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1915-1916 Catalogue of Marshall College, The State Normal School

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MARSHALL COLLEGE BULLETIN

ISSUED QUARTERLY

Series I

No. 1

**CATALOGUE
1915-1916**

June, 1916

HUNTINGTON, WEST VIRGINIA

Published by Marshall College

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Post Office, Pending.

OFFICE EQUIPMENT CO.



HUNTINGTON, WEST VA.

CALENDAR

SESSION 1916-1917

FIRST SEMESTER:

OPENS.....TUESDAY, 9 A. M., SEPTEMBER 12, 1916
CLOSES.....TUESDAY, NOON, JANUARY 30, 1917

SECOND SEMESTER:

OPENS.....WEDNESDAY, 9 A. M., JANUARY 31, 1917
CLOSES.....TUESDAY, NOON, JUNE 12, 1917

SPRING TERM:

OPENS.....TUESDAY, MARCH 27, 1917
CLOSES.....TUESDAY, NOON, JUNE 12, 1917

SUMMER TERM:

OPENS.....SATURDAY, 9 A. M., JUNE 16, 1917
CLOSES.....FRIDAY, NOON, JULY 27, 1917

HOLIDAYS

ELECTION DAY.....NOVEMBER 7, 1916
THANKSGIVING RECESS.....NOVEMBER 30, DECEMBER 1, 2, 3
CHRISTMAS VACATION.....DECEMBER 21, NOON, TO WEDNESDAY,
9 A. M., JANUARY 3.
WASHINGTON'S BIRTHDAY.....FEBRUARY 22, 1917
EASTER RECESS.....MARCH 23, NOON, TO WEDNESDAY, 8 A. M.,
MARCH 28.
DECORATION DAY.....MAY 30, 1917

OFFICIAL BOARDS

STATE BOARD OF CONTROL 403 Capitol Street CHARLESTON, WEST VIRGINIA

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

James S. Lakin, President.....Charleston, W. Va.
A. Bliss McCrum, Treasurer.....Charleston, W. Va.
J. M. Williamson, Member.....Charleston, W. Va.

STATE BOARD OF REGENTS State Capitol CHARLESTON, WEST VIRGINIA

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

M. P. Shawkey, State Supt. of Schools, President.....Charleston, W. Va.
George S. Laidley.....Charleston, W. Va.
A. G. Swiger.....Sistersville, W. Va.
E. W. Oglebay.....Wheeling, W. Va.
Jos. M. Murphy.....Parkersburg, W. Va.

J. F. Marsh, Secretary.....Charleston, W. Va.

ORGANIZATION

THE FACULTY

SESSION 1916-1917

O. I. WOODLEY, *President*, A. B., M. Pd., A. M.

ALLEN, LOU M., *Vocal Music*.

BURGESS, FRANCES C., *Geography*.
Marshall College, 1889; University of Chicago, Ph. B.

CHAMBERS, B. B., *Athletic Director, Assistant in Mathematics*.
Marshall College, 1901; Denison University, A. B.

CHILDS, W. A., *Manual Training*.

CUMMINGS, ANNA S., *Superintendent of Training School, Education, Psychology and General Method*.
Colby University, A. B., A. M.; Leland Stanford, Jr., University;
University of Grenoble and the Sorbonne, Paris.

DENoon, ANNA L., *Assistant in Mathematics*.
Marietta College, A. B.

DONALDSON, MARY L., *Assistant in Biology*.
Marshall College, 1908 and 1909; Mount Holyoke College, A. B.

EVERETT, MRS. NAOMI, *History and Economics*.
Steubenville Seminary; University of Chicago, Ph. B.; the Sorbonne,
Paris.

FRANKLIN, W. H., *Superintendent of Buildings, English*.
Allegheny College, A. B.; Harvard.

FULLER, KATE M., *Assistant in English*.
Randolph-Macon Woman's College, A. B.

HACKNEY, LILIAN, *Mathematics*.
West Virginia University, A. B.; Ohio Wesleyan; Cornell; Columbia;
University of Marburg, Germany.

HAWORTH, C. E., *Dean of Faculty, Literature*.
Colgate University, A. B., A. M.; University of Chicago.

HIGGINS, MARGARET MAY, *Assistant in Literature.*
Smith College; University of Chicago, Ph. B.

JOHNSON, HARRIET D., *Latin.*
Denison University, A. B.; University of Chicago.

LARGENT, R. J., *History.*
West Virginia University, A. B.; Cornell; Harvard.

LECATO, J. M., *Agriculture and Biology.*
University of Michigan, A. B.; University of Illinois, A. M.; Johns Hopkins.

LYON, MRS. HARRIET, *Preceptress, Supervisor of Primary Grades, Primary Methods.*
Edinboro State Normal Training School, B. Ed., M. Ed.; Inter-State School of Methods; Work under Col. Parker, Thomas Balliet and Alexander Fry.

MACGEORGE, MILDRED, *Piano.*
Alberto Jonas and Walter Meyrowetz. Studied three years in Berlin, Germany, under Hugo Kaun.

MYERS, E. E., *Drawing and Art.*
Pittsburgh; Cincinnati; Harvard; New York University.

NORMAN, JOHN E., *Chemistry.*
Marshall College; Ohio State, B. S.

PRICHARD, LUCY ELIZABETH, *Correspondence Work, History Methods.*
Vassar College, A. B.; University of Chicago.

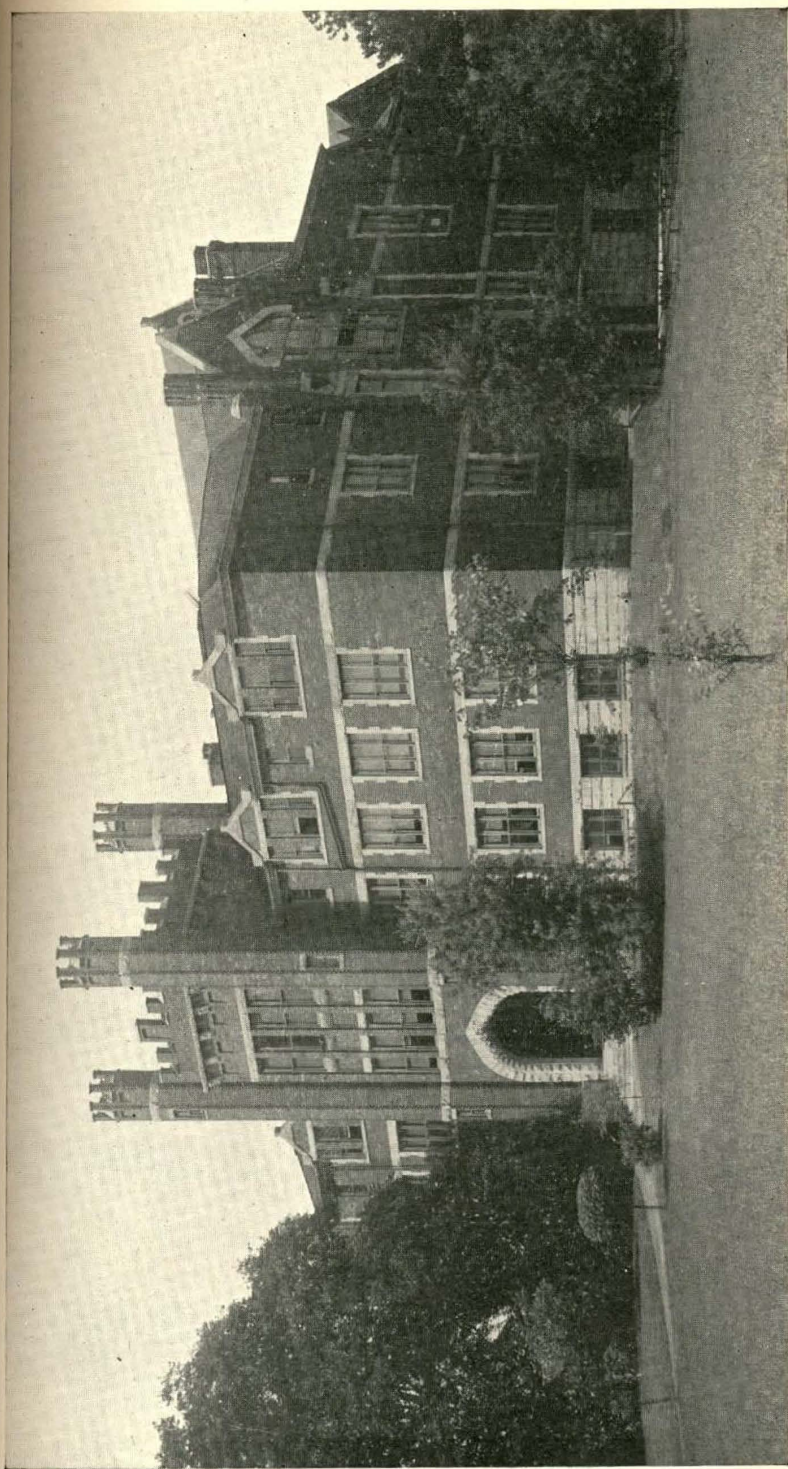
STALNAKER, ELIZABETH, *Supervisor of Grammar Grades, French and Education.*
West Virginia University, A. B.; Columbia University, A. M.

STEVENSON, OLLA, *German.*
Northwestern University, A. B. and A. M.; University of Chicago; Universities of Marburg and Berlin, Germany.

WHITAKER, ORIE S., *Domestic Science and Domestic Art.*
Graduate Georgia Normal and Industrial College; Student Teacher's College, Columbia University.

WILSON, EFFIE MAY, *Assistant in Piano.*
William Woods College, A. B.; Graduate of Cincinnati Conservatory of Music.

WYLIE, R. M., *Assistant to President, Physics.*
Denison University, A. B., A. M.; University of Chicago.



MARSHALL

STUDENT ASSISTANTS

DON F. CORNWELL, *Physics.*

PRICE L. MARSH, *Chemistry.*

DELBERT BARBOUR, *Agriculture and Biology.*

VIOLA MILLER, *Domestic Art.*

MARY BONAR, *Library.*

EXECUTIVE AND CLERICAL OFFICERS

O. I. WOODLEY.....*President*

R. M. WYLIE.....*Assistant to President*

C. E. HAWORTH.....*Dean of Faculty*

MRS. HARRIET LYON.....*Preceptress*

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

MISS LILIAN HACKNEY.....*Student Credits*

MR. WYLIE AND MISS JOHNSON.....*Special Examinations*

MRS. R. M. WYLIE.....*Secretary*

MISS ORA B. STAATS.....*Treasurer-Registrar*

W. H. FRANKLIN.....*Superintendent of Buildings*

MRS. ELSIE BRISTOWE.....*Matron*

MODEL SCHOOL

1915-1916

FRITZ, GERTRUDE W., *Fifth and Fourth Grades.*
Marietta High School.

ISELL, LILLIAN, *First Grade.*
Marshall College, Teachers' College, Columbia University.

NORMAN, LELIA W., *Seventh Grade.*
Mt. Victory High School Graduate, Ohio Northern University, Ohio
State University.

STEINBACH, BERTHA J., *Eighth Grade.*
Marshall College.

TUDOR, HATTIE E., *Sixth Grade.*
High School and Normal School Preparation.

WILSON, EDITH M., *Second and Third Grades.*
Warrensburg, Mo., State Normal School, William Woods College, A. B.

CLASS OFFICERS

SENIOR NORMAL, CLASS OF 1917—Miss Cummings.

JUNIOR NORMAL, CLASS OF 1918—Miss Stalnaker.

ACADEMIC JUNIORS AND SENIORS—Miss Hackney.

SECONDARY SENIOR, CLASS OF 1917—Miss Fuller.

SECONDARY JUNIOR, CLASS OF 1918—Miss DeNoon.

SOPHOMORE, CLASS OF 1919—Miss Johnson.

FRESHMAN, CLASS OF 1920—Miss Higgins and Mr. Largent.

MUSIC—Miss Wilson.

SHORT COURSE—Miss Prichard.

JANITORS

C. M. WORKMAN.....*Carpenter and Head Janitor*

MRS. BELLE BURNS.....*Janitress*

MRS. MILLIE GERREN.....*Ladies' Cloak Room and Janitress*

MRS. ANNA LONG.....*Janitress*

D. J. LYKINS.....*Furnaces and Lawns*

INFORMATIONAL

HISTORY

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

The Civil War greatly affected the fortunes of the school. So serious was the situation at its close that a number of leading citizens in this section of the new state of "West Virginia" succeeded in having the Legislature take it over as a "State" Normal School; "Normal" in name, but wholly "academic" in organization and in fact, and such it remained with varying fortune save a little teaching of "pedagogy," "school management," etc., till 1897, when a "practice school" of one grade was organized; but the State refused to support it, and, accordingly, this nucleus was abandoned, after two years of unappreciated effort to develop the "normal training" feature, and the school continued as an academic institution as before.

In January, 1902, the Department of Education was organized, and a "model," or "practice" school for teachers was opened, thus adding to the academic work of the school a professional department for the training of teachers for the public schools of the State. The nature and extent of the work of this department may be noted under the index heading, "Department of Education."

This was the first step toward normal school work in the State, and the school has since then been officially known as "Marshall College," "The State Normal School," or "The Parent Normal School," the name "Marshall College" having been retained by legislative enactment as the official title of the school, out of consideration for *sentiment*.

The school was established on the site of the present eastern section of the Ladies' Hall *thirty-four* years before the founding of the City of Huntington.

None of the records of the school during the period of time it was an academy and a college are preserved. During the time of the war they were lost or destroyed and it has been impossible to bring together any reliable data concerning the early days. All reliable statistics with reference to Marshall College date from the year 1867.

The following is a numerical list of the graduates by decades since the school became a State institution:

<i>Decade</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
1870 to 1879, inclusive.....	45	49	94
1880 to 1889, inclusive.....	32	49	81
1890 to 1899, inclusive.....	30	72	102
1900 to 1909, inclusive.....	166	245	411
1910 to 1916, inclusive.....	189	444	633
Totals.....	462	859	1321

PURPOSE

The essential purpose of a normal school is to prepare persons for the important work of teaching. This is the main purpose for which Marshall College exists. It also includes in its aim assisting any young person whose desire is to prepare himself for efficient manhood or womanhood. Marshall College plans to include in its work the preparation of teachers for the rural schools, the graded schools and the high schools, and it is hoped that each of the three functions will be in operation in the near future.

LOCATION

Huntington, West Virginia, the location of the school, is an attractive, progressive and rapidly growing city of between *forty thousand* and *forty-five thousand* people. It is situated on the left bank of the Ohio River, eight miles above the Kentucky line, 161 miles above Cincinnati, 121 miles below Parkersburg, W. Va., 215 miles below Wheeling, W. Va., and about 275 miles below Pittsburgh, Pa.

Marshall College is peculiarly favored from the standpoint of accessibility from the various sections of our own State and from the outside world. Barring the one short link of eight miles that separates the N. & W. Railway from Huntington, an eight-mile link that is covered by three other railways, the school is in immediate connection, without change of cars, with four trunk-line railways—the B. & O., the C. & O., the N. & W., and the Virginian; with the Guyandotte Valley Railway, and with the Ohio Valley Electric Railway, a total of 930 miles of railway lying wholly in West Virginia.

BUILDINGS AND GROUNDS

Marshall College is beautifully located in the very heart of Huntington. Its campus, consisting of sixteen acres, is one of the finest in the State. The buildings are well adapted for the purpose of school work, and, in the fine setting which they have, make an imposing appearance.

During the past year a fine Science building has been erected and this will be completed and equipped by the opening of the school in September. The school is exceptionally well equipped with apparatus and material for

the proper constitution of the work. No other school in the State is better equipped, and only one or two as well equipped for the work which they claim to do. In the matter of equipment alone Marshall should receive careful consideration on the part of those who are seeking places for study, for this fact makes the work here of exceptional quality.

STUDENT EXPENSES

BOARD

Practically all students board in one of three ways:

- a. Club board,
- b. Table board in Ladies' Hall and room outside the hall.
- c. Private board.

By "Club Board" is meant simply that a group of young men or young women, ten to twenty-five, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior Class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs.

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

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

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

To recapitulate what has been said about board:

- a. Club board, per month, \$14.00 to \$15.00,
- b. Ladies' Hall board, per month, \$14.25 to \$14.35,
- c. Table Board in Ladies' Hall and Room Outside, per month, \$16.00 to \$17.00,
- d. Private Board.

BOOKS

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

Many inquiries come to the President of the school as to whether books are furnished free of cost to students. Let it be understood that this is

done in no State School in West Virginia, as the State appropriates no money for this purpose.

LAUNDRY

For girls this amounts to \$2.00 to \$3.00 per month. There are laundry facilities in the basement room of the Dormitory, and many young women do their own laundry, or a part of it, there.

For young men this bill should not exceed \$1.50 to \$2.00 per month.

FEEES

a. Normal Department

	First Semester	Second Semester	Spring Term	Summer Term
Model School	\$7.50	\$7.50	\$5.00	\$3.00
Secondary Course.....	6.00	6.00	3.50	5.00
Normal Course.....	6.00	6.00	3.50	5.00
Academic Course.....	6.00	6.00	3.50	5.00
Short Course	6.00	6.00	3.50	5.00

The enrollment fee pays for athletic ticket, lecture course ticket and the state fee for enrolling.

b. Music Department

	First Semester	Second Semester	Spring Term	Summer Term
Piano, head teacher.....	\$27.00	\$27.00	\$15.00	\$12.00
Piano, assistants	23.00	23.00	13.00	10.00
Public School Music.....	10.00	10.00	6.00	8.00
Harmony	9.00	9.00	6.00	6.00
History of Music.....	6.00	6.00	4.00	4.00

Voice—to be arranged with the teacher.

Violin—to be arranged with the teacher.

Use of Piano for practice hours:

If used one hour per day.....	\$3.00	\$3.00	\$2.00	\$2.00
If used two hours per day.....	4.50	4.50	3.00	3.00
If used three hours per day.....	6.00	6.00	4.00	4.00
If used four hours per day.....	7.50	7.50	5.00	5.00
If used five hours per day.....	9.00	9.00	6.00	6.00
If used six hours per day.....	10.50	10.50	7.00	7.00

Laboratory Fees

	First Semester	Second Semester	Spring Term	Summer Term
Physics, First Year.....	\$1.50	\$1.50	\$1.00	\$1.00
Physics, Second Year.....	3.00	3.00	2.00	2.00
General Chemistry	3.00	3.00	2.00	2.00
Agricultural Chemistry	3.00	3.00	2.00	2.00
Household Chemistry	3.00	3.00	2.00	2.00
Organic Chemistry	5.00	5.00	3.00	3.00
Biology	1.00	1.00	.50	.50
Geography (any course).....	1.00	1.00	.50	.50
Botany	1.00	1.00	.50	.50
Agriculture	1.00	1.00	.50	.50
Domestic Art	1.00	1.00	1.00
Domestic Science	3.00	3.00	2.00

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

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

Note 2: A *semester* is half a school year, approximately eighteen weeks.

ESTIMATED TOTAL COST

	Semester
Room (in Ladies' Hall).....	\$10.00 to \$11.00
Room (outside Ladies' Hall).....	18.00 to 20.00
Board	48.00 to 54.00
Books	5.00 to 5.00
Incidentals	15.00 to 15.00
Total for semester for regular students.....	\$78.00 to \$85.00

If laboratory or special courses are taken, this amount will be increased in accordance with rates given on another page in catalogue.

REGULATIONS CONCERNING BOARDING

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 the committee, he or she will be notified at once to move, on penalty of being dropped from school.

When a student changes his place of rooming he should notify the Secretary in the President's office at once, also his class officer, that they may correct the records and be able to locate him in case a long distance 'phone call or telegram of importance comes to the office for him.

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

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

- 1. In clubs composed exclusively of young ladies.*
- 2. In private boarding houses approved by proper authorities.*
- 3. In private homes approved by the proper authorities.*
- 4. In the Dormitory.*

All places of rooming or taking meals, for young ladies, must have the combined approval of the Boarding Committee and the Preceptress.

In no case shall the number taking meals in any club, whether for ladies or gentlemen, exceed twenty-five, until all other clubs for that particular sex shall have reached a corresponding number.

It shall be the duty of the Boarding Committee to decide upon the places where clubs shall be opened, appoint the matrons and the managers, regulate the numbers in each club, assign each new student to a club, have general supervision of the clubs, and disband them when it seems best to do so.

