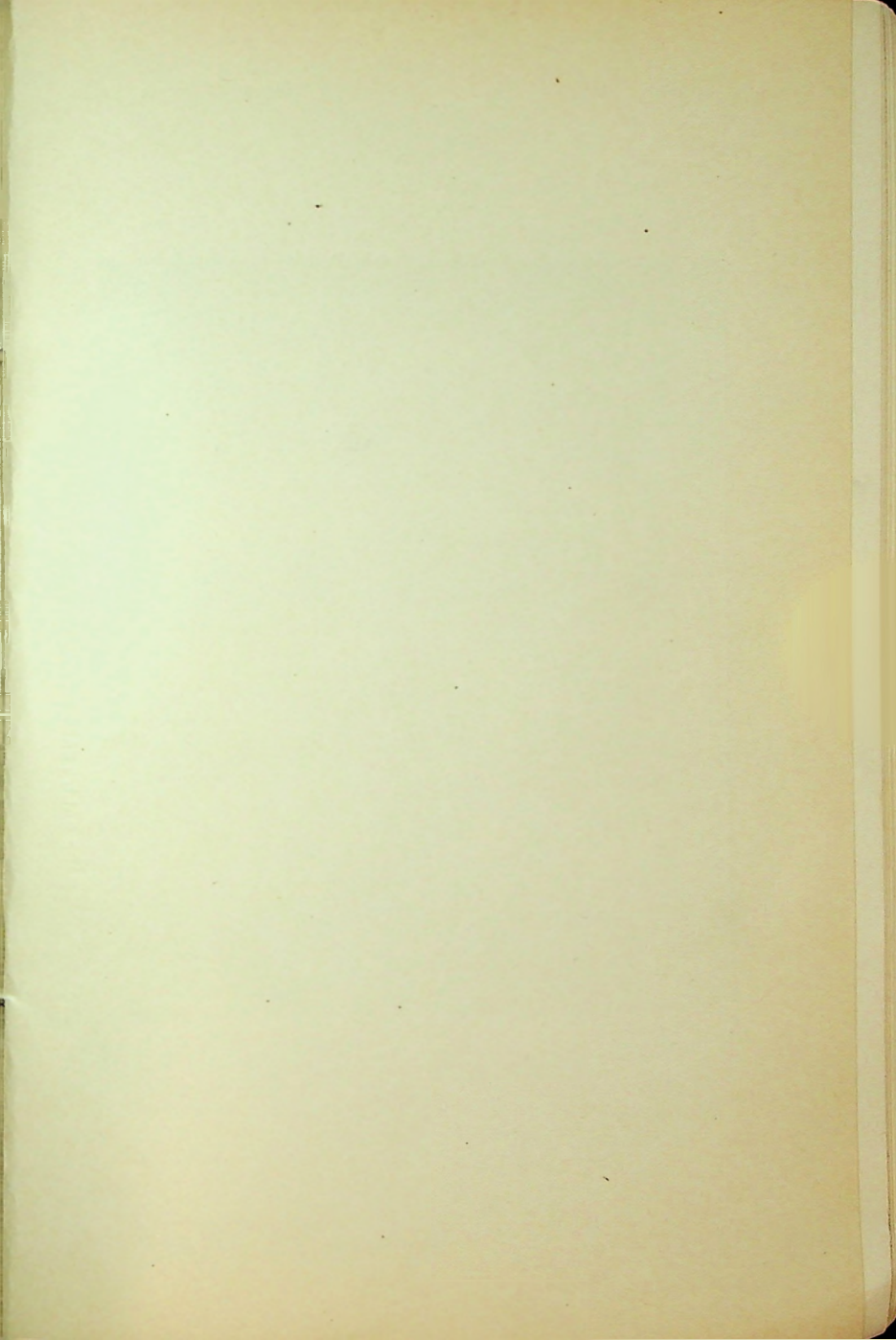


The Eagles

COLLEGE BASKET BALL TEAMS



The Amazons.





BASE BALL TEAM, PROF. FITZGERALD, MANAGER

rare monitor of health. Heed its admonitions at once, and you will save much, it may be, all.

SCHOOL-GOING AS A BUSINESS

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

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

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

Trace each to the home and examine the situation. The same thing there or a lack of home-government usually confronts one when he runs the drifting youth to his domestic limits. Sad, sad, pitifully

sad! So it strikes us. Drifting aimlessly into the hands of bosses, shrewd rascals, and glossed-over criminals because nothing to lend him courage to resist. Sadder still is it to trace this aimless youth to a home of fine parentage and influence, but a home with one spotted lamb. Away back a generation or two there is a weak place in another home that solves the difficulty.

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

It is utterly astounding how many parents there are who are disposed to treat school-going as a kind of convenience which can be dispensed with under the slightest provocation; one day, two days, a week, a month, even a term, at a time, just as the whims of a spoiled child, or pampered, or over-nursed youth, or the solicitude of an over-indulgent parent, or the weather, or the last-night's party, or the next week's wedding, or the coming of a visitor, my boy wants to get a "job" for a while (yes, parent, you are getting him into a "job" you'll never cease to repent of by this very unparentlike indifference to his education), these and many more are the flimsy, awful excuses to be set over against the failure in life of a child. And who's to blame? What can a parent expect but his child's failure at school when he makes his attendance purely a matter of childish whims? Children, and grown people, too, always fail at whatever they undertake if they make it a secondary matter. Success is not made of secondary effort, but of one's very best and constant efforts. Every boy's and every girl's education must be a failure when they fail to give it their constant and most diligent attention and effort. If ever there was a business that required one's whole attention that business is school-going, and the sooner parents learn this the better for their children.

A half-inch snow will often keep a big, rugged girl or a swarthy, muscular boy at home only a block or two from the school when 12 inches of snow did not interfere with more delicate children ten blocks away. What a difference it makes as to who the parent is, and the student stuff out of which one is made!

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

Parents and young people alike, we cannot but exhort you to see to it well that there be no fooling, no delaying, no trifling with this matter of school-going. Nine months of the year should be given to it, nine months of 20 days each, till it is completed, and it is not completed, till a goodly share of it is the portion of every American youth.

In every department of public life are our institutions, whether political, business, or what, feeling sharply the need of more trained, cultivated men, the unfortunate, much to be deplored statement of the highest salaried officer in America to the contrary notwithstanding.

The country districts feel the lack of thoroughly well prepared men for their pulpits, their schools, and their public offices; and the towns and cities need them almost as badly;—they need clean, courageous men of education worse than the country because the calls for such are many fold greater.

Why should parents let this vital question of more and better education for their children remain unattended to when it means all to a child?

Why do young men and women hesitate when the history of the world attests that money and time put into brain-culture is the best investment possible?

If you go to school go; go every day; go for every recitation. Absence, even from one recitation per week, is so much ether or chloroform that benumbs the school interest and seriously affects the school life of child, youth, or man and woman. Be at school every day if possible and at every recitation if possible. Make school-going a business, the most serious business of childhood, youth and early manhood and womanhood, for such it is.