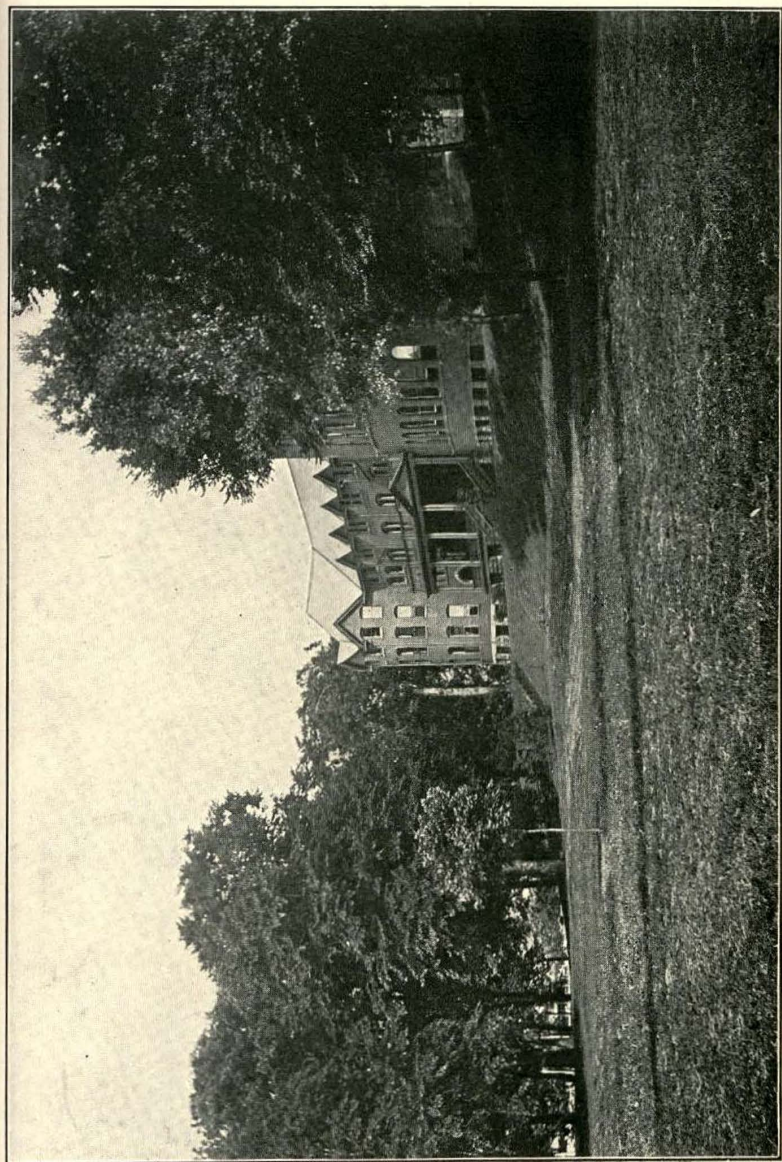
The advice and approval of the Preceptress must be had, also, in all matters of importance connected with the boarding and rooming of young ladies.

REGULATIONS CONCERNING ROOMS, ETC.

Students will not be permitted to room at any place in which owners are not willing to conform to rules and regulations governing students. Persons desiring to take students can get copies of these rules at the office. In case the rules are not observed, students will be required to change their rooming places.

Students who do not reside at home are expected to get permission when leaving the city. This rule is made for the purpose of protecting the student and also enabling him to be located in case any urgent call should come for him. While this rule is not made absolute, it will be considered a breach of good faith and confidence for students not to observe it. The motive for formulating the rule is reasonable and should appeal to every student and parent. The girls will get permission from the Preceptress, and the young men will get permission from the office of the President.

Students desiring to change their boarding places or their rooms, are required to give notice of such desire and change before it is made. This is a very important requirement and its observance must be strictly adhered to. The place in which students have their rooms and in which they take their meals must be approved by the committee. There must be no exceptions to this rule.



LADIES' HALL

LIBRARY AND STUDY HALL

When a student enters school in the morning, he is supposed to remain on the grounds until his work for the session is completed. Variations of this rule may be made by special arrangement with the President. When students are not in the recitation room they are expected to be in the study hall or library. The study hall and library will be regarded the same as a recitation, and when a student enters at the beginning of a period he is expected to remain there the same as if in a recitation. If it is necessary to leave during the period, he can get an excuse from the person in charge.

ATTENDANCE AND GRADES

In making up the final average of a student's work at the end of a term, the daily work will count 60% and the examination 40%. Every day's absence from class will count off 2%. When absence is due to sickness of the student or serious sickness in his home, or when he has been excused in advance by the President, the recitations lost may be made up. When the absence is for any other reason than those mentioned above, the 2% off must stand. When a student is absent three times in succession his name is to be reported to the office. When the student enters late in the term, the 2% rule will apply. If he can show good cause for entering late, he will be permitted to make up back work if the teacher in charge can make satisfactory arrangements without too much additional work. Cutting classes will be regarded as one of the very serious offenses against the school. A student known to have cut class twice during any semester will not be permitted to continue in the class, nor will he get credit for work done.

Three cases of tardiness will be regarded as equivalent to one case of absence. A student will be regarded as tardy if he is not in the recitation room at the ringing of the second bell.

Students leaving school without notice and without cause will receive no credit for work done. When it is necessary for a student to leave before the end of a term, he is expected to see each teacher about his work, make a statement as to why he is going, and make arrangements for getting credit for what has been done.

LADIES' HALL

The Ladies' Hall is composed of the two eastern sections of the college buildings; it stands on the eastern end of the high central portion of the grounds, and will accommodate about one hundred girls. On the west it is joined to the college buildings, the central hallway on the first floor extending continuously through both the hall and the main college building.

It is three stories high besides a full basement story. It is one of the most airy, most healthful, and, in hot weather, one of the coolest spots

in Huntington. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns ornamented with stately old trees, this school home is one of unusual charm.

ADMISSION

Young ladies who wish to engage rooms in the hall should always do so at least three months in advance. If often happens, however, that a girl who has engaged a room finds it impossible to enter school. In such cases, if the room is rented to another student, the money will be refunded.

Rooms are not considered engaged until one semester's rent has been paid.

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

GOVERNMENT

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

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

The Preceptress has the personal oversight of the students who reside in the hall, and such house regulations are enforced as are considered necessary to good order and good habits; also for securing the best educational results.

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

TO PARENTS

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

When students desire special permission to attend a social function or to remain away from the hall over night, they shall present to the Preceptress a written request, signed by either parent or guardian. Upon receipt of this request, the Preceptress *may* grant permission for this special privilege. In case of disagreement the final decision shall rest with the President.

Girls who do not have rooms in the Ladies' Hall will be under the same general regulations as the girls in the Ladies' Hall. They must conform to general rules in force in the Ladies' Hall. When it is desired to attend social functions of any kind they must secure permission from the Preceptress the same as the girls in the Ladies' Hall. This rule is a very important one, and it is expected that it will add much to the security and value of the girls' life here.

CONVENIENCES

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

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

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

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

ROOMS AND ROOM RENT

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

All breakage of whatever kind, whether for furniture or equipment, is paid for by the occupants of the room in which the *breakage* occurs.

Room rent "per semester" is as follows:

Third floor, \$10.00 per student.

Second floor, \$11.00 per student.

Room rent is payable when the room is engaged.

Room rent for term less than a semester, 75 cents per week.

TABLE BOARD

Charges for Table Board are as follows:

First semester, if paid for the entire semester in advance.....\$51.00

Second semester, if paid for the entire semester in advance.... 52.00

Spring term, if paid for the entire term in advance..... 30.00

Summer term, if paid for the entire term in advance..... 18.00

Board not paid for in advance will be 25 cents per week extra.

Should the student prefer to pay her board by the "month," instead of by the "semester" or "term," the rate is \$3.00 per week, payable in advance at the beginning of each month.

Rates for board by the *semester* or *term* do not include either the Christmas or the Easter holidays. If a student remain in the hall during either of these vacations board will be charged at the rate of \$0.50 per day.

Single meals for guests will be: Dinner, \$0.25, breakfast, \$0.20, and luncheon, \$0.20.

All correspondence concerning *Table Board* or *Room* in the Ladies' Hall should be addressed to

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

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

A rule passed by the State Board of Regents:

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

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

GENERAL INFORMATION

STUDENT ORGANIZATIONS

I. LITERARY

Classical Association: Both sexes. One year of Latin required for membership.

Die Deutsche Gesellschaft: Both sexes. Connected with the Department of German.

The Outlook Debating Club: Young men only.

The Ciceronian Debating Club: Young men only.

The Erosophian Literary Society: Both sexes.

II. RELIGIOUS

The Young Men's Christian Association.

The Young Women's Christian Association.

III. ATHLETIC

Marshall College aims to have its athletic interests conducted in an open, honest, practical way. While it is desirable to have a team that wins a good percentage of games, the management of athletics at Marshall College realizes that games won by unfair means and by teams made up of those not directly interested in study are a positive injury to the school. The moral tone of athletics in an institution should be as pronounced and genuine as is the work of the Young Men's Christian Association.

The entire student body constitutes the athletic association. Each student pays semi-annual dues at the time of his enrollment at the opening of each semester. These dues entitle the student to a ticket of free admission to any athletic contest on the home ground, in which a Marshall College team is a competitor.

The following rules govern the athletic work at Marshall College:

1. A student to be eligible to any team representing Marshall College in a contest with a team from any other school must have enrolled within ten school days from the date of the opening of the semester in which the game is played. He must be regularly enrolled in at least three regular subjects, and maintain a passing standing in each and an average of at least 75%.

2. No player shall receive any remuneration for his services as an athlete from the school authorities, or from any person or group of persons. Any student known to have received remuneration in any form to induce him to take part in any form of athletics will be debarred from all athletics. The President of Marshall College shall be the judge of the eligibility of all players.

3. No person will be permitted to play on the regular team who cannot present a clear amateur record. The only exception to this rule will be for *students* who play summer baseball during vacation. Every member of the regular team will be required to put in writing a statement of his athletic relations in the past, which will be kept on file in the office of the President. This statement will also include schools in which he has studied.

4. A list of eligible players and substitutes, revised from time to time, must be given to the President of the school by the athletic director. On Tuesday of each week the members of the faculty are to report on the work of each student. If any student is not doing passing work, the President will notify him. If he is unable to get his work up to the requirement within one week after being notified, he is dropped from the team for at least one week and until his work is satisfactory. If he is reported failing three weeks in succession, he is dropped from the team for the season. A player who enters late in a semester is to be reported down in a subject until he makes up his back work.

CHAPEL EXERCISES

These exercises are held on Wednesday of each week, from 9:45 to 10:15 o'clock a. m., under the general direction of the Faculty. The religious feature consists of a short Scripture reading, a brief talk, and a prayer. The Faculty and all students are expected to attend the chapel service.

There will also be a general meeting of the Faculty and students on Thursday of each week at 12 o'clock, to deal with all the various matters connected with student organizations and the many general problems that arise in connection with the school work. On this day the time of the class hours will be 50 minutes instead of 60, thus avoiding the serious loss of time to the school, and at the same time taking care of its many needs. All students are required to attend the Thursday meeting.

COURSES OF STUDY

NORMAL COURSE

A two-year course for those who have completed a four-year high school course. Graduates receive a diploma and also a first-grade certificate, good in any of the elementary schools in the state.

ACADEMIC COURSE

A two-year course for those who have completed a four-year high school course. It is entirely an elective course, made up from the advanced courses. A diploma is granted to those who complete eight full units of work.

SECONDARY COURSE

A four-year course for those who have completed the eighth grade. A certificate is issued to those who complete it.

SHORT CERTIFICATE COURSE

A modified secondary course. Those who complete it get first-grade certificates good for three years.

PIANO COURSE

A four-year course in piano for which a certificate is issued. If an additional year is taken, a diploma will be granted.

HOME ECONOMICS COURSE

A two-year special course for those desiring to teach these subjects. For high school graduates only. The person who completes the course will receive a diploma and a special certificate for teaching this subject.

VOCAL MUSIC COURSE

A two-year course for those who desire to teach music in the public schools. For high school graduates only. The person completing this course will receive a diploma and special certificate for teaching the subject in this state.

DRAWING COURSE

A two-year course for those desiring to teach drawing. Only high school graduates will be eligible to this course. Upon its completion a diploma and a special certificate will be granted.

THE UNIT

1. A Secondary unit is the equivalent of nine months' work in any subject of recognized standard educational value, recitations not less than four times per week, not less than 60 minutes in length.

2. A College unit is the equivalent of nine months' work in any subject of recognized college value, recitations not less than four times per week, not less than 60 minutes in length.

CLASSIFICATION OF STUDENTS

Students who have completed three units of work or less in the secondary course will be known as Freshmen.

Students who have completed less than seven units of work and more than three units of work will be regarded as Sophomores.

Students who have completed less than eleven units of work and more than seven units of work will be regarded as Juniors Secondary.

Students who have completed eleven or more units of work and less than sixteen units of work will be regarded as Seniors Secondary.

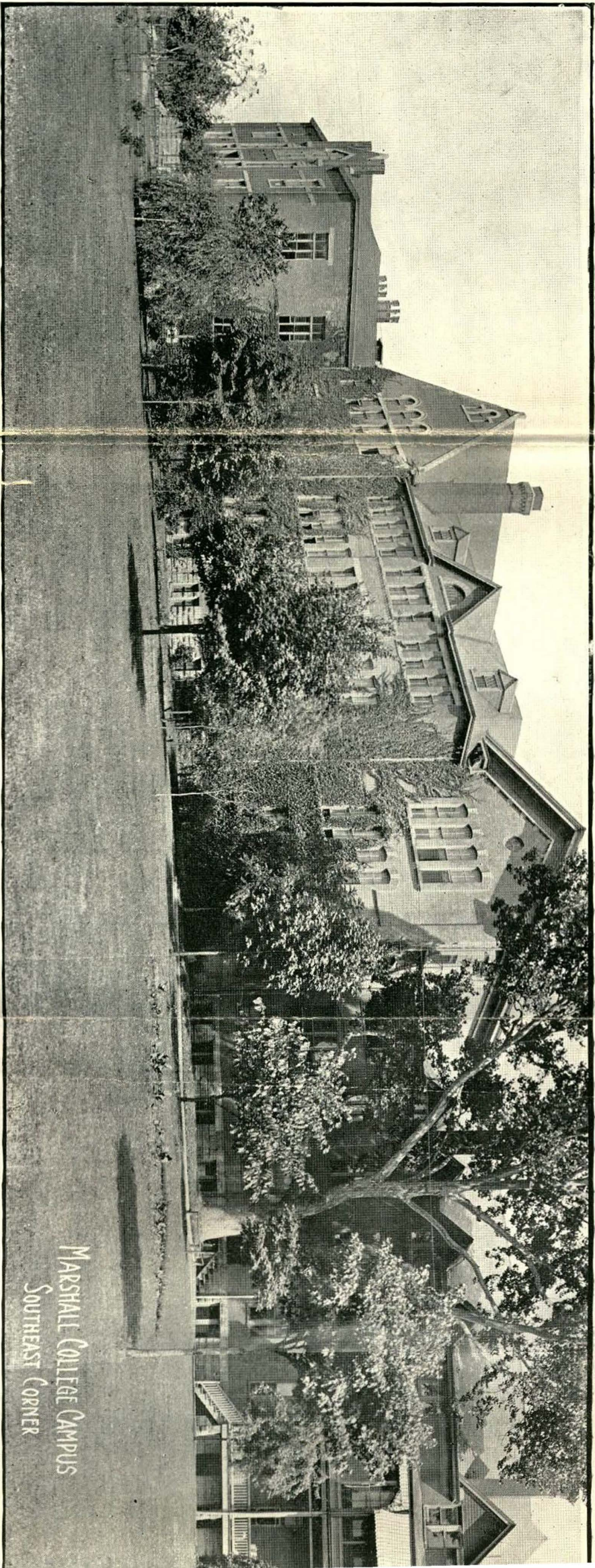
Students who have completed a four-year secondary course and who are taking the Normal course will be classified as Juniors Normal.

Those who have completed at least three units of the Junior Normal year will be classified as Seniors Normal.

Students who have graduated from four-year high schools and who are not taking the Normal course, will be known as Juniors Academic, and if they have completed three courses of advanced work will be called Seniors Academic.

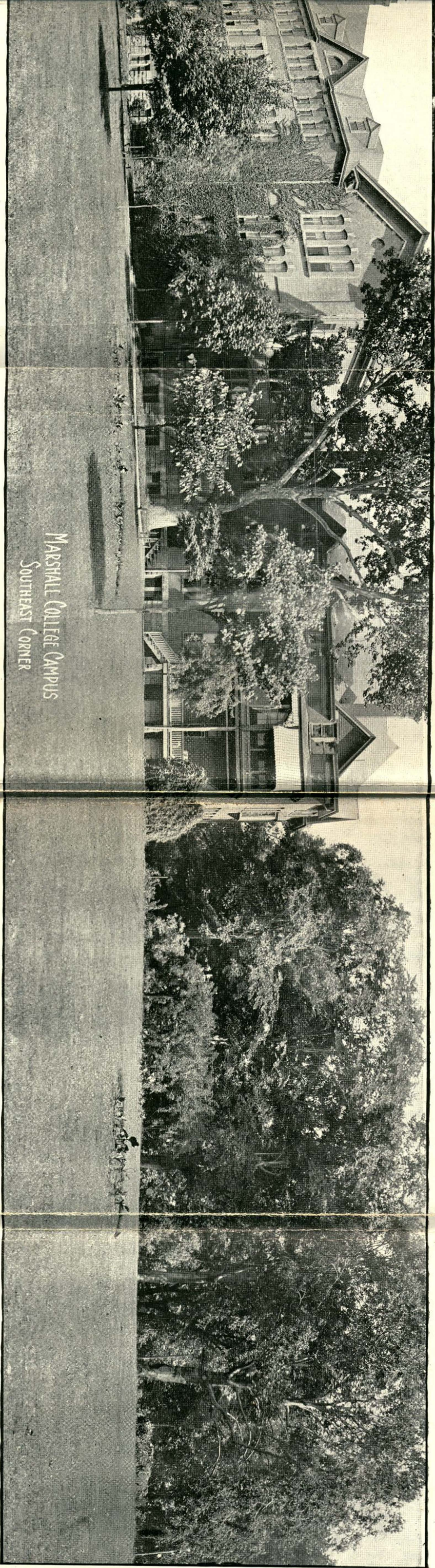
Students doing special work will be classified according to the number of units they have, and in addition the name of the course in which they are specializing. For example: If a student in music has six units of work she will be known as Sophomore, Music. If she is a high school graduate and taking music, she will be a Junior Normal, Music.

If a student is back a subject in any year, he will be required to make this a part of his regular work. Under no circumstances will he be permitted to take advanced work until this is made up. For example: A Sophomore who has one unit of Freshman work to make up will not be permitted to take a subject in the Junior or Senior year.



MARSHALL COLLEGE CAMPUS
SOUTHEAST CORNER

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TENTATIVE SCHEDULE OF CLASSES FOR FIRST SEMESTER, 1916-'17

8:00	9:00	10:00	11:00	12:00
	!Psychology (4) Seminary (1) Obs. & Practice	Prin. Ed. (4) Obs. & Practice	Obs. & Practice Music (2)	!Psychology (4) Seminary (1) Obs. & Practice Music (2)
Lit. 1a TuF Lit. 1b MTh	Lit. 3a TuF Lit. 3b MTh Lit. 5a TuW!F Lit. 5b MW!Th	Lit. 8 TuW!F Lit. 6 MW!Th Lit. 7a TuW!F Lit. 7b MW!Th	Lit. 4 TuF Lit. 2 MTh !Lit. 9a TuW!F !Lit. 9b MW!Th	!Lit. 11 MWF
Eng. 1a MTh* Eng. 1b TuF* Eng. Lab. (5)	Eng. 3a MTh* Eng. 3b TuF* Eng. 5a MTh* Eng. 5b TuF*	Eng. Lab. (5) Eng. 8 MTh* Eng. 6 TuF*	Eng. 2 TuF* Eng. 4 MTh*	Eng. Lab. (5) Eng. Lab. (5)
!Lit. 11A MWF	Eng. Lab. (5)	Eng. 7a MTh* Eng. 7b TuF*	!Eng. 9a MTh* !Eng. 9b TuF*	Eng. Lab. (5)
!Hist. Ed. (4) German 1 Latin 5 Latin 3 History 5	German 5 Latin 1 History 3 Meth. & Review	Latin 7 Latin 4 Sociology History 1	French 1 German 3 Latin 1 Latin 2 History 1	French 3 German 1 Latin 3 Meth. & Review
Algebra 1 Geometry 1	Algebra 1 Geometry 2	Geometry 1 Algebra 3 Algebra 2 Phys. Geog.	Algebra 1 !Geometry 3 !Indust. Geog.	!Trigonometry
!Physics 3 Lab	Phys. 3 Lab. Chem. 1 MWF	P. 1 Lab. TuTh !Chem. 3	Physics 1 MWF P. 1 Lab. TuTh Chem. 1 MWF	Physics 1 MWF P. 1 Lab. TuTh Lab. TuTh
!College Botany C. B. Lab. TuTh Botany MWF Bot. Lab. TuTh	Nor. Ag. MWF C. B. Lab. TuTh Biology 1 MWF Bot. Lab. TuTh Mech. Drawing	!Agron. MWF !Lnd. Grd. TuTh Biology 1 MWF Drawing a MW Drawing b TuTh		Drawing c MW
Domestic Sci.		Domestic Sci.	Domestic Art Manual Trn. (2)	Domestic Art Manual Trn. (2)

!Course open only to Juniors and Seniors Normal or Academic.

*Two hours a week laboratory work to be done at other periods.

!Wednesday recitations alternate weeks only.

2:00 to 4:00, Laboratory:

Agronomy MW	College Botany TuTh	Normal Agriculture TuTh
Biology 1 TuTh	Physiology MW	Physics 1 MW
Chemistry 3 MTuW	Chemistry 1 MW	Domestic Science

SECONDARY COURSE OF STUDY

The following quotation from the Rules and Regulations of the Board of Regents governing normal schools indicates in a general way the work in the secondary course:

“The Academic work leading up to the normal course shall consist of four years and shall be known as the secondary course. This course shall be known in the several years that compose it as—

The Freshman Secondary;
 The Sophomore Secondary;
 The Junior Secondary;
 The Senior Secondary.

“The following represents the minimum amount of work required in the secondary course:

English	4 units	Language	2 units
Algebra	1 unit	Manual Training (boys)	$\frac{1}{2}$ unit
Geometry	1 unit	Domestic Art (girls)	$\frac{1}{2}$ unit
History	2 units	Vocal Music	$\frac{1}{2}$ unit
Science	2 units		

“The remainder of the sixteen units shall be made up of electives from additional work done in subjects mentioned above. The electives in mathematics may be algebra, solid geometry, or trigonometry. One of the two units of science must be in one subject.”

FRESHMAN SECONDARY

First Semester

Literature I (2)
 English I (2)
 Algebra I (5)
 Music I (2)
 Biology I or
 Physical Geography (5)
 History or
 Latin or
 German or
 French (4)

Second Semester

Literature II (2)
 English II (2)
 Algebra II (5)
 Music II (2)
 Biology I or
 Physical Geography (5)
 History or
 Latin or
 German or
 French (4)

SOPHOMORE SECONDARY

First Semester

Literature III (2)
English III (2)
Geometry I (5)
Latin or
German or
French (5)
History (4)
Drawing I (2)

Second Semester

Literature IV (2)
English IV (2)
Geometry II (5)
Latin or
German or
French (5)
History (4)
Drawing II (2)

JUNIOR SECONDARY

First Semester

Literature V (3)
English V (2)
Chemistry I or
Botany I (5)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:
 History (4)
 Latin (4)
 German (4)
 French (4)

Second Semester

Literature VI (3)
English VI (2)
Chemistry II or
Botany II (5)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:
 History (4)
 Latin (4)
 German (4)
 French (4)

SENIOR SECONDARY

First Semester

Literature VII (3)
English VII (2)
Manual Training (boys) (2)
Domestic Science (girls) (2)
Any three of the following:
 Physics I (5)
 Latin (4)
 German (4)
 French (4)
 Physiology (4)
 Sociology (4)

Second Semester

Literature VIII (3)
English VIII (2)
Manual Training (boys) (2)
Domestic Science (girls) (2)
Any three of the following:
 Physics II (5)
 Latin (4)
 German (4)
 French (4)
 Algebra III (4)
 U. S. History (4)

Graduates of the secondary course must have at least two years of one foreign language. Students in the Freshman or Sophomore year cannot take more than one foreign language. In other years they may elect

two. If only one foreign language is to be studied, two years of Latin are recommended.

It is expected that all students will have completed two years' of foreign Language, two years of Science, and two of History by the end of the Senior year.

Students of the Senior year may elect Chemistry or Botany instead of Physics. Students of the Junior year may also elect Physics.

Trigonometry will be offered once in two years for those planning to take an engineering course in college.

The figures in parentheses indicate the number of recitations per week. Pupils must take subjects in the order in which they are given in the course.

OUTLINES OF SECONDARY COURSES

ENGLISH

ENGLISH I: Composition and Rhetoric. English I and English II deal with the principles of elementary correctness in sentence structure, involving careful practice in the oral and written expression of simple related thoughts concerning matters of common interest in the experience, reading, and study of first year high school students. Text-book: Woolley's *Written English*. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH II: Composition and Rhetoric. See English I. Text-books: Woolley's *Written English*, and Woolley's *Handbook of Composition*. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH III: Composition and Rhetoric. In English III and English IV selections of good English are studied as models, and attention is given to paragraph structure, sentence structure, and to the application of the principles and usages of expression as discovered in correct and effective oral speech and writing. Theme topics for both oral and written work are taken largely from the science, history, mathematics, language, and literature studies of the students. Text-books: Lewis and Hsieh's *Practical English for High Schools*, and Woolley's *Handbook of Composition*. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH IV: Composition and Rhetoric. See English III. Text-books: The same as in English III. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH V: Composition and Rhetoric. Oral and written stories, social and business letters, and expositions on topics taken from the students' work in the different departments of the school. Particular attention is given to the practice of the means of effective oral expression. Text-books: Woolley's *The Mechanics of Writing* and Watkins' *Public Speaking for High Schools*. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH VI: Composition and Rhetoric. See English V. Text-books: The same as in English V. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH VII: Composition and Rhetoric. A study of the making of arguments, covering the planning of the argument, the consideration of the grounds that give validity to evidence and reasoning, and the development of the argument. Text-book: Foster's *Essentials of Exposition and Argument*. (Four hours a week in laboratory, giving a credit of two semester hours.)

ENGLISH VIII: Composition and Rhetoric. Expositions, narratives, and descriptions. Text-books: Woolley's *The Mechanics of Writing*, and *The Literary Digest*. (Four hours a week in laboratory, giving a credit of two semester hours.)

LITERATURE

LITERATURE I AND II

The literature of the Freshman year consists of classic and legendary narrative prose and a few simple narrative poems. The aim of this work is to bring the students to a knowledge and appreciation of a portion of that collection of well-known stories that are literature in themselves, that serve as reliable interpretations of old customs and extinct civilizations, and that form the material out of which much modern thought and art has been constructed.

The prose for class study is as follows:

1. Stories from the Old Testament. Use the King James version as text, employing either the Bible itself or some such edition as the Riverside Literature Series.
2. Stories from the Arabian Nights.
3. The Odyssey. Use Palmer's prose translation.
4. Other Greek Stories. Use Kingsley's "Greek Heroes," Everyman's Library.
5. Stories of King Arthur. The best modern versions of these stories are Lanier's "*The Boy's King Arthur*," and Pyle's "*Story of King Arthur and His Knights*."

The poems for class study are as follows:

1. Some of Longfellow's "*Tales of a Wayside Inn*."
2. Drake's "*The Culprit Fay*."
3. Some of Macaulay's "*Lays of Ancient Rome*."
4. Whittier's "*Snow Bound*."

Reading of the following will be required:

DeFoe—*Robinson Crusoe*.

Cooper—*The Deerslayer* or *The Last of the Mohicans*.

Scott—*Quentin Durward* or *Rob Roy* or *Kenilworth*.

Stevenson—*Treasure Island*.

Irving—*The Sketch Book*.

Bunyan—*Pilgrim's Progress*.

Swift—*Gulliver's Travels*.

Carroll—*Alice in Wonderland*.

Harris—*Nights with Uncle Remus*.

Kipling—*Captains Courageous*.

London—*The Call of the Wild*.

LITERATURE III AND IV

The literature for the class study in the Sophomore year is in prose types: The Short-Story, the Romance and the Novel, and the Exposition and the Essay.

The Short-Story will be studied the first semester. One story is assigned for each lesson. The assignment and the class discussion emphasizes the following: The point of the story, the germinal idea, the outline, the arrangement of incidents to bring out the point, the climax, the method of telling the story, the characters, the setting, the language, the elements of interest—in general the material and the method. Fansler's "*Types of Prose Narratives*" will be used.

The Romance and the Novel. In the second semester one Romance and one Novel are read in class. This requires rapid reading, but one of the aims of this work is to train in rapid and intelligent reading. If the assignment is properly made and the class discussion limited to essentials, eight or ten chapters may be covered each lesson. The class discussions are concerned with the advancement of plot in each section, the chief incidents and their bearing on the plot, manifestation and development of character, elements of interest, probable working out of plot from incidents already studied, etc.

Reading of the following will be required:

Dickens—*David Copperfield*.

Eliot—*Silas Marner*.

Hawthorne—*Mosses From an Old Manse*.

Tennyson—*Four of the Idylls of the King*.

Clemens—*Huckleberry Finn*.

Reade—*The Cloister and the Hearth*.

Wallace—*Ben Hur*.

Longfellow—*Courtship of Miles Standish* and *Evangeline*.

Walpole—*The Castle of Otranto*.

Shakespeare—*The Merchant of Venice*.

LITERATURE V

American Literature. From Freneau to contemporary writers. The historical integrity of American poets and prose writers will be insisted upon, but there will be general freedom from biographical detail except in a few writers in whom personality or style seem particularly to have been influenced by objective experience. In such cases the class is engaged in careful biographical research.

General reading will be encouraged by the following system:

The class will be divided into sections of five, over which a chairman is appointed. It is the duty of the chairman to look after the prompt distribution and exchange of all books under his charge, and to report or correct any irregularities. Books are exchanged every Thursday. At the

end of five weeks, the various chairmen exchange books, and distribution and exchange continues as before. In the course of the semester each member of the class should read about fifteen volumes. Books are in this manner placed in the hands of the student and are kept in circulation throughout the year. A sufficiently satisfactory method of appraisal of work done on each volume has been in force here for several years. For this class, Biography has been used the past year. The "American Men of Letters" series chiefly furnished the books. Aside from the foregoing, a good work in the possession of all students, containing numerous quotations from American writers, will furnish matter both for particular study and for more intimate reading, under the immediate supervision of the teacher. In connection with these each member of the class will be expected to read with care all of the following:

- Holmes—*Emerson*.
- Hawthorne—*Scarlet Letter*.
- Higginson—*Contemporaries*.
- Emerson—*Representative Men*.
- Thoreau—*Walden*.
- Burroughs—*Literary Values*.
- Poe—*Short Stories*.
- Prescott—*Conquest of Peru*.
- Thayer—*Lincoln*.
- James—*Daisy Miller*.

LITERATURE VI

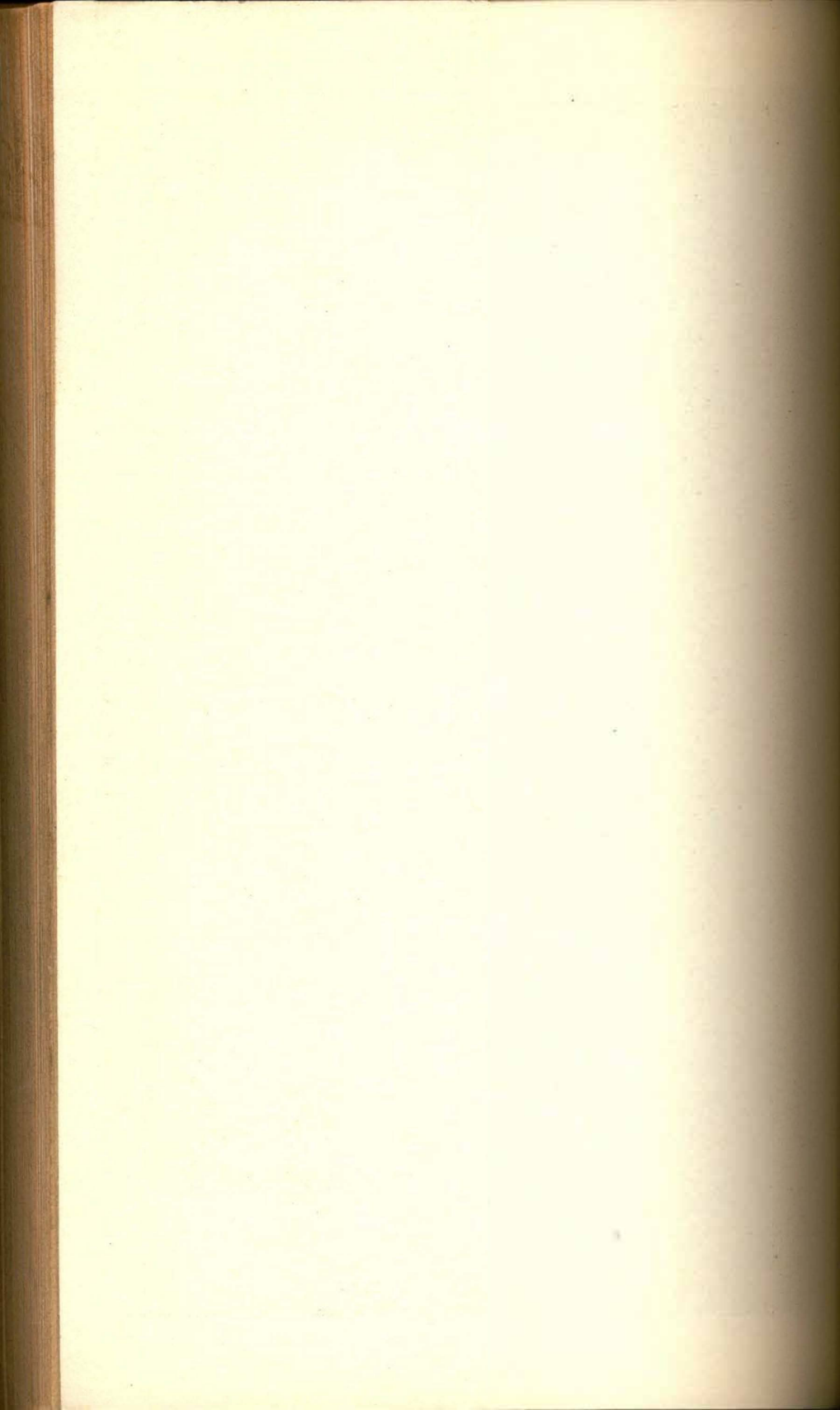
The first twelve weeks will engage the student in a study of living American writers. The literary tendency, both in subject matter and in form, will be discussed. Standard American masterpieces will be used in class for comparative purposes only. An endeavor will be made to ascertain and evaluate the dominant note in our current drama, poetry, and in our novels. To this end, such magazines as *Current Opinion*, *Literary Digest*, *Literary Supplement of the Sunday New York Times*, and many other magazines similar in character, will be in constant use. The reading of the class will center chiefly in these. Specimens of poets such as Lindsay, Seallard, Stevenson, Gibson, Teasdale, Robinson, Roberts, Middemer, Cawein and others will be available for use, both in the library and in class.

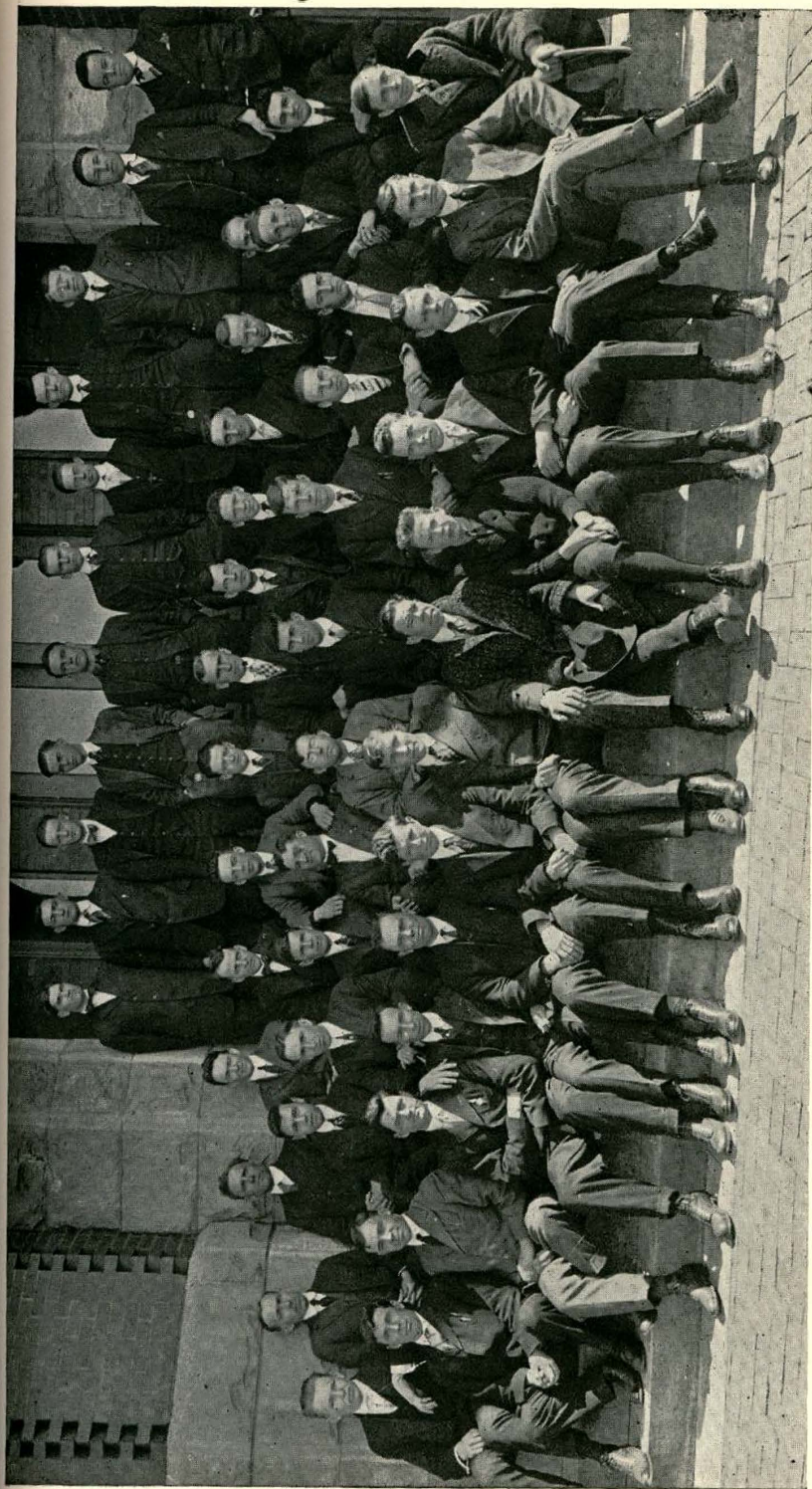
Six weeks, the Bible. Two independent lines will be pursued in this brief course. First, the Bible as history and, second, the Bible as literature. Abundant references will be available for use. In connection with the above, reading of the following books will be required:

- Van Dyke—*Spirit of America*.
- Frost—*North of Boston*.
- Widdemer—*The Factories*.
- Tarkington—*The Turmoil*.
- Churchill—*Far Country*.
- James—*Pragmatism*.
- Kennedy—*The Terrible Meek*.