BROTHERS AND SISTERS AT SCHOOL

When the writer was quite a young man away from home at school he always felt that one of the charms of a college boy's life, one of the refining, ennobling, and beautiful features of it, was absent because none of his sisters was with him.

There is not a brother living, who is worthy of that name, but is very greatly benefitted by having his sister with him at school. It helps to preserve not only his own self-respect but is a bond of strength to him in preserving his respect for womankind—for other young men's sisters, other fathers' and mothers' daughters. It is, as well, a stimulus to a young man's ambition, a most fruitful source of inspiration to him in his college work and in his college department.

More: It imposes upon him a duty, which arouses a very high sense of responsibility—that of guarding and protecting, if necessary, of defending his sister. This appeals to the very best there is in him.

Still more: It prompts him to consider his own life in a higher relation than is otherwise possible, and accordingly calls forth his best self under nearly all circumstances. The feeling that, "my father is not here, and I alone am my sister's protector when all other protect-

ors fail her," cannot but make a young man more manly, more true to himself and to all about him.

The value, the pleasure, the delight a true brother finds in a sister's presence with him at school is known only to the very fortunate young man who has taken his sister with him.

Our own experience is limited to the public school, and to three terms of a teachers' summer school; but that was enough to convince us of the truth of what we have said, younger though we were than they in all cases but one.

The value to the sister, of a brother with her when away at school, is really incalculable. Its effect on her entire school life, socially, educationally, and in every other way, is truly remarkable; and when the brother is a good one, a brother in the true sense of the word, his influence over his sister is not only of inestimable value to her and to him, but is a beautiful thing to observe as well as to contemplate. In Marshall College we have watched it closely if not critically for several years and we feel more convinced each year that every boy in school who has a sister old enough to enter school here, whether older or younger than himself, should bring her with him.

Most earnestly do we insist that each year more of our girls induce their brothers to come with them, and brothers their sisters; if not blessed with sister or brother, then some one who can, as nearly as possible, fill a sister or brother's place. The number of cases in which sister and brother attend school together here is gratifying to us to note because of the value to each we have noted it to be. A hurried running over the roll for 1902-03 gives us the following list—we give only the family name: Andrews, Anderson, Baker, Bright, Chambers, Day, Erskine, Ferguson, Fitzgerald, Grass, George, Hamilton, Humphreys, Hawkins, Hill, Hall, Hopkins, Johnson, Justice, Lilly, Love, McLaughlin, Prichard, Riggs, Southworth, Saunders, Tillis, West, Wheat and Walton.

SOME CHANGES

1. IN THE WORK

In order that the work of the school may be better articulated, the responsibility of the individual teacher made more defined, and the class work made more systematic, in brief, in order that thoroughness, system, and economy may be better assured hereafter, the entire work of the school will be reorganized, beginning with the opening of the fall term, 1903, will be grouped under the following heads, and

each group placed under the supervision of one or more members of the faculty, one to be held responsible for the work of each group and the rest appointed to the work of any group are to be responsible to the one to whom the group is assigned; the principal, besides exercising the right to investigate and judge of the character of the work of any teacher, will hold the one to whom the group is assigned directly responsible for the entire work of the group.

GROUP ONE.—Psychology, Ethics, Pedagogy, History of Education, Practice in Teaching, The Pedagogy Seminary, Moral Education and Child Study.

GROUP TWO.—Economics and Civil Government.

GROUP THREE.—Physics, Chemistry.

GROUP FOUR.—Geology, Botany, Physical Geography, Political Geography, Physiology and Zoology.

GROUP FIVE.—Division A: U. S. History, General History, Greek History, Roman History, English History, Mediaeval History, and Modern History.

Division B: Biblical History and the Current History Seminary.

GROUP SIX.—Division A: Astronomy, Geometry, Trigonometry, and Algebra.

Division B: Bookkeeping, Written Arithmetic, and Mental Arithmetic.

GROUP SEVEN.—The Work in Latin.

GROUP EIGHT.—The Work in Greek.

GROUP NINE.—The Work in German.

GROUP TEN.—The Work in French.

GROUP ELEVEN.—Division A: Literature,

Division B: Rhetoric, Composition and Logic.

Division C: Grammar.

GROUP TWELVE.—The Work in Orthography.

GROUP THIRTEEN.—The Work Music.

GROUP FOURTEEN.—The Work in Art.

GROUP FIFTEEN.—The Work in Oratory, and Physical Culture.

To cooperate with the principal in the organization, supervision, and direction of the work coming under each of the above groups an instructor whose experience, training, and other qualifications especially fit him or her for the work coming under the group assigned, will be appointed before the opening of the fall term of 1903. The younger and less experienced instructors will necessarily be assigned work under the group instructor till he or she has been adjudged sufficiently mature and experienced to take charge of the work of a group. This division of the work is not intended to lessen the dignity or independence of the individual teacher whose work comes under a group teacher, but rather to make his or her work more satisfactory in every

way as a part of the curriculum. The professional equality of the faculty individually is in no way impaired under this arrangement any further than is necessary in order to systematize the work in a group. "Give and take" will be the spirit from the principal down to the youngest member of the faculty.

2. IN THE LITERARY CONTEST

Hereafter the Inter-Society Literary contest will occupy two of the evenings of Commencement week instead of one, for the following reasons:

1. The contest, to be of the nature we prefer, is too lengthy for one evening.

2. There are to be some changes as to the amount and source of the contest money, thus requiring two separate evenings. The amount hereafter will not be less than \$75, and it may be increased to \$100, part of which is to be contributed by some members of the Chamber of Commerce of this city.

The contests in recitation, essay, and oration, will occupy one evening, and the contest in debate will occupy one evening. On the contest in debate four members instead of two will hereafter be placed, two selected by the societies and two by the principal after a preliminary debate on some subject assigned by him. It is proposed to encourage the literary work of the school, and the literary societies especially, very much more than ever before beginning with the session of 1903-04. Graduate students will be eligible to the places on debate to be filled by the principal but not to those filled by the societies.

3. ADMISSION REQUIREMENTS

No student, male or female, will be admitted to the school hereafter, no matter what department he may wish to enter, till he or she has furnished a written recommendation for good character and habits characteristic of a gentleman or lady. The form of this recommendation will be found in another place in this book. These recommendations will be kept on file so that the writers thereof may be notified in case anyone bringing a recommendation should prove unworthy of the confidence of the one who vouched for his character and conduct.

STATE APPOINTMENTS

1. WHO MAY GET THEM

The requirements for getting a State appointment are as follows:

1. The applicant must be a resident of this state.
2. Male students must not be under 14 years of age.
Female students must not be under 13 years of age.
3. He must be of good moral character.
4. A letter of recommendation from some good citizen other than the parents or relatives, who will vouch for the character of the applicant, must be presented when the student enters school.
5. He must sign a written statement, obligating himself to comply with all the regulations of the school.
6. He must have a fair knowledge of the common school branches.

2. HOW TO GET AN APPOINTMENT

It is always better to leave the appointment alone until you arrive here, then the Principal will get it for you. Be sure and bring with you the letter of recommendation referred to on page 45, unless one of the instructors in this institution knows you and can recommend you.