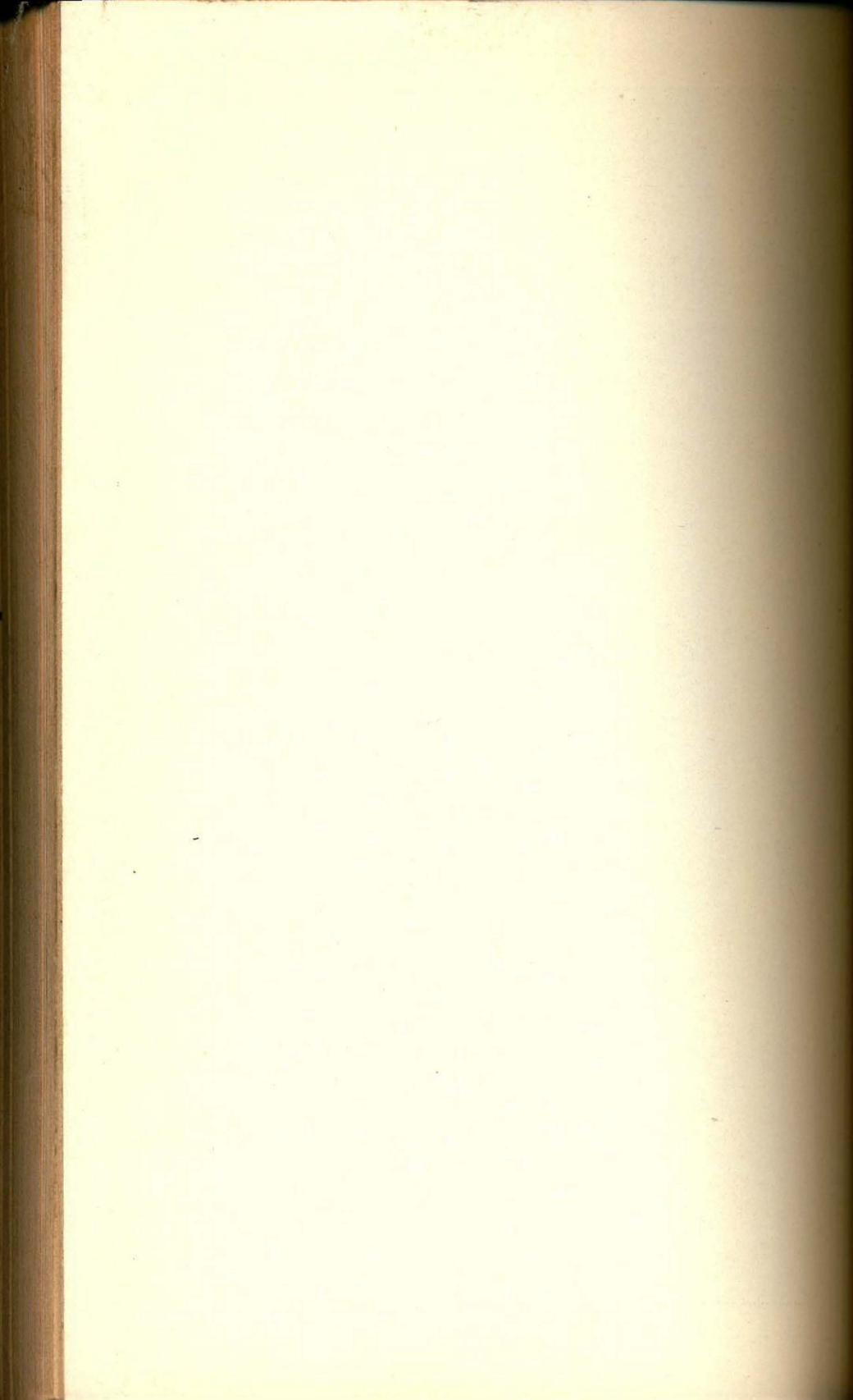


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Y. M. C. A.



LITERATURE VII

English Literature. This will embrace a study of English literature from Chaucer to Pope, and it will continue the historical and literary elements in such proportion as will be, in the judgment of the teacher, best adapted to the needs of the class. Reading as in Literature V, except that the English Men of Letters series will be drawn upon. In addition to these, reading of the following books will be required:

Marlowe—*Tambourlane, Dr. Faustus.*

Shakespeare—*As You Like It, Julius Caesar, Hamlet, Henry V.*

Lyly—*Euphues* (selections).

Whipple—*Literature of the Age of Elizabeth.*

Hazlitt—*Age of Elizabeth.*

Walton—*Compleat Angler.*

Masterman—*Age of Milton, Selections from Mid-Seventeenth Century Poets.*

LITERATURE VIII

English Literature. From Pope to Browning. Freedom from too much burdening detail should be practically assured, especially the study of the Nineteenth century writers. Reading as in English VII. In this course special attention will be given to the various forms of poetry, with study of at least three illustrations of each. Reading of the following books, in addition to the above, will be required.

Bronte—*Wuthering Heights.*

Lamb—*Essays of Elia.*

Dickens—*Martin Chuzzlewit.*

Scott—*Woodstock.*

Dobson—*Eighteenth Century Vignettes.*

Dowden—*French Revolution and English Literature.*

Melville—*Victorian Novelists.*

Ruskin—*Sesame and Lilies.*

Carlyle—*Burns.*

LATIN

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

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

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

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

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

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

LATIN VII: Livy, Books XXI and XXII.

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

LATIN IX: Juvenal's Satires.

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

LATIN XI: Lucretius or Suetonius.

LATIN XII: Ovid or Pliny.

In Latin VII and subsequent courses Gildersleeve and Lodge's Prose Composition is used.

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

Note: All Latin beyond the first two years of Latin may be counted as College Latin if the student has at least sixteen units of work.

GERMAN

GERMAN I: Lern- und Lesebuch—Mosher, first 63 pages. Reading: Vorwaerts—Bacon. Daily exercises in Phonetics based on Klinghardt's and Victor's Methods.

GERMAN II: Lern- und Lesebuch—Mosher, page 93 to page 215. Reading: Vorwaerts—Bacon. Kleine Geschichten fuer Anfaenger—Werner—Spanhoofd. Memorizing of Proverbs and Poetry.

GERMAN III: Immensee—Germelshausen—Der Lindenbaum—Die Deutsche Heimat. First 100 pages Composition based on the first three books, Idioms. Home reading: "Aus Nah und Fern," German Magazine.

GERMAN IV: Die Deutsche Heimat—Finished. Wilhelm Tell—Schiller. Composition on same. Sight reading in class. Hoeher als die Kirche. Home reading: "Aus Nah und Fern," Lyrics and Ballads.

GERMAN V: Goethe's Hermann und Dorothea, Lessing's Minna von Barnhelm, Die Journalisten, Freytag on Nathan der Weise, Lessing. Home reading: "Aus Nah und Fern," Bacon's Composition.

GERMAN VI: Schiller's Wallenstein's Tod, or to mature students, on request, Goethe's Faust I. Die Heimat, Sudermann. Das Lied von der Glocke. Schiller is entirely memorized. Sight reading in the class: "Hoffman's Tales from History." Home reading: "Aus Nah und Fern." Class puts on an hour play in May.

GERMAN VII AND VIII: Freytag's Ingo—Correspondence. History of German Literature. Parallel reading: Scherer's Geschichte der Deutschen Litteratur. Heinemann on Goethe; Wychgram on Schiller; Koenig's Deutsche Litteratur Geschechte.

Technical or Commercial German will be given when requested.

Note: If the student has at least sixteen units of work, two of which are in Latin, German or French, the work in German will count as college work.

FRENCH

FRENCH I: Fraser and Squair's French Grammar—Part I. Reading of Bruno's "Le Tour de la France." Daily question and answer work is based on the above texts, phonetic exercises being introduced when needed.

FRENCH II: Fraser and Squair's French Grammar—Part I. Completed. Special drill on irregular verbs. Bruno's "Le Tour de la France" completed. The daily reading is used as a basis for work in conversation and short themes. The analysis and memorizing of J. J. Rousseau's "Le Lever du Soleil" and La Fontaine's "Le Corbeau et le Renard," with special attention given to the French diction.

FRENCH III: The course begins with a reading of prose typical of different phases of French life, to enlarge the vocabulary of the student and to familiarize him with the most common idioms.

George Sand's "La Mare au Diable."

La Brite's "Mon Oncle et Mon Cure."

About's "La Mere de la Marquise."

Composition and conversation are based on the above texts.

Supplementary reading from "Choses et Autres," a French magazine.

FRENCH IV: Moliere's "Le Bourgeois Gentilhomme" and selections from Victor Hugo. A study of the life of the authors and their place in literature.

Composition: Chardenal's Advanced French Course—Part I.

Supplementary reading—"Choses et Autres."

Note: If the student has at least sixteen units of work, two of which are in Latin, German or French, the work in French will count as college work.

FRENCH V: French Literature of the first half of the Seventeenth Century.

FRENCH VI: French Literature of the second half of the Seventeenth Century.

FRENCH VII: French Literature of the first half of the Eighteenth Century.

FRENCH VIII: French Literature of the second half of the Eighteenth Century.

BIOLOGY

The work is arranged to meet the needs of the following groups of students:

(a) For students and teachers specializing in Domestic Science and Agriculture.

(b) For students and teachers who desire work to prepare themselves for future work in Agriculture.

(c) For future teachers of Biology; for students who expect to go to a college; and for any who may want Biology as a cultural subject.

BIOLOGY I: Animal and Human Biology.

The aim of this course is to make the student acquainted with his environment by awakening an intelligent interest in animals and by showing how the important problems of personal and public hygiene may be solved. Required of all students. Open to Sophomores and Freshmen.

Text-book: "Civic Biology," Hunter.

Miss Donaldson.

BIOLOGY III AND IV: Elementary Botany.

This course is continuous throughout the year and is intended to present the large essentials of plant life, rather than any special phase of Botany. Special emphasis is laid upon the practical side of Botany without losing sight of the theoretical, which is necessary to a full understanding of the subject, but wherever a plant which is of economic importance can be used to illustrate a principle, it is used, rather than some obscure little alga which the average person seldom sees and never hears of. The work is both Morphological and Physiological and stress is placed upon the economic plants, Bacteria and Fungi, in so far as they bear upon Agriculture and Domestic Science.

Text-book: "Practical Botany," Bergen and Caldwell.

BIOLOGY V: Physiology and Hygiene. The aim of this course is a presentation of the main facts of human physiology, followed by a study of these facts as they relate to the laws of public and personal hygiene. The necessary anatomical foundation is supplied by dissections of the frog and the cat, and by the study of the human skeleton and models. Laboratory experiments illustrate the constituents of common foods, the action of the digestive juices, absorption, the study of the blood, the mechanics of circulation and respiration, the nature of muscular contraction, including the influence of fatigue and temperature, and elementary points in the physiology of the nervous system. Lectures and special reports will emphasize the best methods of inspection of food and milk, supervision of school and factory, protection and purification of municipal water supplies, and disposal of waste.

Prerequisite: Biology I. This course is required of students specializing in Domestic Science.

Text-book: Hough and Sedgwick's "Human Mechanism."

Miss Donaldson.

BIOLOGY VI: General Agriculture for Normal Students. The work in this course covers the whole field of Agriculture in a general way. It is not intended for students wishing college credit, but is compulsory for students graduating in the Normal Department of the College. The teaching of Agriculture in the rural school is emphasized. The work consists of laboratory, field work, and recitations on Forestry, Agronomy, Horticulture and Animal Husbandry.

Text-book: Watters' "Essentials of Agriculture."

Pre-requisite: Biology I.

Mr. LeCato.

SPECIAL COURSES

SPECIAL COURSE 1: Review Nature Study. The aim of this course is to arouse in the normal student an intelligent interest in the outdoor world that will make nature study an irresistible habit. By means of observation in the field and acquaintance with the best books and magazines on the subject, the young teacher will acquire the power to develop a similar love of nature in the school children.

Miss Donaldson.

SPECIAL COURSE 2: Landscape Gardening. An elementary course dealing with the principles of landscape gardening with special reference to rural problems, such as the beautifying of the home, school and roadside. The selection, planting and care of trees and shrubs will be taken up in detail. Frequent field trips will be made for the study of good and poor taste in home decoration, examples of both of which are abundant in Huntington and this vicinity. Two hours per week.

Text-book: To be selected.

Mr. LeCato.

SPECIAL COURSE 3: Review Physiology and Hygiene.

This course is offered especially for teachers who either wish to review their common school Physiology or who want to improve their teaching of this subject. This course touches upon all phases of the subject and is made as practical as possible.

Text-book: To be selected. Spring term.

SPECIAL COURSE 4: Agriculture for Teachers in the Rural Schools.

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

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

The work is given according to the following scheme:

FRESHMAN SECONDARY

First Semester	Second Semester
Biology I, General Biology.	Biology I, General Biology.

SOPHOMORE SECONDARY

First Semester	Second Semester
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JUNIOR OR SENIOR SECONDARY

First Semester	Second Semester
Biology III, Botany I.	Biology IV, Botany II.

SENIOR SECONDARY

First Semester	Second Semester
Biology VI, Agriculture I.	Agriculture I (repeated).
Biology V, Physiology.	

SPECIAL COURSES

First Semester	Second Semester
Course 2. Landscape Gardening.	Course 1. Review Nature Study.
	Course 3. Elementary Physiology.
	Course 4. Agriculture.

Junior or Senior Normal

First Semester	Second Semester
Course A. College Botany I.	Course B. College Botany II.
Course C. Agronomy I.	Course D. Entomology I.

Courses designated by Roman numerals are for secondary students.

Courses designated by figures are either special or spring review work.

Courses designated by letters are college courses and are for high school graduates *only*. See page 63.

GEOGRAPHY

1. PHYSICAL GEOGRAPHY: For first year students. Five periods per week for eighteen weeks.

Physiographic processes and features are treated, and their relations to life, and especially to human affairs, are developed at length. Emphasis is placed on life responses to physical environment thus bringing geography into the realm of the personal experiences of the students.

Some aspects of economic and commercial geography are treated in the study of soils, minerals, waterways, water power, harbors, distribution and development of industries. The principles developed are applied to the United States.

Field work in the vicinity of the school to study alluvial traces of the Ohio, ancient Kanawha River deposits, weathering, granite, pottery, glass, brick and tiling plants.

Laboratory work four hours per week, mainly on topographic maps and mineral specimens.

Text: Salisbury—Barrow—Tower: Modern Geography.

2. INDUSTRIAL GEOGRAPHY: Elective for juniors and seniors. Five hours per week for eighteen weeks.

While this is an advanced course it will be open to juniors or seniors who have had Physical Geography.

For description of the course, see advanced courses in Geography.

PHYSICS

The course in Physics I and II consists of recitations accompanied by laboratory work through the year. The recitations are supplemented by lectures, exercises based on the class work, and lantern slides. The department is equipped with a combination projection lantern and reflectoscope which may be used either for lantern slides or for the projection of opaque material, such as diagrams and illustrations from books and magazines. There is also a smaller optical bench lantern which is useful in projecting the spectra of various elements, in illustrating various light phenomena, and furnishing a light ray for use with the Hartl Optical Disk, showing effect of prisms, lenses and mirrors, refraction of light in glass and water, etc. There is also a good equipment of other apparatus which is being increased each year.

Each student is required to complete from 35 to 40 experiments of a quantitative nature, and to keep a neat record of the same. In addition to giving the student some knowledge of the laws of nature, this course is designed to teach the student to observe accurately, record observations neatly, and to draw conclusions from the data obtained.

PHYSICS I: First Semester.

(a) Recitation course, three hours a week. Open to all students who have had Geometry 2. This course takes up the study of the metric system, measurements, laws of motion, velocity and acceleration, the composition and resolution of forces, work and energy, the laws of gravitation, the simple machines, the mechanics of liquids and of gases, and the nature and propagation of sound.

Text in use during the past year: Hoadley's "Essentials of Physics."

(b) A laboratory course of two two-hour periods a week to accompany course (a). Selected experiments from Gorton, Millikan and Gale, Fuller and Brownlee, Smith, Tower and Turton, and other manuals.

Laboratory fee, \$1.50.

PHYSICS II: Second semester.

(a) A continuation of Course I (a). Same number of hours a week. Open only to students who have had the preceding course. Includes the study of heat, light, electrostatics, magnetism and electricity. Some time is devoted to the subject of radiations, including the X-ray, wireless waves, and radio-activity.

(b) A laboratory course, continuing Course I (b).

Fee, \$1.50.

HOUSEHOLD PHYSICS: This course is offered to students of domestic science who have had no physics, and will supplement a similar course in Household Chemistry, the two making a full year's work in Household Science. It is designed to make the student familiar with the applications of mechanics, heat, electricity and light to common household appliances. One year of Algebra is a pre-requisite. Will be given only if a sufficiently large number of students register for it.

CHEMISTRY

CHEMISTRY I: First semester. Five credit hours per week. Pre-requisite, Algebra II.

(a) Lecture and recitation three hours per week.

Text: Bradbury's "Inductive Chemistry."

Fee, \$3.00.

(b) Laboratory two periods of two hours each.

Text: Bradbury's Laboratory Manual.

CHEMISTRY II: Second semester. Five credit hours per week. Pre-requisite, Chemistry I.

(a) Lecture and recitation three hours per week.

Text: Bradbury's "Inductive Chemistry" combined with library assignments made by the instructor.

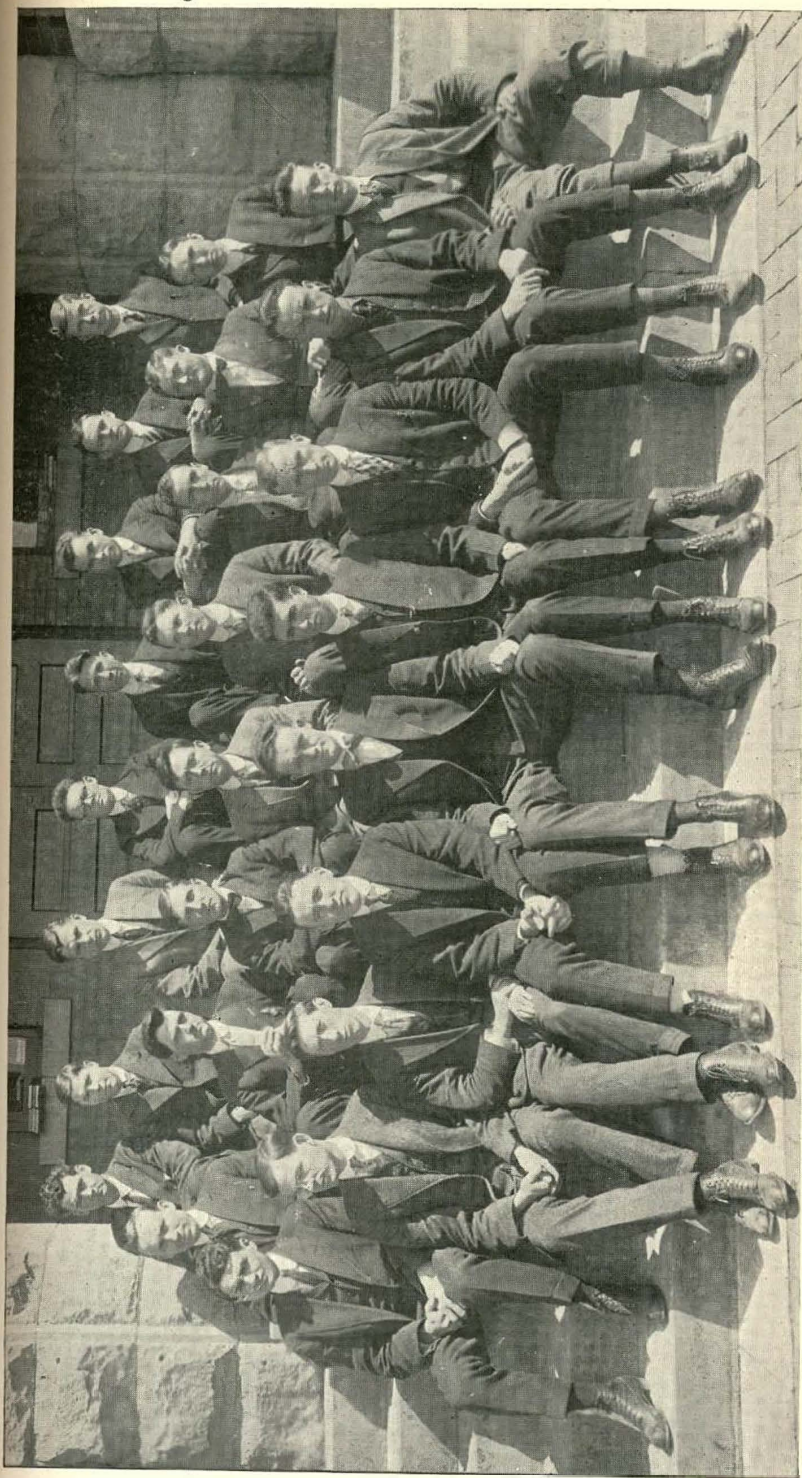
Fee, \$3.00.

(b) Laboratory two periods of two hours each per week.