3. THE VALUE OF A STATE APPOINTMENT

It exempts the holder from paying tuition in this school, which is \$6.00 per term, or \$18 per year.

The holder of an appointment has only the Enrollment Fee of \$2.00 per term, or \$6.00 per year, to pay.

Those who do not hold appointments pay both Tuition and Enrollment Fee, in all \$8.00 per term, or \$24.00 per year, while the holder of an appointment has only the Enrollment Fee of \$2.00 per term or \$6.00 per year to pay.

4. NUMBER OF APPOINTMENTS ISSUED

Each county is allowed so many appointments, according to the population. Clay county is allowed 33, the smallest number of all, Kanawha is allowed 315, Wood county 198, Cabell, 168, and so on.

PROMISCUOUS

1. READING

Over no feature of the school work for the past year do we feel more gratified than the June report of the librarian, the substance of which is as follows:

1. The magazine reading has been wide in its scope and exceptionally full in amount, covering not simply a careful perusal of the daily and weekly newspapers, but was much more extensive in magazines proper, and including all the magazines on the college tables, of which the following:

WEEKLY: Public Opinion, Electrical Review, Youth's Companion, The Dial, Saturday Evening Post, Literary Digest, Scientific American, Harpers' Weekly, The Nation, and N. E. Journal of Education.

MONTHLY: Popular Science Monthly, American Journal of Sociology, International Journal of Ethics, The Lamp, Our Animal Friends, Nineteenth Century (English), Journal of Geology, Fortnightly Review (English), Psychological Review, Paedagogische Monatshefte, Education, W. Va. School Journal, Journal of Geography, Journal of Pedagogy, The Architectural Record, Birds and Nature, Biological Bulletin, Bird Lore, Psychology, American Education, Good Health, Phrenological Journal, Medical Talk, Teachers College Record, Cosmopolitan, School Physiology Journal, Practical Age, N. Y. Teachers Monograph, The Pilgrim, Art, Ladies Home Journal, Worlds Work, Worlds Events, Harpers Monthly, Harpers Bazaar, The Critic, Bird Magazine, Popular Astronomy, Book News, Review of Reviews, Outlook, Bookman, Century, Lippincott, Munsey, Current Literature, Scribner, McClure, Atlantic Monthly, North American Review, Success, and Our Animal Friends.

Quarterly, Forum, International Magazine, International Quarterly, and American Quarterly.

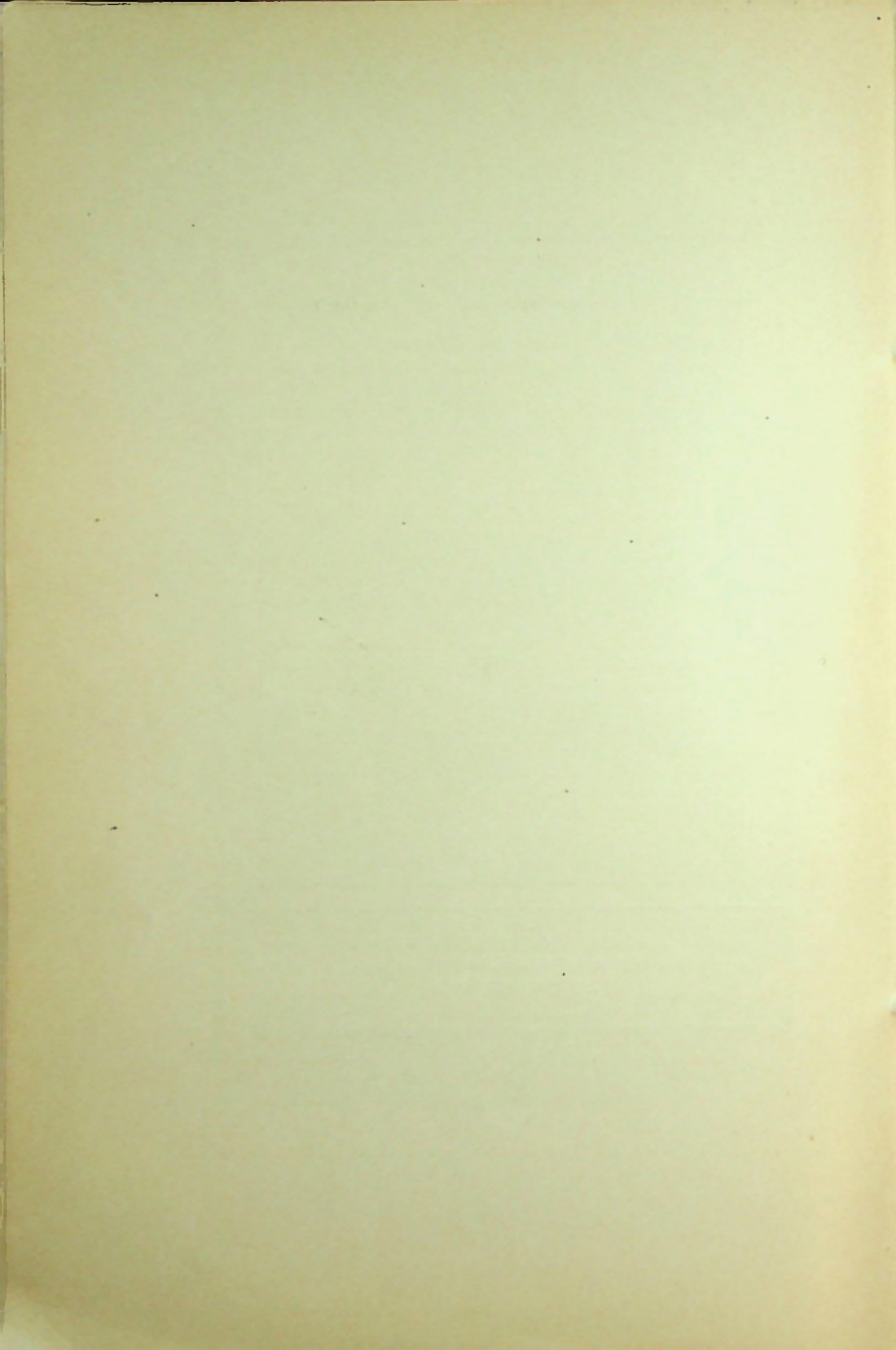
2. About 300 books were out of the library all the time; in other words, about 300 students were doing regular library reading all the year.

3. What they read is of the greatest importance, and this part of the report is the most gratifying of all. Of the books the following is a brief statement:

History and Political and Social Science	33 1-3 per cent.
English and American Literature other than Fiction	20 per cent.
Fiction	10 per cent.
Natural Sciences	10 per cent.
Religion, Mythology, etc.	10 per cent.



PRINCIPAL MARCUS M. ROSS
Fairmont State Normal School.
(See Necrology)



Education 17-2-3 per cent.

2. THOSE WHO STICK

Four classes of students are especially trying on the patience of a principal.

First, Those who come to school with so little of purpose that when asked what they wish to study they answer as though they neither knew nor cared to know, or ever even had a serious thought about it.