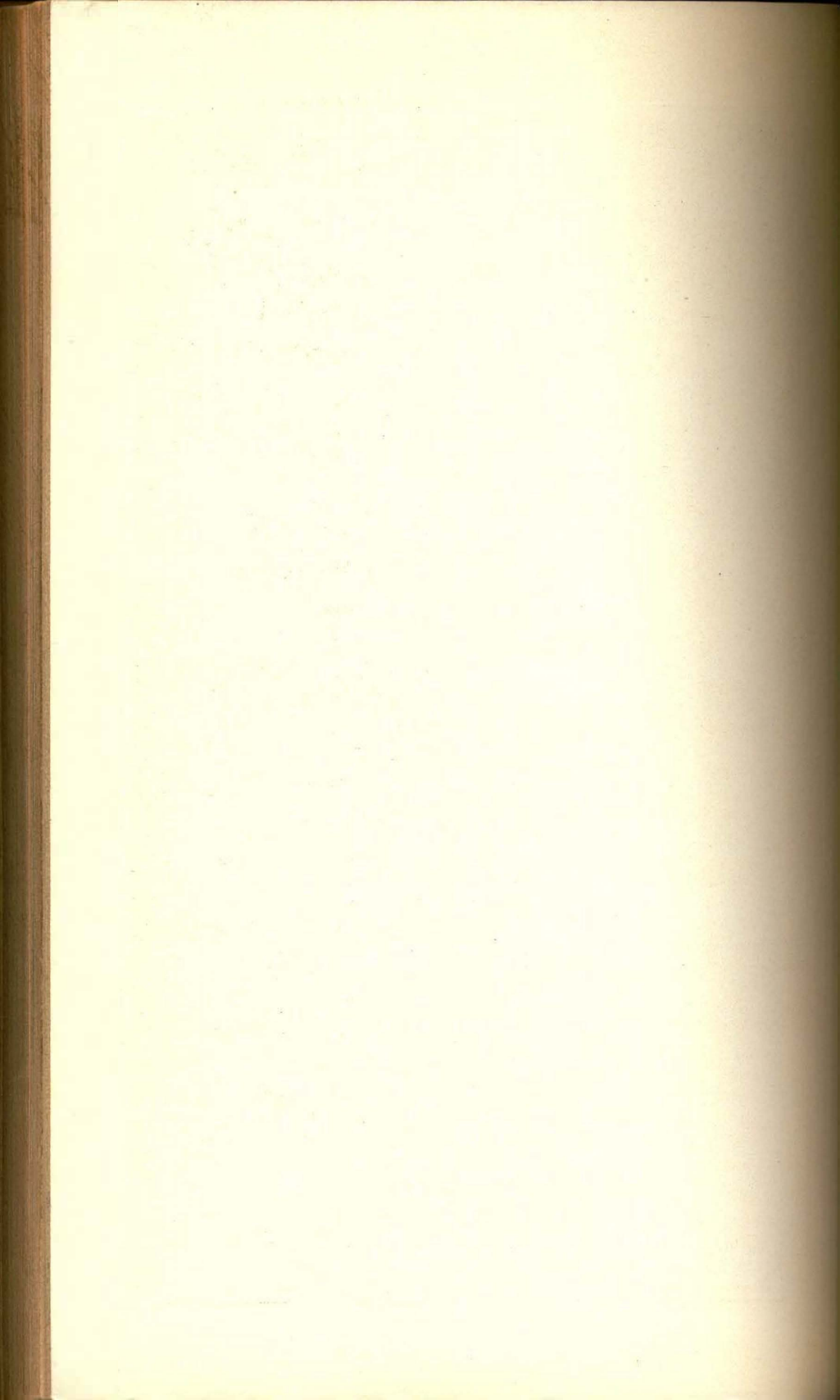
These two courses are designed to do two things, viz., to meet the requirements of the universities for entrance credit and to give the student a working basis for his advanced Chemistry in case he goes on with it.

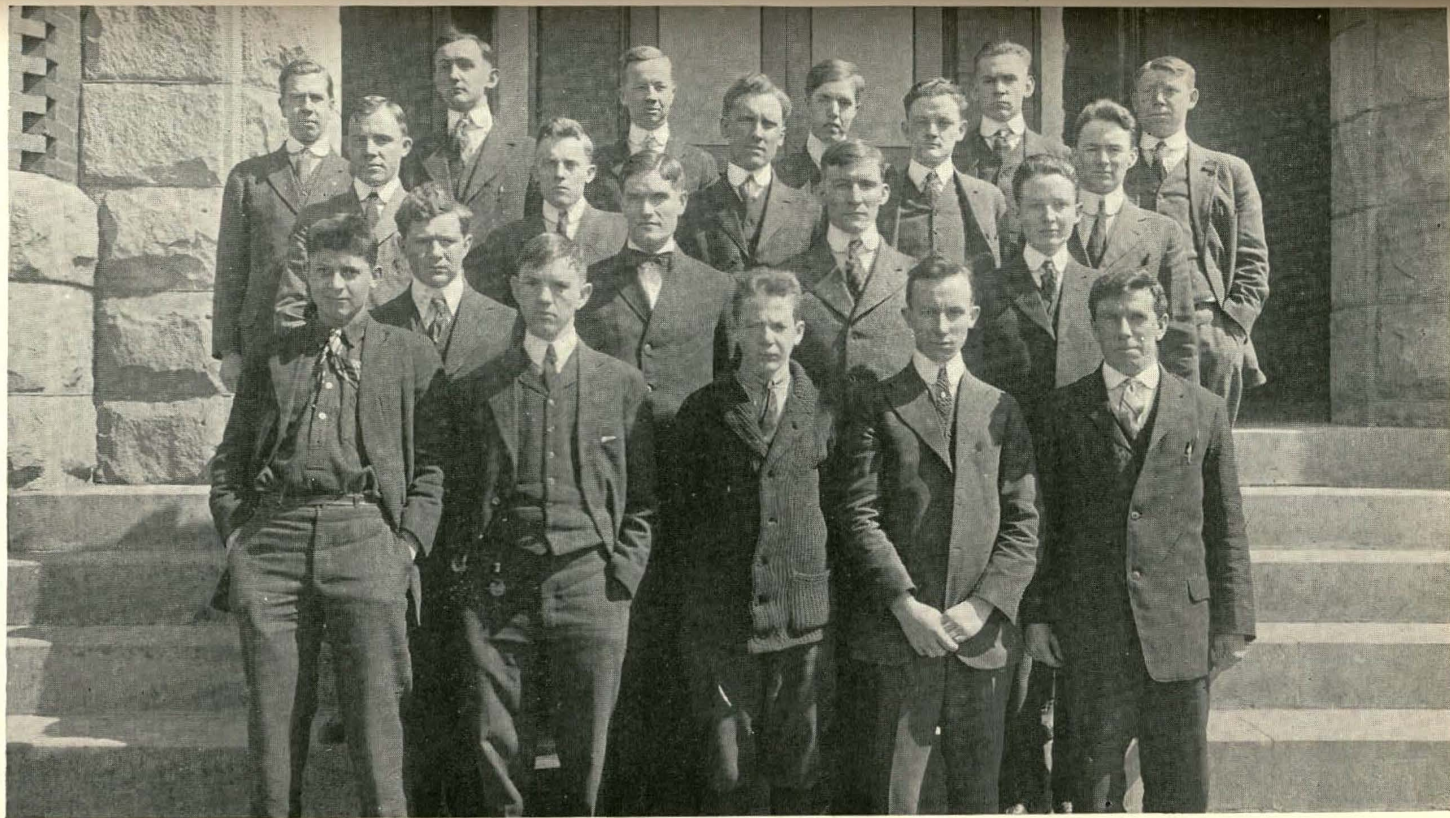
Chemical Laws and Theories and their application to Industrial and Home problems are taken up, the student familiarized with them and required to work out the most important ones in the laboratory.

Analyses of some of the common metals and acids and of the most important minerals are required of the student. The latter part of the Spring Semester is devoted to quantitative experiments and to visiting the industries of the city. This latter gives the student an opportunity to see the industrial processes in operation. Huntington offers excellent opportunities for this kind of work and the companies always permit the students to go through the plants.

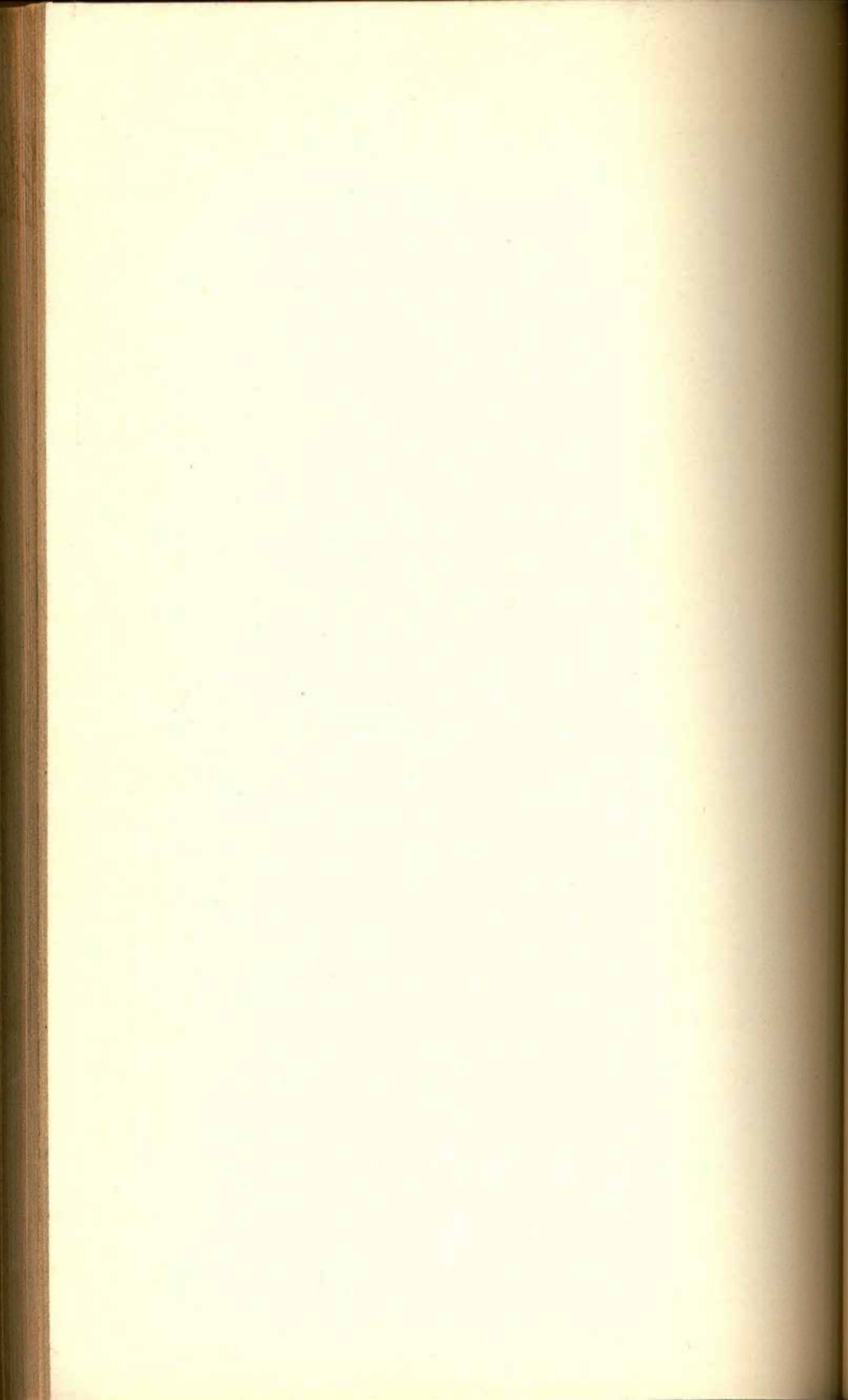


CICERONIAN DEBATING CLUB





OUTLOOK DEBATING CLUB



HOUSEHOLD SCIENCE, CHEMISTRY. Second Semester. Four credit hours per week.

(a) Lecture and recitation two hours per week.

(b) Laboratory two periods two hours each, per week.

Text to be chosen later.

Fee, \$3.00.

This course is designed for and is required of all Junior Normal students specializing in Domestic Science.

The chemistry of things pertaining especially to home life and work will be taken up in both lecture and laboratory and the student taught to distinguish between good and bad foods of all kinds by simple home tests. Dyeing, removal of stains; tests to distinguish between wool, cotton, linen and silks; tests to determine the purity of flavoring extracts, condiments, baking powders and other articles of food.

MATHEMATICS

MATHEMATICS I. ALGEBRA I: Addition, subtraction, multiplication, division, special cases of multiplication, factoring, fractions, simple equations.

MATHEMATICS II. ALGEBRA II: Equations of the first degree containing two and three unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents, radicals, quadratic equations, graphic solutions.

MATHEMATICS III. GEOMETRY I: (Plane Geometry.) Demonstration of theorems, construction and demonstration of problems (lines, triangles, quadrilaterals, polygons, circles).

MATHEMATICS IV. GEOMETRY II: (Plane Geometry.) Demonstration of theorems, construction and demonstration of problems including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles.

MATHEMATICS V. ALGEBRA III: (An elective course.) General review, properties of quadratic equations, ratio and proportion, inequalities, variables, binomial theorem, logarithms, permutations and combinations.

HISTORY

In the work in this subject a constant effort is made to lead the student to connect the present with the past and to encourage him to apply the lessons learned from the experience of the earlier peoples to the solution of the problems of today. The first two years are arranged so that he may get a connected story of man's entire life on the earth and he is urged to take the course in regular order.

Considerable time is devoted to a discussion of current events in all classes of this department.

The school library is equipped with a large number of carefully selected historical works to which the student is frequently referred for

supplementary reading and for the preparation of written reports on assigned topics.

HISTORY I: Ancient History. This course begins with a general survey of the civilization of the ancient Egyptians, Assyrians, Chaldeans, Phoenicians, Hebrews, etc., but deals particularly with the Greeks and Romans. Text: Ashley's "Early European Civilization," Parts I, II, III.

HISTORY II: Mediæval History. The principal topics treated in this course are as follows: German Invasions; Christianity and Mohanmedanism; Empire of Charlemagne; Feudalism; Mediæval Church; Towns and Trade; Rise of the Nations; Renaissance; Reformation; Religious Wars; Social and Scientific Changes. Text: Ashley's "Early European Civilization," Parts IV, V, VI.

HISTORY III AND IV: Modern History. In these two courses much less time is given to purely political and military events and more space is devoted to the social, economic and industrial development of the past two hundred years. Text: To be selected.

HISTORY V: English History. This is a general course in English history, but the special emphasis is placed on those events and institutions that have exerted the greatest influence on our own history. Text: Cheyney's "Short History of England."

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

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

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

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

SOCIOLOGY: Every effort possible will be made to have the student grasp the modern phases of this subject as they apply to the profession which he chooses and the community in which he expects to engage in his life work.

COURSE IN RURAL SOCIOLOGY

Text-book: "Carney's Country Life and the Country School." This is supplemented by numerous references to bulletins issued by the departments of Education and Agriculture of the state and the nation and to the recent contributions of Gillette, Cubberley, Betts and Hall, Foght, Bailey, Kern and Butterfield and other authorities on rural life. Reports from newspapers and magazines on general and special phases of rural life and the rural school are required.

Such topics as the following are emphasized: The Country Life Movement, the Farm Problem and its Solution, Roads, the Country Teacher's Problem and Rural Social Institutions, especially the Rural School.

A special theme on an assigned topic is required.

This course is offered during the spring term for those who expect to teach in rural schools.

SHORT COURSE

During the last session of the legislature a law was enacted providing for some professional work in certain first class high schools, which entitled the one who completed it to her first-grade certificate for three years, with renewal privilege of three years. It was intended that each of the normal schools should also give a short course certificate, and Marshall College has organized its work for this purpose.

The short course certificate can be secured by persons completing the secondary course in which the professional subjects have been given as required in the regular short course, and also by those who are graduates of four-year high schools who do the regular work at Marshall College during one year and one summer term.

In Marshall College the regular short course is so arranged that the student is not only completing the short course, but he is also doing work that will give him credit at the university, which is a very important matter.

There is much danger of the short course cheapening a certificate rather than enhancing its value. Marshall College is very anxious that any certificate received because of work done here shall merit the highest quality of preparation.

SPRING TERM

The spring term is organized for the teachers and others who are unable to attend during the regular school year. The courses offered are those that will be of greatest benefit to the teachers. The work is assigned to the strongest members of the faculty, so that the greatest possible good can be realized in a short term of nine or ten weeks.

There are also always offered in this term, review classes for those desiring to take the general examinations.

The work of the spring term is so arranged that those who can continue through the summer term will not have to change classes, and thus be able to secure credit for one-half year's work. This is very desirable, for it represents a great economy of time, and at the same time it gives a maximum of results. Young teachers are urged to attend the spring term, even though it may be short, for they are certain to have their horizon widened and to get many helpful suggestions for their regular work.

DRAWING

In order that the larger purposes of a course in art may be clearly understood, the following facts and statements are here set down. The purpose of the course is to—

Cultivate the *appreciation* and develop *power*—appreciation of truth and beauty, power to think constructively and to do accurately. This carries with it the cultivation of the powers of the observation and the imagination, and involves considerations many of which are common to all subjects and others distinctly related to the subject of art—as follows:

- I. Development of definite sense perception
 - a. Proportion—to be able to distinguish relative sizes of surfaces and objects
 - b. Direction—to learn to perceive relative directions of lines, size of angle, etc.
 - c. Forms—to distinguish and reproduce shape
 - d. Color—to distinguish, select, reproduce and combine color harmonies
- II. Use
 - a. To record facts
 - b. To express idea of form and color
 - c. To make a picture, to compose
 - d. To make patterns or designs according to law of order and beauty

DRAWING I AND II: Sophomore Secondary. One year, two hours per week.

This course has been designed for beginners, and it is carefully worked out step by step for students who have had no previous instruction in drawing and who may be laboring under the illusion that they cannot learn to draw. "All persons of sound mind may learn to draw." The primary elements in drawing are Proportion, Direction, Light, Shade, and Color. These require of the student—

1. A judgment for proportion of surfaces, as heights, widths, spaces between, etc.
2. A judgment for directions of surfaces and edges—as horizontal, vertical or oblique.
3. A judgment for light and shade and fine value relation.
4. Ability to recognize and produce color tones and harmonies.

These judgments are developed by a series of interesting problems. As the mental image deepens, the judgment is quickened and the hand responds with increasing accuracy. The result is a drawing.

All Sophomores are required to take this course.

DRAWING III: Junior Normal Drawing. One year.

Designed for high school graduates who have not had Drawing I and II or their equivalent. This course is Drawing I and II adapted to the needs of the normal work. Credit for Drawing III will be given on examination only.

HOUSEHOLD ARTS I

I. Sewing.

1. Fundamental Stitches Applied to Simple Articles.
2. Proper selection of materials for problems, according to suitability, beauty and economy.
3. Elementary Embroidery.
 - a. Marking Linen.
 - b. Decorative Stitches.
4. Care and Use of Sewing Machines.

Making of articles requiring straight machine sewing.
5. Care and Repair of Clothing.
6. Making of Undergarments.
7. Making of Simple Dress.
8. Relation of dress to health and morals.

Required of all Junior Secondary girls and all normal girls who have not had the work elsewhere. Fee, \$1.00.

HOUSEHOLD SCIENCE I

This course includes—

I. Study of Foods.

1. Classification of Foods, Sources and Uses.
2. Composition of Foods.
3. Nutritive Value of Foods.
4. Relation of Foods to Body.
5. Digestion of Foods.
6. Effect of Heat upon Foods.
7. Various Cooking Processes.

II. Cookery of Foods.

1. Fuels, Utensils.
2. Cooking of Foods—

Cereals, Potatoes, Eggs, Meats, Vegetables, Soups, Breads, Salads, Cakes, Desserts.

III. Serving of Meals.

1. Planning Well Balanced Meals.
2. Laying of Table.

3. Table Etiquette.
4. Practice in Serving.
- IV. Household Management.
 1. Sanitation.
 - a. Disposal of Waste.
 - b. Care of Household Appliances.
 - c. Materials and Methods of Cleaning.
 2. System in Management.
 - a. Division of Time and Labor.
 - b. Keeping of Household Accounts.
 - c. Prevention of Waste.

Text: Library readings, government bulletins.

VOCAL MUSIC

The vocal music in Marshall College will be given in four distinct phases of work.

1. All freshmen students will be required to take vocal music two days each week during the year. This work will consist of drill work giving information about the subject matter of music and practice in song and simple chorus interpretation.

2. Musical culture and training in chorus work in boys' glee clubs and girls' glee clubs. At least three public concerts will be given by these clubs during the school year.

3. Individual instruction in voice training. The work in voice is given by Mrs. C. E. Haworth, a teacher of exceptional worth. The terms for teaching are arranged with her personally, and the money is paid direct to her rather than to the treasurer of the school.

4. Methods in school music for the seniors and other groups of persons who are planning to be teachers. This work is demonstrated in a carefully worked out system of music in the training school.

These various forms of musical work will give the students exceptional knowledge and training of this great culture subject.

MANUAL TRAINING

Manual Training for boys will be introduced in Marshall College at the opening of the fall term. Courses will be developed as rapidly as the progress of the students will warrant. Manual Training will be required of the Junior and Senior Secondary students at least two hours per week, and of all of the advanced academic boys who have not had courses in Manual Training. Freshman and Sophomore boys will not be permitted to take Manual Training except by special arrangement.

Manual Training will also be offered to boys in the sixth, seventh, and eighth grades in the Training School. This work will be done two

afternoons of each week, and will be regarded as an essential part of the grade work.

The work for the coming year for all will be the use of simple tools in wood work, and the making of simple drawings as a basis for the work to be done.

The aim of the work will be three-fold:

1. To give the student some knowledge of tools and their uses, and to develop some ability in powers of construction.
2. To give the student a large number of practical concepts of the material world which should be possessed by every person.
3. To develop or determine individual aptitude for work as a basis for selecting a vocation.

Each of these points will justify the existence of Manual Training in schools, and when they are all considered it would be apparent to any one that Manual Training is of great value.

MUSIC

This department offers instruction in the following subjects:

1. Piano
2. Harmony
3. History of Music
4. Voice

1. PIANO

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

PREPARATORY YEAR

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

FRESHMAN YEAR

Technical Exercises.
All Major and Minor Scales.

All Triad Arpeggios at Tempo of M. M. 80, four notes to one beat.
LeCouppé's Studies Op. 20.
Heller's Studies.
Clementi's Sonatinas.
Haydn Sonatas.
Selected Compositions.

SOPHOMORE YEAR

Technical Exercises.
All scales in similar and contrary motion.
Major and Minor Scales in tenths, sixths and thirds at Tempo of M. M. 112.
Dominant Seventh Arpeggios.
Triad Arpeggios at Tempo of M. M. 112.
Cramer's Studies.
Bach's Little Preludes and Fugues.
Sonatas by Mozart and the easier Beethoven Sonatas.
Selected Compositions.
Chopin's Waltzes and Preludes.

JUNIOR YEAR

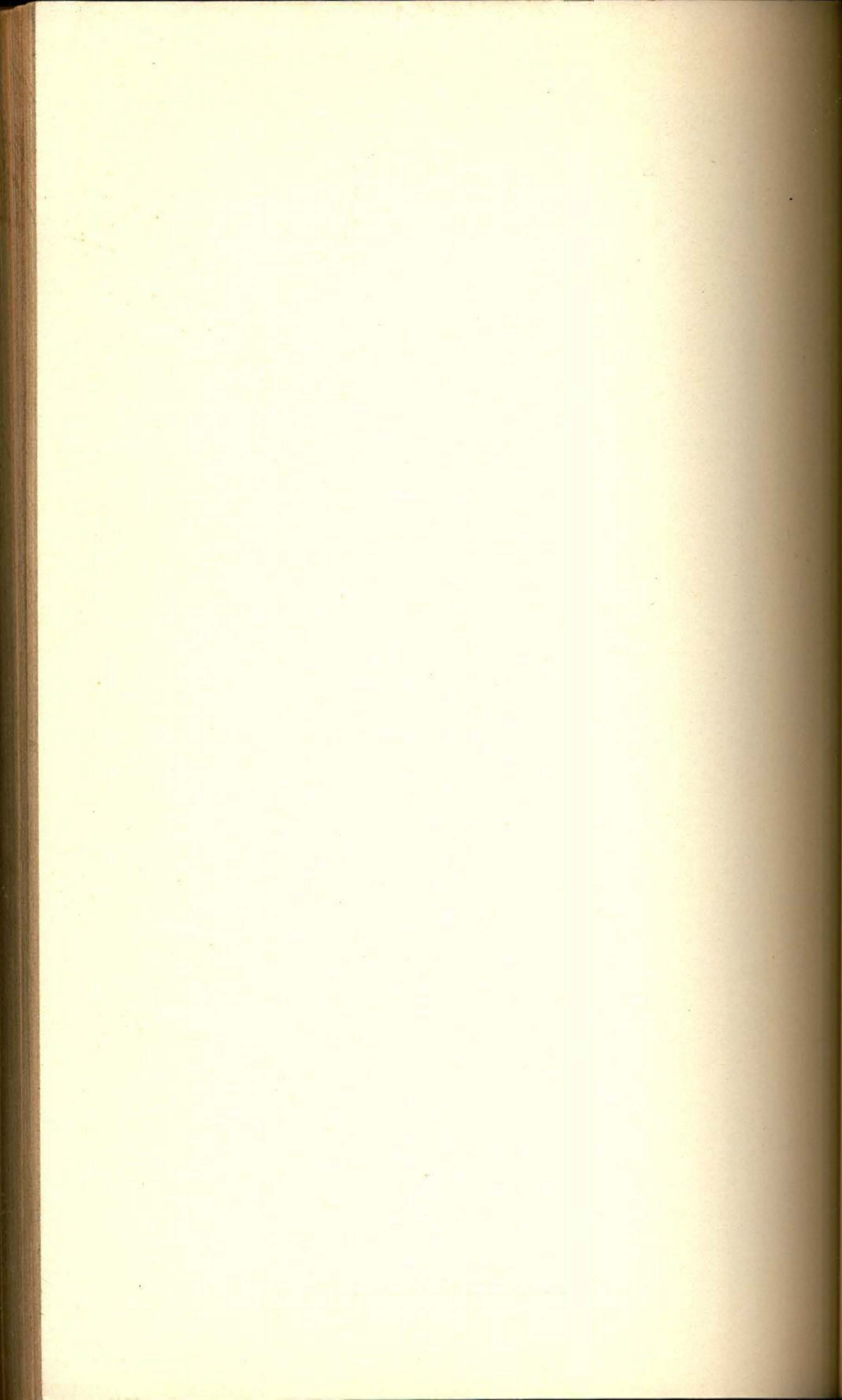
Technical Exercises.
Major and Minor Scales, at Tempo of M. M. 128, four notes to one beat.
All Major and Minor Scales in tenths, sixths and thirds, similar and contrary motion.
Diminished seventh and Dominant seventh Arpeggios. Tempo of M. M. 128.
Kullak's Octave Studies.
Cramer's Studies.
Clementi's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

SENIOR YEAR

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



EROSOPHIAN LITERARY SOCIETY



POST-GRADUATE YEAR

Advanced Technical Exercises.

Scales in Double Sixths.

The Greater Sonatas of Beethoven.

Bach's Chromatic Fantasia and Fugue.

Studies by Chopin and Liszt.

Chopin's Ballads, Scherzos and Polonaises.

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

2. HARMONY

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

The work of the first year covers the first eighty-three pages in Chadwick's Harmony, together with much supplementary work at the piano; Candidates for teachers' certificates must complete this first year of the course in Harmony. The work of the last year completes Chadwick's text. Original work will be required, as also transposition and dictation exercises at the piano. Candidates for diplomas must complete the full course in Harmony. Besides the Theory and Harmony classes, a class in Applied Harmony will be organized. This class will be given mostly work at the piano. All the major and minor triads, their inversions, seventh chords and their inversions, will be studied at the piano so that students may be able to analyze any piece of study. Some of the time will be devoted to ear training.

3. HISTORY OF MUSIC

Work in the History of Music is begun at the opening of the fourth year, and is required throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Junior and Senior years.

Text books: Hamilton's "Outlines of History of Music."

In addition to the prescribed texts, reference to the many valuable books on the History of Music found in the College Library is required.

4. VOICE

FIRST YEAR

Placing of Tones.

Studies from Best Composers.

English and German Ballads.

Sight Reading and Part Singing.

Elements of Church Music.

SECOND YEAR

Studies from the Best Composers. Church Music.
Songs by Modern Composers.

THIRD YEAR

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

CERTIFICATES AND DIPLOMAS

a. Academic Requirements

Candidates for "Certificates" in the Piano Division of the Department of Music are required to complete all work, or its equivalent, below the Freshman Secondary Year, and the following in addition:

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

Candidates for Diplomas in the Piano Division are required to complete the following academic work:

- | | |
|---|--------------------|
| 1. English III. | 4. Pedagogy. |
| 2. English IV. | 5. Review Hygiene. |
| 3. German, or French, <i>one year</i> . | |

b. Music Requirements

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

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

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

They must also give a recital from memory, with the assistance of one other musician.

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

Sample programme for a Senior Recital:

1. Sonata, Op. 28	- - - - -	<i>Beethoven</i>
2. Capriccio in B Minor	- - - - -	<i>Brahms</i>
3. Staccato Etude in C	- - - - -	<i>Rubenstein</i>
4. Berceuse	- - - - -	<i>Chopin</i>
5. The March Wind	- - - - -	<i>MacDowell</i>
6. Le Cathedrale Engloutie	- - - - -	<i>Debussy</i>
7. Scherzo in C Sharp Minor	- - - - -	<i>Chopin</i>
8. Dance of the Elves	- - - - -	<i>Sapellnikoff</i>
9. La Campanella	- - - - -	<i>Liszt</i>

NOTES

All fees are payable in advance per semester or term, according to when the student enters.

Students who enter late will be charged for the rest of the semester plus *two weeks* additional.

No deductions are made for lessons missed by students. In cases of prolonged and severe illness the student may have his choice of two alternatives:

1. He may have *three-fourths* of his lost lessons made up afterward, or—
2. He may transfer his *three-fourths* time to some other student and let that student pay him. In case he transfer his *three-fourths* time to another student, that time should be reckoned on the basis of \$1.35 per week. But this is purely a matter between the student and the one to whom he transfers his time.

Music students who are taking "full time" in that department are charged only half rates in the normal and academic department for their work there; that is to say, \$2.50 per semester, or \$1.50 per term. No deductions are made, however, for those taking only half time (one lesson per week).

EQUIPMENT: The department occupies the upper floor of the building and consists of four studios and ten practice rooms, besides two rented practice rooms. The department has at its disposal nine upright pianos and one Knabe Grand Piano. Knabe and Haines Brothers pianos are used exclusively in this institution.

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

STUDENT RECITALS: Recitals by students are held one afternoon each week. Several public recitals also are given during the year. These recitals have been established as a means of developing confidence in the student and every one is required to attend.

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

ADVANCED COURSES

NORMAL

The following normal course represents the quantity of work of the standard courses in the best normal schools in the country. It requires two years to complete it for students who have completed sixteen units of secondary work, which includes the following subjects:

English, 4 units; Algebra, 1 unit; Geometry, 1 unit; History, 2 units; Science, 2 units, one of which must represent a full year's work in one subject; Language, 2 units; Manual Training, Sewing, or Cooking, $\frac{1}{2}$ unit; Vocal Music, $\frac{1}{2}$ unit.

For students who cannot present credits in the above subjects, a longer time will be required.

Full credit cannot be given for work done in Education in high schools or during the secondary course in other schools. No credit for such courses will be given if such subjects have been used as part of a regular high school course.

THE NORMAL TRAINING WORK AND PROFESSIONAL SUBJECTS

The professional work of this department includes—

- | | |
|---------------------------------------|---------------------------|
| 1. Psychology. | 7. School Administration. |
| 2. General Methods. | 8. Public School Music. |
| 3. Special Methods for Primary Grades | 9. Public School Drawing. |
| 4. Special Methods for Grades. | 10. Observation. |
| 5. History of Education. | 11. Teaching. |
| 6. Principles of Education. | 12. School Visiting. |

COURSE OF STUDY FOR NORMAL COURSE

FIRST YEAR

First Semester

1 year Psychology.
Review and methods in the common branches.
Observation in the City Schools two hours per month.
Literature and English.
Some subject elected from the list of college subjects given.

Second Semester

General Methods.
Review and methods in the common branches.
Observation in the City Schools two hours per month.
Literature and English.
Some subject elected from the list of college subjects given.

SECOND YEAR

First Semester

History of Education, or
Observation and Practice.
Methods and Review.
Two electives from the college
subjects given.

Second Semester

Observation and Practice, or
History of Education.
Methods and Review.
One elective from the college sub-
jects given.

NOTES

1. Pupils who have not completed all the subjects named for admission to this course, will be required to take these courses before the advanced courses.

2. Students who have not had Agriculture in the Secondary course, will be required to take it in the Normal course.

3. All girls presenting a high school diploma who have not had cooking and sewing in the high school, will be required to take them in the normal course, and all boys who have not had Manual Training in the high school will be required to take it in the normal course.

4. It is desirable that pupils of the normal course choose as early as possible, whether they will give special study to the primary grades or the grammar grades.

Primary methods are intended for the first, second, and third grades.

Grammar grade methods are planned for the remaining grades.

5. Young men who contemplate taking the normal course should plan, so far as possible, to get both primary and grammar grade methods.

6. Twenty-four units of work are required for completing the normal course.

7. The observation work of the juniors is largely done by the courtesy of the Superintendent in the schools of Huntington. The observation and practice work of the Senior class is mainly done in the training school. Marshall College has the best organized and equipped training school in the state.

8. In as much as the common branches constitute the main subject matter of the elementary school, and also are studied mainly by students when they attended the elementary school, it seems imperative to give a thorough review of the common branches for the purpose of enlarging the knowledge of the subject matter for the prospective teacher, and also to give specific suggestions for teaching the same.

All students of the Normal class are required to take this thorough review and helpful work in methods.

PSYCHOLOGY

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

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

Through a special arrangement with the Superintendent of the Huntington schools, all members of the class are allowed to make regular visits in the schools once a month. Each visit has a definite aim connected with the several topics considered and a report is made to the class on the following day. This form of laboratory work is exceedingly valuable to the members of the class, since they can thus observe the practical application of the principles previously studied.

THE SEMINARIES

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

The meetings are held once a week. Every other week some important pedagogical subject is offered by a member for criticism and discussion.

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

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

The current events seminary is also held every other week.

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

At the end of the year all members must pass a rigid examination upon the work of the year in current events.

GENERAL METHODS

The work in general methods is regarded as very important, since it is intended as a preparation for the more specific application to the several subjects which follow.

The special phases taken up are treated under the following topics: Habit and Education; Sequence in Teaching; The Lesson; Presentation of the Lesson; The Recitation (preliminary); The Conduct of the Recitation. Members of the class are encouraged to ask questions and to discuss in class their own experiences, and to compare notes as to results, thereby gaining mutual benefit.

Various texts are used for side reading and Munsterberg's "Psychology and the Teacher" is carried throughout the course.

PRINCIPLES OF EDUCATION

This work commences with a course in Theoretical Ethics, considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the needs in our schools for the ethics which make for a clean, wholesome and sane living. Mackenzie's Manual of Ethics is the class text. The required readings include various books by the best authorities of the day.

The work in Ethics is followed by a course in the Principles of Education, considering especially the following phases: The definition and aim of education, the teaching process, the relation of happiness to education, the function of the recitation and the principles governing it. The members of the class regularly visit the city schools once in two weeks. They observe with a view of finding the application of the principles studied, and a report is brought back to the class after each visit.

REVIEW OF THE COMMON BRANCHES

It is a well established principle in education that knowledge of the subject matter is the first fundamental preparation for teaching. The average graduates of the high schools completed the common branches in the grades, when they were undeveloped students. At the time they were studying the common branches they were not old enough to thoroughly comprehend them and to know them in organized form. During their high school course their time is centered upon other subjects, and so by the time they enter a normal school the common branches are practically out of the mind. Inasmuch as these are subjects which the graduates of the normal schools go out to teach, it is absolutely important that a thorough review of these subjects should be given. This review, with the accompanying primary methods, is one of the strong features of the Marshall College

Normal Course. The review in the summing up of each subject is done by a teacher who has been given special preparation for this work, which enables the student to get a maximum amount of result in the time given the subject. Boards of Education can accept Marshall graduates confidently, because they will have fair knowledge of the subjects they are to teach.

SPECIAL METHODS

In connection with the review of the common branches and after the subject matter has been well organized in the student's mind, special methods for teaching that subject are given. They are divided into two groups, the primary methods and the grammar school methods. It is aimed as nearly as possible to give each student the particular method that will apply in teaching the subject in her chosen grade. This course, which follows Psychology, General Methods and Review, gives the graduate enough equipment for an intelligent teacher. The methods in each subject are given by an expert who is in touch with the latest educational thought of the subject at this time.

OBSERVATION AND PRACTICE

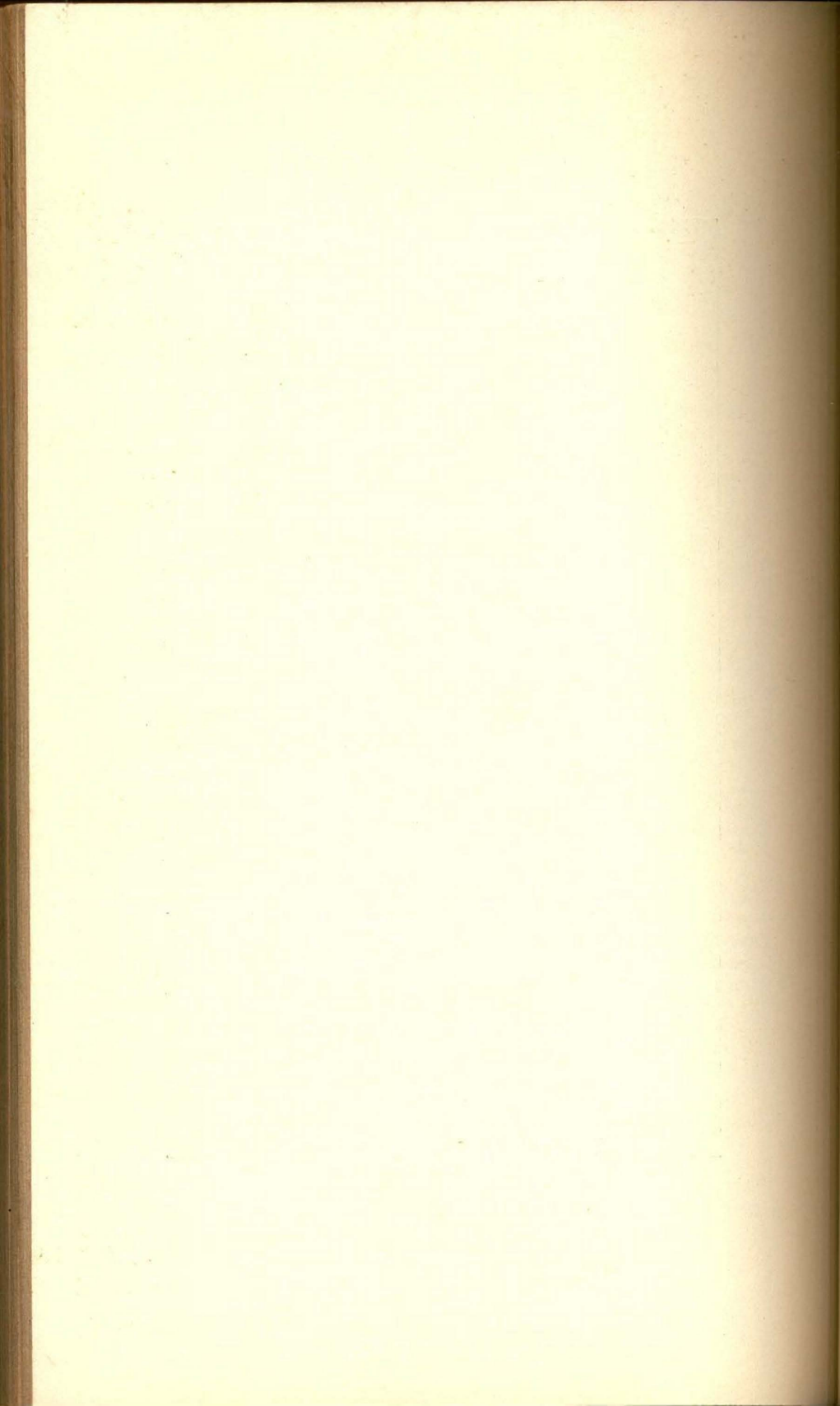
After a student has completed the courses in Psychology, General Methods, Review, and Special Methods, he then is given special preparation for teaching. He is assigned a particular grade; he goes to this grade regularly each day; he notes the work of the teacher, the attitude of the pupils, the presentation of the lesson, the character of the work done, the discipline, and the material used. In fact, he studies the life of the school. While doing this he becomes familiar with the name of each pupil, and is encouraged also in his observations to get the characteristics of the pupils. He is also informed how records are kept and how the different reports are made up. This observation period continues three weeks. During this time, in addition to his observation, he is planning out a course of teaching for himself. He decides what he will give during the three weeks of his teaching, and how he will relate it to that which has already been taught. This intelligent observation for a period of three weeks makes a fine preparation for actual teaching.

TEACHING

The student now is prepared to teach the assigned subject. He knows the pupils; he is familiar with the atmosphere of the room; he knows the lessons that have previously been taught, and now he is ready to present a new lesson. As a special preparation he has prepared an outline of the work he will accomplish in three weeks, and this has been criticised and approved by the supervisor. He also has a definite lesson for the



STORY TELLERS' CLUB



first day. This includes not only something to teach, but how he shall proceed in teaching. This teaching is done under the direct observation of the regular teacher in charge of the room. Some time during the day on which the lesson is given, this critic teacher has a personal conference with the student teacher, showing wherein the lesson was excellent and wherein it might be improved. Each day the pupil gets a kind, intelligent criticism. This plan is followed during the three weeks. At the end of this period the pupil is assigned another grade and subject and the process of observation and teaching is repeated; and after another period of six weeks, still another grade is given with the same program. This enables the student teacher to determine at what point in teaching she is strongest, and to give her confidence and a knowledge of procedure which she could not get any other way. It is believed that this plan is a very excellent one and that it insures good results if a person has any gift for teaching.