Second, Those who want nothing in the course the principal is persuaded after talking with them that they ought to study, and assume the right to choose from top to bottom as though studies could be picked out and successfully pursued just as fish are caught in muddy water with a hook without a bait.

Third, Those who not only do not know what they need or want, but want to be changing about every two weeks.

Fourth, Those who do not have the staying, the sticking qualities, but come to the principal with every conceivable form of pitiful, childish and even false excuses to drop out of school before the close of the term.

In the first three classes the girls are in the majority, while in the last the boys are greatly in the majority, and the last failing is the worst of all, though all are bad enough. What more quickly shows the "stuff" out of which a student is made than by noting his retreat the moment he begins to scent the term examinations.

Nothing so quickly and so seriously lowers our estimate of the "sticking", the "staying", the student-like, qualities of young people as this cowardly habit of not finishing a thing.

It is a most serious mistake. It is the beginning of failure.

We are very frank to say that we have not much hope for young people who do not stick through what they undertake. We can't expect them to make our best citizens; hence we look to those who stay and finish what they have begun for a term, to find teachers whom we can recommend. It is hoped sincerely that our young people will grow out of this weak-kneed habit and that hereafter every student will stay till his last examination is past, or his last test is taken.

These criticisms do not apply to those who have legitimate excuses for going home before examinations, for there are a few such cases. But legitimate excuses are very few. So far as we now recall there were only five for the spring term of 1903, whose excuses would stand investigation. All the rest who went tried to find excuses, but they were so flimsy that in some cases they were not even considered.

This suggests the question, "What is a legitimate excuse for running from examinations," for failing to complete a thing undertaken and

known to be very important? Certainly not the plea of "not enough money." What young man with any regard for his reputation, any sense of pride in himself and in success, any real manly qualities, would think for a moment of giving up a business venture well begun, and which meant as much as the successful completion of a term of school, when all that was lacking was a few dollars? What would any successful business man do? The answer is easily anticipated: Borrow enough to finish it. So would any successful student.

Only severe illness of the student, or an urgent call from home could be regarded a legitimate excuse. How many had it? Not one in twenty.

My young friend, come to school with a purpose; come having some idea of what you need whether you know what you want or not; come prepared to accept the principal's suggestions about your studies, for his experience is very likely more liberal than your own and his conclusions are apt to be safer; come expecting to carry what you undertake, whether easy or hard, to your entire liking or otherwise, and be sure not to undertake too much or too little; here again the principal's judgment is much better than your own; come, finally, determined to stay to the end of the term if at all possible and studiously avoid falling into the coward, the purposeless, the uncertain, whimsical class. Come with a purpose carefully fixed and with a will to carry it through.

3. OUR GRADUATES' STANDING

Where do our graduates go? Is there demand for them? Do they stand the test of a public trial? Do they get good positions? These are pertinent questions and we answer them.

Just as in any other school we have our poor ones, our medium ones, our good ones, and our exceptionally good ones. This one thing we have observed: We have never graduated a good strong boy whom we could not locate successfully, and so with our girls except in rare cases. Our young men who are mature go at once to positions of responsibility and of fair salary, and our young women likewise. At the head of the St. Albans, the Hinton, the East Bank, the Guyandotte and equally responsible places at from \$65 to \$95 per month, 8 or 9 months per year, our young men stand, and our young women rank close to them.

The majority of them, however, go to school a few years longer, and some of them go into business or to another profession.

The southern portion of West Virginia is now offering quite a number of good places to good graduates from this school and we are meeting these demands. Salaries increase each year and the num-

ber of good positions multiplies. The outlook for Marshall College graduates in decidedly promising. If a young man or a young woman is made of good material we have no trouble in locating him or her. Our only trouble so far has been to get enough strong graduates to fill the positions we are called upon to fill. At this very moment we have a letter from a board asking us to send a good young man,—they always want a graduate, and properly so—to take a nine months position at \$75 per month, and we have no young man to send.

4. SELF PROTECTION

Clear heads, ready hands, willing hearts, and quick, accurate minds demand sleep, recreation, open air, some rest, and daily exercise that bring into play all muscles of the body.

The deadly cigarette, the abominable pipe, the frequent cigar, and the overloaded stomach are as dangerous, as fatal to the student as overdoses of arsenic.

When will young men and women learn that the public wants a human body of reasonable proportions and of vigor and animation as well as a head when positions are to be given?

When will young men learn that the cigarette scented youth or man is about as unwelcome to positions of honor as are drunkards?

Young men—too many of them—come to us as students whose bodies are as thoroughly impregnated with the vile smell of the cigarette or pipe as is the saloon bloat, with his reddened and disease-marked face, with poisonous liquors. Young man, if you carry this horrid smell around with you, do not come here to school. You can't possibly amount to much. You are destroying yourself and we do not care to have this suicidal work advertised among our students. If you smoke a good cigar now and then, that may not hurt you, but if smoke you must, let it be an occasional good cigar and quit with that.

Cultivate a good body as well as a good mind. To assist you we shall hereafter encourage every legitimate kind of sport not simply as sport, but because they are an invaluable part of one's school life. The boys who go regularly to the play grounds each day, if for no other purpose than to get out in the open air and forget books awhile, are as a rule, the boys with snap, vigor, endurance, energy, enthusiasm,—the boys who hold out to the end.

Next year—1903-04—we want several foot ball teams, several base ball teams, and golf, tennis, and croquet players by the score. The athletic association came out \$37.50 ahead last year and it can come out \$150, ahead next year.

Let all our boys look out for good athletic boys while looking out for students each summer vacation.

The effect on the young ladies of their basket ball playing was almost phenomenal. The change from the pale face to the ruddy, from the dragging walk to the quick, lively step, from the flabby muscle to the solid, and from the passive, lifeless, unsociable disposition to one of life, cheerfulness, and buoyancy of spirits, was remarkable and was a matter of general comment.

Let us have at least ten basket ball teams next year—5 double teams—and not only make 50 girls stronger and more healthful physically and correspondingly better students but make athletics doubly as interesting and profitable as it has ever been here. The contest game in basket ball at the close of the past session was easily the most interesting exercise of field day. Let us have several such next year, not only at the close, but all through the year. Tennis, too, and golf and croquet did their part toward protecting the health and keeping up the life and energy of the girls. We have plenty of grounds; let us use them.



NECROLOGY

The issues of fate still show a kindly consideration in favor of the good health of our student body, as has been our rarely good fortune heretofore. The exceptionally fine sanitary arrangements about the school building, especially about College Hall where over 100 young ladies and about 30 teachers, young men, matrons and attaches made their home most of the past year, have contributed their share to this good result, and the healthfulness of the city and the precautions taken by students and faculty alike to keep their health, have done their part as well. Of the 787 students and 23 members of the faculty,—\$10 in all,—we lost by death only two students and had remarkably few cases of serious illness, though from grippe, measles, mumps, whooping-cough and a few other ailments more or less contagious an exceptionally large number had to lose more or less of time from their classes. Each year we are more fully persuaded that Huntington must be an uncommonly healthful city, an excellent school town.