SCHOOL VISITING

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

HISTORY OF EDUCATION

The chief purpose of the study of the History of Education is to lead finally to an understanding of present educational ideals, practices, tendencies and problems. In this we are guided by a study of the experiences of those nations that have preceded us. The changing conceptions of the function of the school and its curriculum and methods we find arise in answer to a felt need which has grown out of the philosophical, social and political life of the times. These various changes or movements are typified and find expression in the lives and writings of some of the world's great reformers, philosophers, scholars and teachers, such as Socrates, Plato, Cicero, the Church fathers, Luther, Melancthon, Milton, Montaigne, Bacon, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Mann, Montessori, Dewey and others. A study is made of the contribution each has made to education, and a clearer insight is made possible by the reading of original sources dealing with each phase. Throughout the course the student is encouraged to focus all knowledge gained in other fields upon this particular problem of the present day school. Text: Monroe's "Brief Course in the History of Education."

SCHOOL HYGIENE

In this course a study is made of the school problem, dealing with the sanitation, ventilation and lighting of the school house, and its surroundings. The personal hygiene is based upon a review of the physiological structure and function of the various parts of the human body. A study is made of the causes of the most prevalent diseases which attack the school child, and the most general defects with which the child must contend, such as enlarged tonsils, adenoids, defective eyesight and hearing, curvature of the spine and lowered vitality, the method of treating them, and the best means of preventing and avoiding them. Emphasis is placed on the formation of hygienic habits of living, upon the necessity of living in sanitary and wholesome schools and homes, the importance of a pure water supply and an abundance of fresh air and sunshine.

SHORT COURSE METHODS

The aim of this course is to lead teachers to discover the best means of teaching children how to study. What should be studied and what methods should be used are determined in part by discussions of—

1. The meaning of education;
2. What the school is;
3. What subject matter is;
4. What psychological laws must be observed and obeyed;
5. The nature of logical study.

In the light of the foregoing the student is then led to work out some of the practical school problems in each of the elementary school subjects.

SCHOOL ADMINISTRATION

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

MUSIC

The work in Music is intended to prepare the student for teaching music in the public schools. It includes a study of musical language, work on the staff, drill in tone relation, and the learning of many songs which should be taught to children in their early years. This course is a very pleasant and helpful one. It is required of all students who finish the Normal course. If a person who enters the Normal department has not had school music, she will be required to take an elementary course in addition to the one mentioned in this paragraph.

DRAWING

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

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

TRAINING SCHOOL

ORGANIZATION

The head of the Department of Education is superintendent of the Model School, and is head teacher of professional subjects. She co-operates with the president in the selection of teachers for the Model School. She, with the co-operation of the president and the supervisors of the Model School, fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it.

The supervisors have general charge of the first, second and third grades. It is their province to see that the principles and methods that have been given in the educational courses are properly applied by the regular and student teachers of the training school. They also give general direction in regard to the complete work of the primary grades. Their work is a very important one, for it is a connecting link between theory and practice. It requires an accurate knowledge of Psychology and principles of teaching, and also clear ideas of methods and school management. The supervisors also assign pupils to class room work, and with the student, determine the particular field of subject matter which shall be taught. The students are taught how to put subject matter into good form for teaching. Supervisors also have conferences with the students and all problems pertaining to school work, making such generalizations from the few subjects taught as will enable the student to be efficient in all subjects she may teach.

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

Primary Grades I, II, and III.

Grammar School Grades IV, V, VI, VII, and VIII.

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

Each grade of the Model School is limited to thirty pupils as a maximum number, and twenty has been the number in nearly all cases, the total in the eight grades running about 200.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are

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

Note: The course of study for the Model School is omitted here, but is printed on a separate form. Any one desiring it can be accommodated by writing the Secretary of the College, or by applying in person to the office.

CRITIC TEACHERS

The regular teachers of the Model School are known as critic teachers. The critic teachers are supposed to be specially prepared for their work. All that they do in the school room is supposed to be a good example of teaching. Their personal manner, their methods of presentation, their summing up of the lesson, and all that they do is supposed to represent standard work in the best schools. In addition to exemplifying good teaching, the critic teachers are required to pass upon the daily lesson plan of the student teachers who are assigned to them, and when it is taught by the student to see that it is properly carried out. The critic teachers also are expected to have daily conferences with the student teachers concerning the lesson taught in their presence and preparing for the lesson to be taught the following day. There is no more important position in the Normal Department than that held by the critic teacher. She must know subject matter, Psychology and Method, and be able to harmonize these in her work.

Only children of good name, clean of person and habits, are admitted to this school. Children under six years of age are not admitted.

The tuition for each child for one-half year is \$7.50, if paid in advance. This is about \$0.40 per week. If not paid in advance the tuition will be \$0.50 per week, or \$9.00 per semester.

COLLEGE COURSES

To meet the various needs of the students of the Normal course, it was necessary to offer for their electives several courses of a college grade in scope of work done and in the quality of work performed. The following courses are all of college grade. These courses combined with those in Latin, French and German will enable students who do not care to take the Normal course to do two years of strong college work at Marshall College. These courses are all elective, the only condition being that students must meet the requirements of preparation for the courses. These courses can be taken with entire confidence by the students who desire to complete the college course in other institutions.

ENGLISH

ENGLISH IX AND X: Composition and Rhetoric. Themes written and oral, on topics from subjects in the curriculum for college freshmen, or from current history, explanations of the principles and usages involved in suggested corrections and revisions, lectures. (Four hours a week in laboratory, giving a credit of *two* semester hours for each semester.) Prerequisites: English I-VIII, or an equivalent.

Mr. Franklin.

LITERATURE

LITERATURE IX: English Literature. This course is designed for, and is eligible only to, graduates of high schools or the secondary courses of this institution. Shakespeare, ten weeks; Spenser, Jonson, and Donne as germinal poets. The Caroline poets, Dryden's Satires and Pope's "Essay on Criticism." In the more intensive study of the literature of each period, its vital roots in the natural life are brought out more comprehensively than has been possible for the student hitherto. For many students, the work should prove truly assimilative into broader understanding. "Century Readings" will be used. Three hours.

Dr. Haworth.

LITERATURE X: English Literature. From Goldsmith to Browning. Conditioned as in Literature 9. In this course three weeks will be devoted to a study of Wordsworth's "Lines Written Near Tintern Abbey," and his "Ode on Immortality." "Century Readings" used. Three hours.

Dr. Haworth.

LITERATURE XI: The Elizabethan Dramatists. This course will include a study of representative dramas selected from Marlowe, Jonson, Beaumont

and Fletcher, Massinger and Webster. This will include a more intimate understanding of the nature of the Elizabethan drama. Three hours.

Dr. Haworth.

LITERATURE XII: Wordsworth's "Prelude" and Shelley's "Prometheus Unbound." An opportunity to study wide distinctions of a structural character and many close analogies in philosophic content. With "The Prelude" one's understanding of Wordsworth should be well awakened; with "Prometheus Unbound" sympathy with Shelley at his best should be permanently awakened. The undertone of the period in which they lived should be heard throughout the entire semester. Three hours.

Dr. Haworth.

LITERATURE XIA AND XIIA: The development of the English Novel. This study passes rapidly over the early stages of the development of the novel to the more effective work of Goldsmith and Scott; and from that point representative pieces are read and studied as interpretations, from varying attitudes and in successive periods, of life and social conditions among the English people. About 200 pages a week is the requirement for reading out of class. Three hours a week are given to lectures, class discussions, and written composition. (Credit, *three semester hours* for each semester.) The readings are selected from the following:

Selections from Greene's "Pandosto," Lodge's "Rosalynde," and Nashe's "The Unfortunate Traveler, or the Life of Jacke Wilton;" De-loney's "The Gentle Craft," or "Jack of Newberry;" Mrs. Behn's "Oroonoko;" Swift's "Gulliver's Travels;" Defoe's "Robinson Crusoe;" selections from the "Sir Roger de Coverley Papers," and from Richard-son's "Pamela;" Fielding's "Joseph Andrews," or "Tom Jones;" selections from Sterne's "The Life and Opinions of Tristram Shandy, Gentleman," and from Smollett's "The Expedition of Humphrey Clinker;" Goldsmith's "The Vicar of Wakefield;" one of Scott's historical novels, and "Guy Mannering;" Jane Austen's "Pride and Prejudice;" Charlotte Bronte's "Jane Eyre;" Emily Bronte's "Wuthering Heights;" Dickens's "Pickwick Papers," "Oliver Twist," or "David Copperfield;" Thackeray's "Vanity Fair," "Henry Esmond," or "The Newcomes;" Elizabeth Gaskell's "Cranford;" Kingley's "Westward Ho!;" George Eliot's "Adam Bede," or "The Mill on the Floss;" Blackmore's "Lorna Doone;" Stevenson's "Treasure Island," or "The Strange Case of Dr. Jekyll and Mr. Hyde;" Meredith's "The Egoist," or "Rhoda Fleming;" Hardy's "Far From the Madding Crowd," or "Tess of the D'Urbervilles;" Barrie's "The Little Minister;" Kipling's "The Jungle Books;" Conrad's "Typhoon;" Bennett's "The Old Wives' Tale," or "Clayhanger;" Galsworthy's "The Man of Property," "The Country House," "Fraternity," or "The Patrician;" Wells' "Kipps: The Story of a Simple Soul," or "Marriage;" Phillipott's "Children of the Mist," or "Demeter's Daughter;" Quiller-Couch's "The Splendid Spur;" De Morgan's "Joseph Vance;" Zangwill's "The Children of the Ghetto."

Mr. Franklin.

BIOLOGY

The courses outlined below are intended for students who have completed their high school work or have at least fourteen units credit. Students who elect any of these courses should be of some maturity, and must have had at least one course in some Biological science.

COURSE A: College Botany I.

This course is intended for advanced students who desire a college credit course in Botany. The following type forms will be studied to illustrate the Morphology and Biology of the four great plant groups: Gloeocapsa, Oscillatoria, Pleurococus, Spirogyra, Vaucheria, Sphaerella, Fucus, Plasmodiophora, Steimonitis, Rhizopus, Saprolegnia, Plasmopara, Phytophthora, Sclerotinia, Exoascus, Morchella, Microsphaera, Penicillium, Yeast, Claviceps, Plowrightia, Glomerella, A Crustaceous Lichen, Ustilago, Puccinia, Gymnosporangium, Lycoperdon, Agaricus, Marchantia, Polytrichum, Pteris, Equisetum, Selaginella, Pinus, Lilium, Zea, Phaseolus.

Alternation of Generation, Plant Distribution, and Evolutionary Processes will be given special attention. A large part of the course will be devoted to the study of Bacteria and Fungi in relation to the more common diseases of cultivated plants, with modern methods of inoculation, culture, and control.

Lectures, recitations and demonstrations three hours per week. Laboratory and field work four hours per week.

Mr. LeCato.

COURSE B: College Botany II. The Anatomy and Physiology of Plants. The first part of the course will be devoted to both gross and microscopic study of the structure of roots, stems, leaves and flowers, with their various modifications. As far as possible structure and function will be correlated, and much of the time will be given to experimentation in the laboratory upon the following Physiological processes: Absorption, Transpiration, Excretion, Photosynthesis, and the Manufacture of Organic food, Respiration, Metabolism, Growth, Reproduction, Heredity and the Principles of Breeding.

The last month of the course will be devoted to Taxonomy. Frequent field trips will be made, and the student will be expected to become adept in tracing plants by means of keys, and will be required to make a herbarium.

Lectures, recitations and demonstrations three hours per week. Laboratory and field work four hours per week.

Mr. LeCato.

COURSE C: Agronomy. Farm Crops. General information regarding systems of cropping, general utility, rotations, marketing, storage, distribution of labor, method of planting and preparation of soil.

The following crops will be studied in detail: Corn, Wheat, Oats, Barley, Rye, Buckwheat, the Sorghums, the Grasses, the Legumes, (especially Alfalfa and Clover), Rape, and other Forage Crops. Each plant will

be studied according to this plan: (1) History, (2) Botanical characteristics, (3) Uses, (4) Methods of propagation, (5) Adaptations, (6) Types and Varieties best adapted for West Virginia.

Frequent written reports on special topics will be required besides the regular work. Lectures and recitations three times per week, and four hours of laboratory and field work.

Mr. LeCato.

COURSE D: General Entomology. The aim of this course is to give the more essential facts concerning insect life. The anatomy and life history of insects are illustrated by a detailed study of the following forms: (1) Locust, (2) A Beetle, (3) The Squash Bug, (4) The Honey Bee, (5) The Fly, (6) The Cabbage Butterfly. Subjects of general Biological interest are taken up, such as life histories, habits, methods of growth, reproduction, mimicry, protective coloration, methods of collecting and preserving insects, the relation of insects to plants, and insects and disease. Each student will be taught how to identify insects by means of keys and will be required to make a collection of at least 100 insects, correctly pinned and labeled.

Lectures and recitations three hours per week.

Laboratory and field work four hours.

Text: to be selected.

Mr. LeCato.

The Biological laboratory is well equipped to give the above courses, as we have plenty of modern apparatus and material for this work.

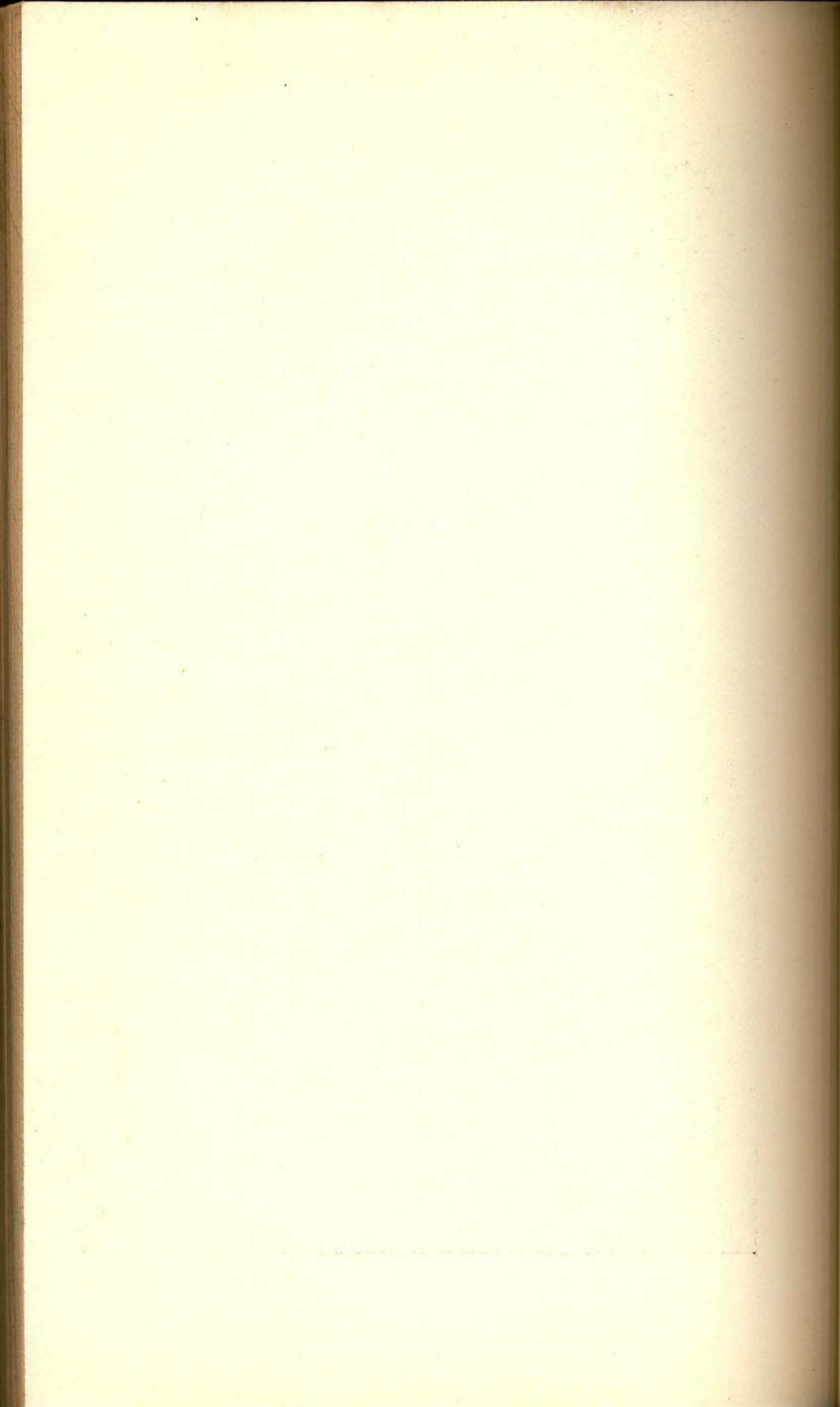
The equipment for Botany comprises individual desks, dissecting sets, and microscopes both simple and compound. Besides the individual equipment the laboratory is provided with all needed glassware, such as test tubes, beakers, bottles, corks, graduates, thermometers, over two hundred microscopic slides, a number of plant presses, a Bausch and Lomb Balopticon, a well-selected set of lantern slides, a clinostat, a rotary microtome for sectioning, an electric drying oven and incubator, an autoclave, a modern culture room for separating and growing pure cultures of bacteria and fungi, a dark room for growing plants without light, a large aquarium for growing aquatic plants, and a representative herbarium.

The equipment for Agronomy comprises, besides the ordinary laboratory apparatus, special collections of all plants studied, including the more common varieties. Near the college we have special demonstration plots where we can both grow and see the plants under field conditions, as well as carry on demonstration experiments. We receive all bulletins published by the U. S. government and those published by twenty-eight states which have reliable experiment stations.

The equipment for Entomology comprises an aquarium for raising aquatic forms; a number of insect breeding cages; a collection of over two thousand insects, illustrating orders and families; a number of insect mounting boards; a special oven for inflating larvæ; a complete set of lantern slides illustrating the various phases of Entomology; a number of microscopic slides, besides pins, corks, killing jars, chemicals, and other apparatus needed to carry on this work.



COLLEGE ORCHESTRA



The Biological library is very complete. It contains several hundred volumes by the best authors on Botany, Entomology, and Agriculture. Besides these we have complete files of bulletins published by the U. S. government and the various Experiment Stations. We are also subscribers to the leading magazines along these lines of work.

GEOGRAPHY

1. INDUSTRIAL GEOGRAPHY: Elective for graduates of high schools. Five hours per week for eighteen weeks.

The foundation of the course consists of observational work of the local industries, history and organization as influenced by geographical conditions.

An intensive study of the resources, industries, markets and trade centers of the United States and of West Virginia is made. The industrial personality of the leading nations is emphasized.

The course is given in outline form with references for reading to be done in the library. Museum and cabinet specimens for use in the work are rapidly accumulating and contributions from students and friends of the school are always welcome.

The making of maps and graphs required.

Texts: Brigham, "Commercial Geography"; Smith, "Industrial and Commercial Geography."

Miss Burgess.

2. INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY: Elective for graduates of high schools. Five hours per week for eighteen weeks.

The aim of this course is for closer correlation of Geography and American history. It includes a study of geographical conditions which have influenced the discovery, exploration and colonization of America, the westward movement of population, expansion of territory, the Civil War, the distribution of immigrants, cities and industries. A comparison of geographic factors with non-geographic factors will be made.

Text-book will be supplemented with library work.

Text: Semple "American History and Its Geographic Condition."

Miss Burgess.

3. COMMERCIAL GEOGRAPHY: Elective for graduates of high schools. Eighteen weeks with five hours per week.

An intensive study is made of representative conditions and commodities of commerce of Huntington, Cincinnati and vicinity with emphasis upon the relation of geographic factors controlling commerce.

From local commerce world commerce is studied. Factors influencing transportation and exchange by rail, rivers and canals and by sea and the main trade routes of the world will be studied. Modern text-books will be supplemented by lectures and references for library work.

Texts: Smith, "Industrial and Commercial Geography"; Brigham, "Commercial Geography."

Miss Burgess.

PROFESSIONAL COURSE

1. REVIEW GEOGRAPHY AND METHODS: For junior normal students. Five periods per week.

This course is planned to meet the needs of those who are preparing to teach geography in the grades.

The work consists of (1) A general review of the subject matter, with application of the principles developed to the United States and then to the most advanced European nations. (2) The scope and nature of geography, the aims and phases of geographical study. (3) Selection and organization of subject matter into courses of study, study of text-books, materials, use of pictures, maps, drills, and commercial museum exhibits. (4) Observation and lesson plans required. Basis for the work—modern texts on subject matter and methods, lectures, reference work in periodicals.

Some field work with reference to learning how to teach observational and home geography. Some laboratory work, especially with common rocks and mineral specimens.

Texts: Salisbury-Barrow-Tower, "Modern Geography"; Sutherland, "The Teaching of Geography."

Miss Burgess.