Mr. H. S. Sloan, of Alderson, W. Va., one of the most promising young men we have ever enrolled in the school, died of brain trouble within the fall term. Mr. Sloan was not only an exceptionally promising young man as a student, but was one whose pious life, gentle, manly and Christian habits and character made him a very desirable young man to have in a school.

Mr. Earl Blake, of this city, till within a few weeks of his death, at that time of Lawrence county, Ohio, had been a member of the school for almost two years, and had become closely identified with it in several ways, fell a victim to typhoid fever only a few weeks before our June commencement. He was a worthy young man, a faithful student, and a young gentleman whose record at the school was clean, upright, and honorable.

Miss Jennie Graybeal, of Williamsburg, W. Va., who attended school here during the session of 1901-02, a frail but very industrious young woman, a very model in a school, both as student and as a Christian

lady, closed her brief life at her home since leaving school in the spring of 1902. Consumption is reported as the fatal disease.

To the parents and other near friends of these young people the faculty of Marshall College herewith express their deep sympathy and sorrow in these, perhaps as severe afflictions as are visited upon a parent in this world. The knowledge of their records at this school having been such as won for them the very highest esteem of faculty and students alike cannot but be at least a light consolation to the bereaved.

To the permanent records of this school Marshall College adds a word of tribute to the memory of a brother principal.

Marcus M. Ross, up to the holidays of the session of the year 1902-03 principal of the Fairmont State Normal School, in the very morning twilight of new successes in a larger field, consecrated to his work to the last moment, a hero to the cause of public education in West Virginia, suddenly found his morning twilight become evening and the evening of his useful and promising career, dark night,—death. With the passing of a night Principal M. M. Ross passed from what was supposed to be comparatively good health to that bourne which each year more and more adds to the mystery of man and his mission on earth. In a moment—a sad one for hundreds and thousands—a loyal and faithful principal, an excellent educator, a noble man, and a true friend to the cause he espoused, has said a final mortal adieu to us all, and one whom the profession could ill afford to spare, has forever resigned his position on earth.

The gifted author of *Snowbound* has said that "It might have been" is the saddest of all words of tongue or of pen, but to us "farewell" is sadder still. Friendships seem made to end; affections tender and true to fade; noble men and angelic women to work, to love, to reproduce their like, and to die; yet in all the varied forms of this passing there is enough that is beautiful, and sweet, and true, and good, and pure, if only we all seek to bring it instead of its opposite to the front, to make this thing called "life" a thousand times worth the living even if its last breath must be hushed with the silence of sorrow and farewell. Even here compensation has its claims repeated, for the better and the more useful the life the deeper the sorrow that follows its closing. He who insists upon believing no further than he sees if only he study the worth of a true man or true woman will find even in the theory that death ends all enough to prompt him to

his noblest efforts; but he who studies the deeper aspects of the question finds purpose inherent in power, and an Infinite wisdom inherent and impersonated in purpose, hence more or less of compensation even in the saddest thing we know—death.

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STUDENTS' NAMES

NORMAL AND ACADEMIC DEPARTMENTS

GRADUATE STUDENTS

Burgess, Fannie,	Eisenman, Clara,	McKendree, Georgeanna,
Baker, Jennie,	Hill, L. B.,	Porter, Dorothy,
Donaldson, Dwight,	Hay, Addie,	Saunders, Edith,
Doolittle, Anna,	McClintock, Emma,	Senseny, Nellie,
	Thornburg, Frances,	Wells, Erna,

SENIORS, 1903

Foley, Bessie,	Hamilton, Ida,	Myers, Clara,
Freeman, Blanche,	Koontz, Carlton,	Parker, Walter,
Gwinn, Clyde W.,	Johnson, Ada,	Petry, B. L.,
Hagan, Beulah,	Jackson, Florence,	Thompson, Marguerite,

JUNIORS, 1903

Archer, P. E.,	Hamilton, Okey,	McClane, Erskine,
Bennett, Paul,	Hawkins, Nannie,	Northcott, Amy,
Riggs, Susie,	Hedrick, C. E.,	Painter, M. L.,
Buckner, McVea,	Hogsette, Henry C.,	Ramsey, T. G.,
Burns, Anice,	Hogsette, Myrtle,	Rice, Lena,
Craig, Camilla,	Holles, Bessie,	Reltz, Charley,
Creel, Edith,	Harper, Bertie,	Riggs, Caldwell,
Crooks, Frances,	Humphreys, H. C.,	Taylor, Clarence,
Chambers, O. C.,	Jordan, Albert,	Tufts, Marie,
Davis, Frances,	Jones, Benjamin,	Williams, Chas.,
Donaldson, Will,	Lively, Clarence W.,	Wright, Virginia,
Doolittle, Chloe,	Mahan, Jennie,	Washington, W. C.,
Gibson, Anna,	Miller, Blanche,	Wysor, Ruth,
Hagan, Beulah,	Morr's, F. E.,	Wysor, Fannie,
Hamilton, Rolla,	Moyle, Laura,	

FIRST, SECOND AND THIRD YEAR

Adkins, Eustace,	Anderson, Ollie,	Baer, Tecla,
Adkins, Vernie,	Angle, Florence,	Baker, Carl,
Adkins, Daisy,	Andrews, Anna,	Baker, Edgar,
Adkins, Lillian,	Andrews, Chessie,	Banks, Catherine,
Adams, Frances,	Arhaugst, J. A.,	Bayliss, Randolph,
Allen, Ada B.,	Archer, J. R.,	Beckner, Gertrude,
Amick, Della,	Ashworth, Ethel,	Bell, Bruce,
Anderson, E. J.,	Atkinson, Clarice,	Bell, Joseph Johnson,
Anderson, Eva,	Auxier, Eva,	Berry, John,

Berry, Mary,	Daniels, Denna C.,	Forshey, W. E.,
Beswick, Addie,	Davidson, Joe,	Frasler, Edmund R.,
Bias, W. M.,	Davis, Towns,	Frizzell, Edward,
Blackwood, Kate,	Davis, J. W.,	Fuller, Anna,
Blackwood, Lillian,	Davis, Nannie,	Furnell, W. W.,
Blackburn, Isam,	Day, Cora,	Gaddis, Lola,
Blake, Clyde,	Day, Sidney,	Garten, Grace,
*Blake, Earl,	Dearing, Lizzie,	Garred, David,
Blake, Noah,	Denney, Ernest,	Garred, George,
Blanchard, John W.,	Denton, Murrel,	Gautier, Claude,
Bobblitt, W. O.,	Dejarnette, Mollie,	George, Clarice,
Boon, Fred M.,	Diehl, Henry,	George, Dorothy,
Bowers, H. W.,	Dillard, Kate,	George, Homer,
Bright, George,	Dillard, Rosamond,	Gillespie, Edgar,
Bright, Mary C.,	Dillon, Allie,	Gillespie, Mildred,
Brackman, J. A.,	Dixon, Sadie,	Gilman, Bertina,
Breese, Harvey,	Dodson, Ross,	Gilmour, John,
Broadwater, C. L.,	Doollittle, Anna,	Givens, A. D.,
Brown, Bernard G.,	Dorsey, Henry,	Givens, J. W.,
Brumfield, W. W.,	Downtain, Lamar,	Glover, Hunter,
Bryant, Ella,	Dulaney, G. B.,	Goodbar, Bessie,
Bunn, Roscoe,	Dunbar, W. O.,	Goff, W. R.,
Burks, Helen,	Dunbar, Della,	Garrell, Ralph,
Carey, Harold J.,	Dunbar, Marjole,	Garrell, Effie,
Caldwell, Lewis,	Duncan, Owen,	Grass, Frank,
Campbell, Estie L.,	Eaton, John,	Grass, Homer,
Carter, Edna,	Edwards, Lena,	Grass, Roy,
Chafin, Don,	Eggleston, Shelley,	Grass, Margery,
Chambers, Claude,	Ellis, Hubert,	Greenlee, Ollie,
Chambers, Okey,	Ellis, Mary,	Grimmett, C. C.,
Chambers, Inez,	Ellis, Paschal H.,	Hager, C. F.,
Chambers, Lee,	Ellis, Roscoe,	Hall, Jas.,
Champlon, Margeret,	Emmons, Bessie,	Hall, C. M.,
Chapman, Mary,	Erskine, John A.,	Hall, Charles Percy,
Christian, Wirt L.,	Erskine, Neta,	Hall, Deselm,
Chase, Paul,	Eskey, Ethel,	Hall, T. B.,
Clines, Lulu,	Evans, D. D.,	Hall, Lulu,
Coffman, Lillie M.,	Evans, Georgia,	Hambriek, Vada,
Colman, William C.,	Evans, Gertrude,	Hammatt, Mary,
Compton, Virgil,	Everett, R. T.,	Hammatt, Rose,
Cook, M. D.,	Farley, Sallie,	Hare, Alice,
Cook, P. C.,	Farrar, C. L.,	Harper, Macey,
Cornwell, Marvin,	Ferguson, Harold,	Harper, Sylvanus,
Cottle, Roy V.,	Ferguson, Harriet,	Harper, Schuyler,
Cox, Alberta,	Ferguson, Howard,	Harriemann, Paul,
Cox, Norma,	Ferguson, Mabel,	Harzell, Ollie,
Craig, J. S.,	Ferrell, Chas.,	Harris, Lena,
Craig, Dainty,	Felder, Maude,	Harshbarger, Maude,
Crawford, Lillian,	Finley, M. C.,	Hatcher, Lucy,
Crawford, Mary,	Finnleum, W. H.,	Hatfield, Mary E.,
Crider, Mazie,	Fisher, E. E.,	Hatfield, W. F.,
Crosler, Taney,	Fitzgerald, Boyce,	Hawkins, Fred,
Crotty, L. B.,	Fitzgerald, Thomas,	Hedrick, G. C.,
Crow, Eugene,	Fleishman, Effie,	Henderson, Lena,
Cullen, E. W.,	Fing, Eve M.,	Henson, C. C.,
Curtis, John,	Flodding, Dalsy,	Herold, Minnie,
Cummins, Carroll,	Fontaine, Imogene,	Hickel, Corda,

- Hiekel, Mabel,
 Hicks, O. E.,
 Hicks, Ernie M.,
 Hicks, Clayton,
 Hill, Carrie,
 Hill, Howard,
 Hill, Julian,
 Higgins, Chas.,
 Hollandsworth, Della,
 Holt, Homer,
 Holtou, Lettie,
 Hopkins, Archie,
 Hopkins, Chas.,
 Horn, Bessie,
 Horn, Sadie,
 Huff, J. E.,
 Humphreys, Sallie,
 Hundley, J. H.,
 Hunter, Eda,
 Hutchinson, Cora,
 Ingalls, India,
 Jackson, Katie,
 Jackson, Margaret,
 Jarrell, A. M.,
 Jarrell, D. W.,
 Jenkins, Carrie,
 Johnson, F. K.,
 Johnson, Kennan,
 Johnson, Mason P.,
 Johnson, W. C.,
 Jones, Dot,
 Jones, Mabel,
 Jones, Shady,
 Justice, Sarah R.,
 Justice, L. C.,
 Justice, W. C.,
 Kanode, Hilda,
 Keesey, Olivia,
 Keister, Myra,
 Keister, Willie,
 Kelley, Earl,
 Kelley, Gertrude,
 Kennedy, Mary,
 Kerr, Alice,
 Kerr, Isabel,
 Kneald, Lillian,
 Kirkpatrick, E. R.,
 Knapp, Mattie,
 Knapp, Nadal,
 Lakin, W. R.,
 Lee, A. S.,
 Lee, H. B.,
 Leete, Grace,
 Lester, Nora,
 Lester, Grace,
 Lewis, R. W.,
 Lilly, Phillip T.,
 Lilly, Elsie L.,
 Luby, Grace N.,
 Long, Luther,
 Love, Edward,
 Love, Mary,
 Mankin, Speed,
 Marcum, Mattie J.,
 Marshall, Clevie,
 Marshall, Katharine,
 Martin, C. E.,
 Mason, T. N.,
 Meadows, Estille,
 Meadows, Othniel,
 Milam, Clara J.,
 Miller, Eddith,
 Miller, Amoretta,
 Miller, William,
 Miller, C. C.,
 Mills, Willie,
 Mitchell, W. L.,
 Mitchell, Bessie,
 Mobus, Anna,
 Mohler, Edith,
 Moore, D. F.,
 Moore, John H.,
 Moore, J. B.,
 Mottesheard, Cletha,
 Mounst, Brookie,
 Mounst, Mary,
 Mulligan, F. M.,
 McCallister, Mary,
 McCaug, C. W.,
 McCaug, Maude,
 McClure, Geo.,
 McClure, Roscoe,
 McClure, Talbot,
 McComas, Bessie,
 McComas, Katie,
 McComas, W. F.,
 McCormick, Mercedes,
 McIntosh, Carrie,
 McKnown, D. M.,
 McLaughlin, Carey,
 McLaughlin, Grace,
 Nash, Anna,
 Nash, Margaret,
 Neil, Nettie,
 Nichols, Clara,
 Nickell, R. D.,
 Owens, C. W.,
 Patterson, Romola,
 Patterson, Sulln,
 Parker, E. R.,
 Parsons, Mary,
 Parsons, Nellie,
 Peters, Harry,
 Phelps, Victor,
 Phillips, W. B.,
 Pierpont, Zelma,
 Pinnell, B. M.,
 Pinnick, Harvey,
 Pitts, Charles,
 Poe, Edgar Allen,
 Polut, Ethel,
 Poole, Virginia,
 Pritchard, A. C.,
 Pritchard, E. F.,
 Pritchard, Stella,
 Pritchard, Gordon,
 Pyles, Henry C.,
 Quarrier, Virginia D.,
 Quessenbery, Hallie,
 Rader, Daisy,
 Ramsey, Ira S.,
 Ramsey, Lara L.,
 Reid, Mary E.,
 Reitz, John E.,
 Riggs, Maggie,
 Riggs, Florence,
 Riggs, Eunice,
 Richmond, Fred,
 Richmond, Ernest,
 Riner, Wellington,
 Robinson, O. K.,
 Rodes, Minnie,
 Rodes, Olivia,
 Rogers, Herbert,
 Rogers, Homer D.,
 Rogers, Blanche,
 Rogers, Grace,
 Rollyson, Bertha,
 Rollyson, Jessie,
 Rolph, F. A.,
 Rolph, Guy,
 Rosebaum, Lulu,
 Ross, A. B.,
 Roth, Maude,
 Roush, P. E.,
 Rowan, Luther,
 Salmous, Clyde,
 Sanders, Arthur,
 Sanders, H. E.,
 Sanford, Cora,
 Saunders, Fannie,
 Saunders, William,
 Sayre, Ora,
 Sayre, J. W.,
 Scanton, Charles,
 Scott, Katie,
 Scott, Nora,
 Senseny, Nelle,
 Shafer, H. M.,
 Sharlitz, Boyd C.,
 Sharp, Mary,

Shingleton, L. C.,	Stevens, Bessie,	Wade, Charlotte,
Shinn, Cora,	Stewart, Bessie,	Waldron, Julia,
Shirley, Lorena,	Suddith, Rodney R.,	Walkinshaw, Marion,
Shumate, Gaston A.,	Sullivan, Howard,	Walton, Mary,
Simmons, Lona,	Summers, J. Walker,	Ware, Marie,
Simmons, James,	Tauner, Elizabeth,	Warth, A. L.,
Simms, Alma,	Thomas, T. C.,	Wells, L. W.,
Skeer, Wilma,	Thompson, Ferguson,	West, Bonard,
Slack, Lillian,	Tillis, Mary M.,	West, Bertha,
Sliger, Garnett,	Tillis, Walter,	Wheat, Charles,
*Sloan, H. S.,	Tipton, Clarence,	Wheat, Mary,
Smith, Ezra J.,	Toler, A. M.,	Wheeler, Janie R.,
Smith, Mabel,	Toler, G. C.,	Wickline, Walden,
Smith, M. B.,	Toney, P. M.,	Williams, Sidney,
Smith, M. V.,	Trimble, Rebecca,	Williamson, Pearl,
Smith, Wyatt,	Trimble, Anna M.,	Wynson, Maude,
Snoogross, Rufus,	Teubert, Helma,	Wilson, Clyde,
Snodgrass, William,	Tufts, Helen,	Withrow, Clayton,
Southworth, Oley,	Turner, May,	Wolverton, H. M.,
Southworth, Anna,	Turner, Princess,	Wolverton, W. J.,
Specht, Louise,	Urklean, Myrtle,	Wolverton, W. R.,
Stanford, Lura,	Van Bibber, Cyrus,	Wood, Lillian D.,
Stracher, S. C.,	Van Vleck, Stannard,	Wood, T. K.,
Stants, Katherine,	Vest, Emma,	Woods, Robert,
Stevens, Aura,	Vinson, Alice,	Woodson, E. E.,
Stevens, Gypsy,	Vinson, Rhoda,	*Deceased.

INSTRUMENTAL MUSIC

Ashworth, Ethel,	George, Dorothy,	Love, Madge,
Auxier, Eva,	Guthrie, Kathleen,	Leete, Grace,
Andrews, Anna,	Garten, Grace,	Lilly, Grace,
Atkinson, Clarice,	Harper, Bertie,	Mahan, Jennie,
Anderson, Eva,	Hawkins, Nannie,	Mohler, Edith,
Buehring, Lucile,	Hawkins, Louise,	Myers, Clara,
Berry, Mary,	Hambleton, Grace,	Mahon, Mabel,
Butcher, Willa Hart,	Hogsette, Myrtle,	McNeillister, Anna R.,
Bryan, William,	Holles, Bessie,	McComb, Muriel,
Bryant, Ella,	Harper, Macey,	Nash, Anna,
Crawford, Lillian,	Hutchinson, Cora,	Pierpoint, Zelma,
Craig, Camilla,	Harris, Lena,	Quarrier, Virginia,
Chapman, Mary,	Hicks, Ernie,	Ryan, Walter,
Carper, Dora,	Hatfield, Mary,	Rollyson, Jesse,
Doollittle, Chloce,	Hatcher, Lucy,	Simmons, Lona,
Evans, Gertrude,	Johnson, Mary D.,	Shepherd, Cora,
Erskine, Nela,	Jones, Dot,	Scott, Nora,
Emerick, Jennie,	Jackson, Katie,	Tillis, Mary,
Ferguson, Harriett,	Kanode, Hilda,	Wheat, Mary,
Ferguson, Mabel,	Kelster, Willie,	Wright, Virginia,
Fling, Eva,	Kelly, Gertrude,	Woodyard, Mrs. A. S.,
George, Clarice,	Knapp, Nadal,	White, Janie R.,

VOCAL MUSIC

Anderson, Eva,	Archer, J. R.,	Archer, Mrs. Robt.,
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Burks, Helen,
Banks, Kerberluc,
Baer, Tecla,
Beagle, Alden,
Bogges, Mrs. Olive H.,
Crawford, Lillian,
Cammack, L. H.,
Cummings, Grace,

Craig, Dainty,
Emmons, Bessie,
Ferguson, Harriett,
Fitzgerald, Sallie,
Fling, Eva,
Garteu, Grace,
Hammett, Mary,
Henderson, Nelle J.,

Huff, Katherine,
Hicks, Ernie,
Herold, Minnie L.,
Johnson, W. C.,
Jenkins, Albert,
Lilly, Elsie,
Pierpoint, Zelma,
Wheat, Mary,

ART

Craig, Dainty,
Duff, Lottie,
Dartie, Alice,
Hollandsworth, Della,
Harvey, Lewis,

Hutchinson, Mrs. R. E. L.,
Lunsford, Myrtle,
Lallance, Bertie,
Myers, Thomas D.,
Porter, Kenneth,

Rece, Austace,
Rece, John C.,
Skeer, Lula,
Shepherd, Grace,
Welch, Helen,

ELOCUTION AND ORATORY

Anderson, Eva,
Berry, John,
Blas, Goldie,
Bryant, Ella,
Crooks, Frances,
Cridder, Julia,
Chambers, Inez,
Cullen, E. W.,
Evans, Nelle,
Evans, Gertrude,

Ferguson, Harriett,
Given, A. D.,
Jordan, A. H.,
Keister, Willie,
Lee, H. B.,
Mitchell, Mamie,
Muenz, Alice,
Rofte, Guy,
Scott, Nora,
Sharitz, Boyd,

Simmons, Lona,
Thompson, Marguerite,
Tanner, Elizabeth,
Tufts, Helen,
Trice, R. L.,
Webb, Frances,
Walburn, Adda,
Wysor, Ruth,
Washington, W. C.,

MODEL CLASS

Andrews, Ralph,
Burns, Frances,
Chambers, Guy,
Fitzgerald, Lawrence,
Guthrie, Kathleen,

Gerst, Vernie,
Henson, Jessie,
Myers, Doris,
Northcott, Andrew,
Newman, Ford,

Nigh, Gordon,
Northcott, Amazetta,
Walton, Porter,
Wilson, Clara,

BUSINESS

Allport, Jno. G.,
Atkinson, Garnet,
Abern, Mary,
Aple, Ida M.,
Barr, Cornelia,
Barrows, Julla,
Bayard, Bertha,
Beach, Conway,
Beagle, Alden,
Bell, J. M.,
Blake, Noah,
Blake, Judd D.,
Bledsoe, Benj.,

Bogges, Emma J.,
Boster, Nola,
Boster, Fred,
Bowen, Bertha,
Bobbitt, W. O.,
Bonham, W. A.,
Bonham, A. F.,
Boraskey, Moses,
Bragg, Martha,
Brayley, Leona,
Brammer, Minnie,
Bright, W. E.,
Brown, Lizzie M.,

Brown, Jacob,
Brown, Bernard,
Browns, Kate,
Cabell, Mrs. Nellie,
Caldwell, George,
Colloway, Roy,
Carper, J. G.,
Cuvendish, I. M.,
Chambers, Eula B.,
Chambers, Lee,
Chapman, Abbie,
Chapman, Ottilis,
Cheuvront, T. M.,

- Christian, Wirt L.,
 Childers, Maude,
 Clay, Grace,
 Colley, Nellie,
 Cooper, Jessie,
 Cooper, Rebecca,
 Cook, P. C.,
 Cook, Thos. A.,
 Cottle, J. D.,
 Cox, John,
 Cox, Mabel,
 Crawford, Walter,
 Crider, Floyd,
 Cox, H. H.,
 Cunningham, Virginia,
 Curmatt, Florence A.,
 Davis, Alta, C.,
 Davis, Nannie,
 Deihl, Henry,
 Dement, Ruby,
 Dickey, Lillie D.,
 Dickens, U. S.,
 Dixon, B. F.,
 Donaldson, Dwight,
 Drake, C. W.,
 Drummond, Waldo,
 Dugan, Fannie,
 Ellis, Roscoe,
 Ellis, Hallie,
 Embleton, Edith,
 Evans, D. D.,
 Farr, A. G.,
 Feeley, Minnie,
 Finley, Jas. A.,
 Fling, Love,
 Frazier, E. R.,
 Fulk, B. C.,
 Garretson, Jas. L.,
 Gerlach, Verner,
 Gilmore, Otis L.,
 Goodbar, Bessie B.,
 Gorham, Katie M.,
 Guthrie, M. J.,
 Gwinn, Harry E.,
 Haeblerly, Carl,
 Hall, Essa,
 Hall, Katie,
 Hall, Alvin,
 Hall, D. E.,
 Hamilton, Carroll S.,
 Hanna, Emma,
 Harper, Schuyler J.,
 Harrold, Geo. W.,
 Harrold, Clifford,
 Hatcher, Chas.,
 Hays, Thomas,
 Henderson, Leona,
 Henderson, Nellie J.,
 Henson, Clara B.,
 Hicks, W. E.,
 Hollandsworth, J. M.,
 Holton, Forbes,
 Holtzworth, Rudolph,
 Holswade, Carl H.,
 Hornbrook, Frank,
 Horn, Bessie,
 Houston, Maggie,
 Huddleston, Bessie,
 Huff, Ewart,
 Imboden, J. G.,
 Jackson, William,
 Jones, Kyle,
 Jones, Sallie,
 Johnson, Ora,
 Johnson, Maud,
 Keenan, Walter M.,
 Kintler, J. Richard,
 King, J. E.,
 Klages, A. F.,
 Knight, Alice,
 Kuhn, Wm.,
 Lightie, Geneva E.,
 Lloyd, J. W.,
 Looney, Clement,
 Malcolm, L. S.,
 Malcolm, W. H.,
 Mannon, Homer,
 Maechtel, H. L.,
 Mather, Mrs. Maud,
 Maupin, Pearl,
 May, Lizzie,
 Meador, Jas.,
 Meyers, W. H.,
 Miller, Lizzie,
 Mitchell, H. K.,
 Murdoch, Churub,
 Mullins, Elbert R.,
 McAboy, Clara L.,
 McCoy, June,
 McClure Talbot,
 McDonnicke, Chas.,
 Neal, R. T.,
 Neale, Edwin L.,
 Neff, Irving,
 Newman, L. R.,
 Newman, R. T.,
 Nixon, C. H.,
 Neel, R. J.,
 Orwig, Ida M.,
 Othmeyer, Frank J.,
 Palme, H. F.,
 Patterson, J. H.,
 Paul, Ernest G.,
 Phelps, Victor,
 Pilcher, Ernest L.,
 Pinell, B. M.,
 Poffenbarger, R. A.,
 Porter, Leonard,
 Pritchard, A. C.,
 Pritchard, E. F.,
 Pugh, G. Loomis,
 Ramsey, J. G.,
 Rardin, Garnett,
 Ray, Zubab,
 Reed, Harry,
 Reed, Norman,
 Reiley, I. N.,
 Reynolds, Carrie,
 Reynolds, Mina,
 Rhoades, Aaron G.,
 Ritz, J. E.,
 Ross, J. R.,
 Rutherford, Leona,
 Saunders, Mattie,
 Scarf, Clayton,
 Self, L. W.,
 Shaw, John,
 Sheets, Garnett,
 Shelton, Harvey,
 Shively, Joe,
 Shumaker, Allie D.,
 Singer, Carroll,
 Smith, A. C.,
 Smith, Elias,
 Smith, Bernice,
 Smith, Emmett,
 Smith, Charles F.,
 Smith, Harley F.,
 Smith, M. V.,
 Smith, Myrtle,
 Smith, S. P.,
 Suedegar, Harry R.,
 Spahr, Lillian,
 Staley, Grace, B.,
 Stewart, J. E.,
 Stenach, Katherine,
 Sweetwood, H. H.,
 Swann, Alarie,
 Taylor, Claude,
 Taylor, Mrs. Dora B.,
 Taylor, Ella F.,
 Thomas, C. R.,
 Thomas, W. W.,
 Thompson, Grace O.,
 Thompson, Lida,
 Thornbrook, Frank,
 Thornburg, R. E.,
 Throckmorton, Anna,

Toney, F. M.,	Waugh, Ralph,	Williams, Lilly,
Toney, Stella M.,	Waugh, Stella A.,	Williams, Mattie,
Toney, P. E.,	Welder, Don F.,	Williamson, B. C.,
Toney, W. E.,	Dells, C. T.,	Williamson, F. M.,
Trice, R. L.,	West, Anna,	Williamson, Grover,
Turner, Mason,	West, Mary,	Willis, Edith,
Wagner, John W.,	Wheat, Mary,	Wilson, Lon,
Walker, Herbert B.,	Wheat, Stanhope,	Wilson, Bernice,
Ward, Robert,	Kiehlne, Everett,	Woods, R. B.,
Washington, W. C.,	Wiley, Lawrence,	Woods, Caryl,
Watts, Marvin,	Williams, Hortus,	Wysor, Fred,
Waugh, Esker,	Williams, Ceell,	

Total Enrollment in all Departments.....	910
Number Taking Work in More Than One Department	123
Total Number of Different Students for the Year 1902-03.....	787

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