PHYSICS

PHYSICS III: First semester. This course is a college credit course, and is open to all students who have had the two preceding courses or their equivalent in a good high school, and who rank as Junior or Senior Normals, or as Junior or Senior Academics. It must be preceded or accompanied by a course in Trigonometry. This course is recommended to all students who are planning to teach Science or who expect to complete a college course at some other institution. It is essentially a laboratory course, and consists of four two-hour laboratory periods, and one one-hour lecture or recitation period each week. The requirements are from sixteen to twenty experiments in accelerated motion and the determination of the value of "g," composition and resolution of forces, energy and efficiency, elastic and inelastic impact, elasticity, moment of inertia, simple harmonic motion, centripetal force, etc.

Text: Millikan's "Mechanics, Molecular Physics and Heat."

Fee, \$3.00.

Mr. Wylie.

PHYSICS IV: Second semester. A continuation of Physics III, which is a pre-requisite. From eighteen to twenty experiments required. The experiments in electricity include the measurement of current, potential difference, resistance, capacity of condensers, constants of the earth's magnetic field, constants of ballistic galvanometers, induction, magnetism, etc. The experiments in sound include the measurement of the velocity in air, the rating of tuning forks, the study of waves in strings, and musical prop-

erties of air chambers. The experiments in light include the study of the diffraction of light waves, the measurement of wave length with the diffraction grating, the use of the spectrometer, the measurements of lamps with the photometer, the study of the spectra of various elements with the spectroscopic, some simple experiments in polarized light, etc.

Text: Millikan and Mills' "Electricity, Sound and Light."

Fee, \$3.00.

Mr. Wylie.

CHEMISTRY

CHEMISTRY III: First semester. Five credit hours. Pre-requisite, Chemistry I and II.

(a) Lecture and recitation two hours per week. Fee, \$3.00.

Text: McPherson and Henderson "General Chemistry, Advanced."

(b) Laboratory three periods of three hours each per week.

These courses are the advanced Chemistry courses and are accredited as advanced work at the university.

The student is taught the reason for precipitations and solutions, and is given a larger insight into the reasons for certain exercises performed in the laboratory. It is in fact a lecture course in Advanced General Chemistry.

The laboratory course consists entirely of Qualitative Analysis. In this the student is required to perform the tests for separation and identification of the metals and the acids of all the groups. A known and an unknown of each group must be completed after which the student is given ten unknown samples that may contain from two to seven substances each, which must be worked out before credit is allowed on the course.

Text: "Qualitative Analysis." McPherson and Henderson.

Mr. Norman.

CHEMISTRY IV: Second semester. Five credit hours. Pre-requisite, Chemistry III. Fee, \$3.00.

(a) Lecture and recitation two hours per week.

This is a continuation of Chemistry III except that the subjects are taken up with reference to Quantitative Chemistry instead of Qualitative as in the fall semester.

(b) Laboratory three periods of three hours each per week.

This work deals entirely with Quantitative Analysis and the students' entire time is spent determining the amount of substances present in a sample. This includes Volumetric, Gravimetric, and Colorimetric determinations of various samples. After completing the courses in Chemistry III and IV the student will find no great difficulty in mastering analysis of the commercial type.

The work done in Chemistry IV is accredited as advanced work at the University.

Text to be chosen later.

Mr. Norman.

AGRICULTURAL CHEMISTRY: First semester. Four credit hours.

(a) Lectures and recitation two hours per week.

Text to be chosen later.

(b) Laboratory course to accompany (a), two periods of two hours each per week.

Pre-requisite to these courses is Chemistry I and II.

These courses are designed for and required of all students taking Botany V. It is essentially a chemistry course in which are taken up the things of most importance to the agriculturalist. Such things as the analysis of the soils, the composition of insecticides and fungicides, the analysis and determination of the purity of products bought for the farm. Milk and cheese and their analysis and purity.

Mr. Norman.

ORGANIC CHEMISTRY: Senior Normal Course. Entire year. Six credit hours per week.

Pre-requisite, Chemistry I, II, III, IV.

This is an elementary course in Organic Chemistry, consisting of three hours lecture and three periods three hours each in laboratory. The Aliphatic compounds will be studied the first semester and the Aromatic compounds the second.

Text in each to be chosen.

Fee, \$5.00.

Mr. Norman.

MATHEMATICS

MATHEMATICS VI: Geometry III. (Solid Geometry). Demonstration of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres.

Pre-requisites, Mathematics I, II, III, IV and three years of secondary or high school work.

Miss Hackney.

MATHEMATICS VII: Trigonometry. Definitions of trigonometric function, functions of 0, 30, 45, 60, 90, etc., degrees; formulæ of sin, cos, tan, etc., of the sum and difference of two angles, twice an angle and half an angle, anti-trigonometric functions; use of tables; solution of right and oblique triangles; formulæ for right and oblique spherical triangles; Napier's rules; geographical and astronomical problems.

Pre-requisites, Mathematics I, II, III, IV, V, VI.

Miss Hackney.

MATHEMATICS VIII: Analytic Geometry. (Plane Analytic Geometry). Co-ordinates, loci of equations, straight line, parallels and perpendiculars, circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars. Trigonometry is a pre-requisite to Analytic Geometry.

Miss Hackney.

DRAWING

DRAWING IV: Junior Mechanical Drawing. One year.

This course has been designed to meet the various needs of the student. During the first half of the year the student is held rigidly to constructing in Plane Figures, Lettering, Projections, Developments and working drawings. The last half of the year may be devoted to machine designing or architectural drawing, as seems best for the student. For each hour of recitation, one hour of outside work is required.

Mr. Myers.

DRAWING V: Senior Methods. Eight weeks.

This course concerns itself with ways and means of teaching art: The "how" to teach drawing, color, design, composition, and construction; the aniting of art with other subjects for their mental enhancement; the cultivation of appreciation and power; a consideration of materials and their use, including a short survey in art in the public schools of America.

Outside reading required.

Lectures on Art History will be delivered to the Senior Class during this course, to which the public is invited.

Note: A student may elect art and receive full credit, provided Drawing I and II have been satisfactorily completed.

Mr. Myers.

ART SUPERVISION: Diploma course.

A student who has completed courses I, II, III, and IV may qualify for Art Supervisor in two more years by taking double courses and teaching one year in the Model School—provided he completes English VI and has had Botany one semester, and Psychology and Pedagogy one semester each. Not more than one heavy course can be carried with the Art Supervision course.

Mr. Myers.

DRAWING V: Advanced Freehand Drawing. One year.

Plant and Object Perspective, Convergence, Life and Still-life.

Mr. Myers.

DRAWING VI: Color Theory. One year.

Color Analysis, Color Synthesis, Color Harmonies, Color applied to Life and to Still-life. Color applied to designs, interiors, exteriors, including the landscape garden and the landscape painting.

Mr. Myers.

DRAWING VII: Design. One year.

Structural and Decorative. Composition.

Mr. Myers.

DRAWING VIII: Construction. One semester.

In paper, card, wood, metal, and fabrics.

Mr. Myers.

DRAWING IX: Supervision. One semester.

Mr. Myers.

DEPARTMENT OF HOME ECONOMICS

Home Economics includes a systematic study of those subjects which have a direct bearing upon the life of the home. The work of the department is grouped under two heads: Household Science and Household Arts.

The aim of the department is threefold.

First, to develop in the student through education a power over self and environment that will enable her to live the best possible life for herself and to be of the most service to others. To create an interest and love for the most universal and essential of employments, home making and the procuring and preparation of food and clothing.

Second, from a practical standpoint, to impart a knowledge that will enable the student to take charge of a home, to make it healthful, attractive, and to keep it so; to supply the right kinds of food and clothing, from the standpoint of health and economy.

Third, to train students so that they may be prepared to teach these subjects in the schools of the state.

HOUSEHOLD ARTS II: Normal Course.

Pre-requisites, H. A. I or its equivalent elsewhere. Normal art to be taken in connection with this course, unless credited elsewhere.

OUTLINE

1. Advanced Work in Sewing.

1. Study of Textile Fibres.
Cotton, Linen, Wool, Silk.
2. Drafting Patterns.
3. Making Dresses.
 - a. Simple Wool.
 - b. Silk.

II. House Furnishing and Decoration.

1. Walls, Floors and their Coverings.
2. Furniture.
3. Draperies.
4. Curtains.
5. Pictures.
6. Bric-a-brac.
7. Linens.

III. Millinery.

1. Renovating Materials.
2. Trimming a Bought Felt Hat.
3. Trimming a Straw Hat.

IV. Making a Lingerie Dress.

Text: "Shelter and Clothing," Kinne and Cooley.

Fee, \$1.00.

Miss Whitaker.

HOUSEHOLD ARTS III: Normal Course.

OUTLINE

I. Advanced Work in Garment and Dressmaking.

II. Textiles.

Fibres, Weaves, Color Tests, Wearing qualities, Hygienic value.

III. Weaving, Knitting, Crocheting.

IV. Methods of Teaching Household Arts.

1. Relation to Other Subjects.
2. Educational Value.
3. Planning Course of Study.
4. Class Management.
5. Equipment.

V. Observation and Practice Teaching.

Fee, \$1.00.

Required of all Senior Secondary girls and all girls entering the Normal department who have not had the work elsewhere.

Two double laboratory periods and one recitation period a week.

Miss Whitaker.

HOUSEHOLD SCIENCE II: Normal Course.

Pre-requisites, H. S. I or its equivalent elsewhere. Chemistry, to be taken in connection with this course, unless credited elsewhere.

OUTLINE

I. Advanced course in Study of Foods.

1. Detailed Study of Foods, Production, Manufacture and Chemical Composition.
2. Review of Digestion, Absorption, Assimilation and Elimination.
3. Dietetics.
 - a. Principles of Human Nutrition as Applied to Individuals, Families, Invalids, Babies and Young Children.
 - b. Energy Value of Foods.
 - c. Food Combinations.
 - d. Food and its Relation to Certain Diseases.
 - e. Prevention of Disease through Diet.

II. Cookery of Foods.

1. Selection, Preparation and Manipulation of Food Materials.
2. Work in Batters, Doughs, Canning and Preserving, Candies, Invalid Cookery, and Food for Children, School Lunches.
3. Use of Fireless Cookers, and Various Modern Appliances.
4. Planning and Serving Meals with Specified Cost per capita.
5. Afternoon Tea, Reception.

III. Household Management.

1. Choice of Home.

2. Furnishings.
 - a. Ease in cleaning.
 - b. Restful.
 - c. Useful.
 - d. Beautiful.
 3. Care of Home.
 4. Standards of Living According to Income.
- IV. Household Bacteriology.
1. Study of Yeasts, Molds, and Bacteria.
 2. Relation of Micro-organisms to the Life of the Household.
 - a. Disease through Bacteria.
 - b. Spoiling of Foods.
 - c. Bacteria in Milk, Water and Ice.
 - d. Preservation of Foods: Canning, Preserving, Drying, Smoking, Salting, Cold Storage.
 - e. Methods of Producing Hygienic Surroundings.
- V. Hygiene and Home Nursing.
1. Personal and Public Hygiene.
 2. Care of the Sick at Home.
 3. Meeting Emergencies.
 4. Care of Babies.

Text:

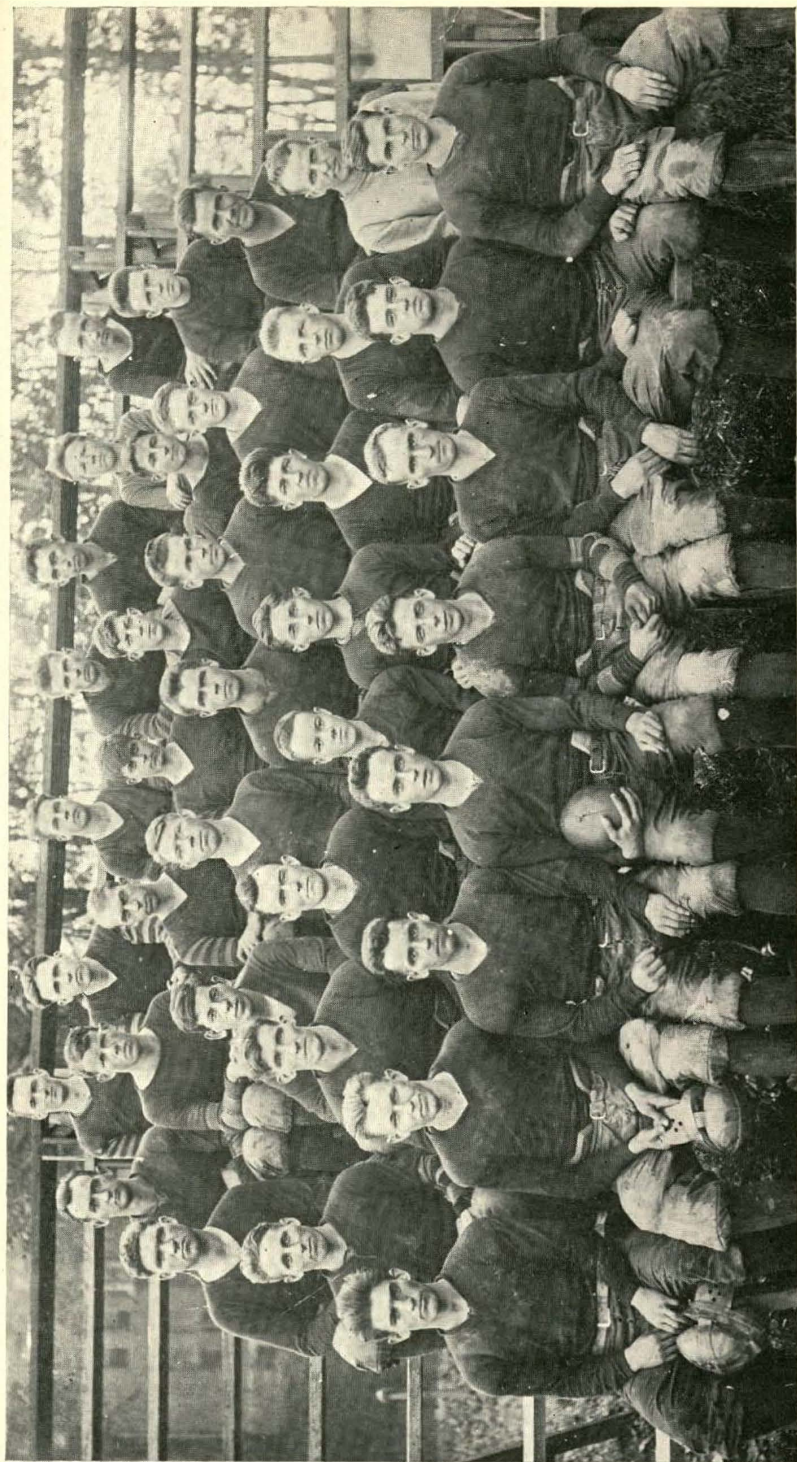
Fee:

Miss Whitaker.

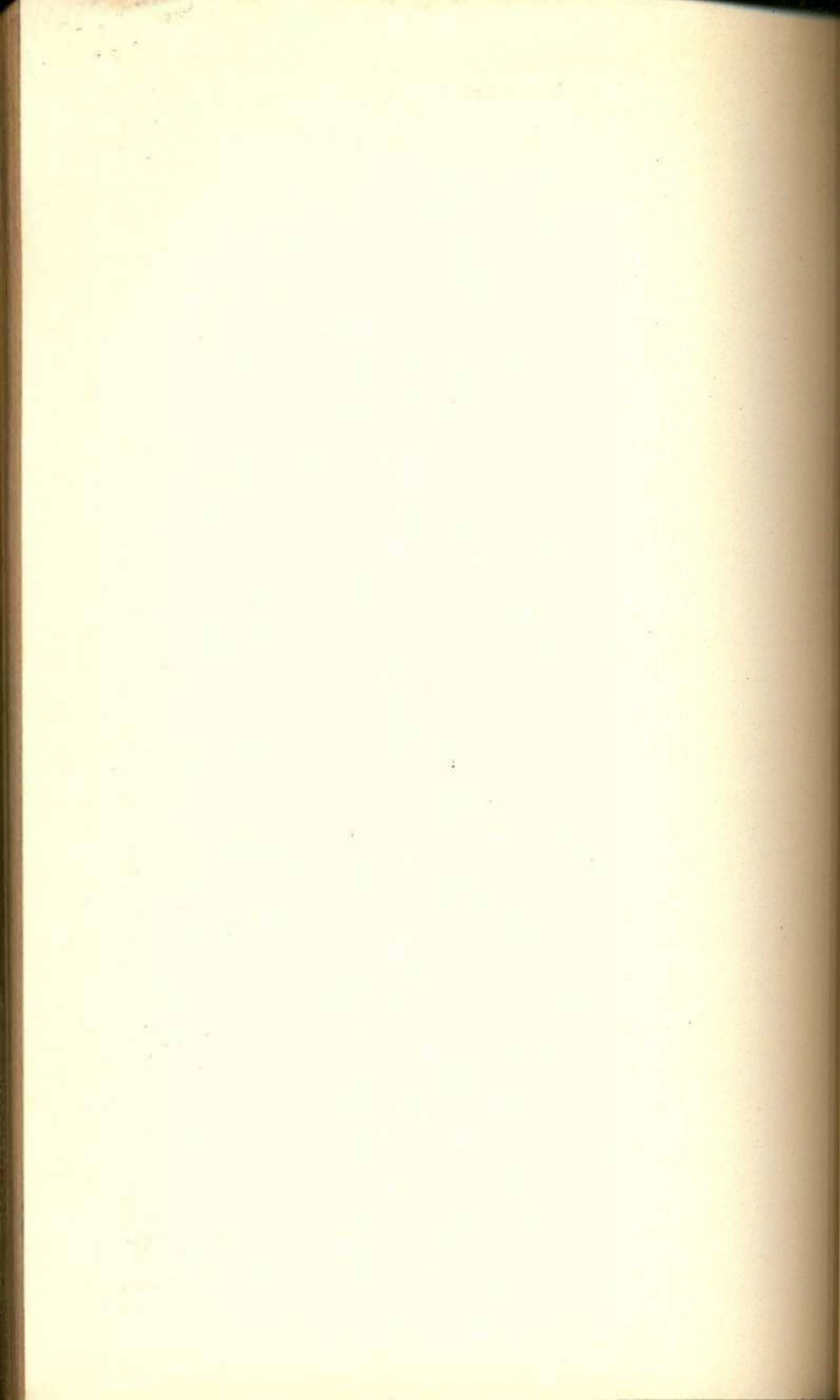
HOUSEHOLD SCIENCE III: Normal Course.

OUTLINE

- I. Methods of Teaching Household Science.
 1. Planning Courses of Study.
 - a. Elementary Schools.
 - b. Secondary Schools.
 - c. Rural Schools.
 2. Equipment for Cooking.
 - a. Needs of Community.
 - b. Available Funds.
 3. Class Management.
 4. Observation and Practice Teaching.
 5. Conducting of Canning Clubs.
 6. Lecture Demonstrations, to be given in connection with Club Work.
 7. Testing and Judging Foods according to Given Standards.
 - a. Breads.
 - b. Cakes.
 - c. Canned Goods.



THE FOOTBALL SQUAD



II. Review of Cooking Processes to gain confidence and skill in manipulation.

III. Experimental Cookery.

1. Temperature.
2. Conditions.
3. Proportions.
4. Manipulation.

IV. Library Readings and Research.

V. Class Discussions.

Text:

Fee:

Students taking these courses will be required to wear while in the laboratory a white apron (Butterick Pattern 536) and a washable dress.

Miss Whitaker.

SPECIAL EXAMINATIONS

Special examinations come under four headings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REGISTER OF STUDENTS

NAME	P. O.	COUNTY
Adams, Mabel F.....	Huntington.....	Cabell
Adkins, Boyd F.....	White's Creek.....	Wayne
Adkins, Fanny.....	East Lynn.....	Wayne
Adkins, Harry.....	White's Creek.....	Wayne
Allen, Elma M.....	Huntington.....	Cabell
Allen, Chapman.....	Wayne.....	Wayne
Anderson, Lillian L.....	Farmdale.....	Greenbrier
Arbogast, Madge.....	Thornwood.....	Pocahontas
Archer, Pinkie.....	Huntington.....	Cabell
Asher, Lillian Bird.....	Pt. Pleasant.....	Mason
Ash, Hobert E.....	LeSage.....	Cabell
Athey, Sadie.....	Williamstown.....	Wood
Atkins, Carrie.....	Ironton, O.....	Lawrence
Bailey, Jessie M.....	Huntington.....	Cabell
Ball, Early.....	Lohe.....	Logan
Ballengee, Hobart.....	Clayton.....	Summers
Barbour, Ballance.....	Lavalette.....	Wayne
Barbour, Delbert.....	Lavalette.....	Wayne
Bartlett, Ethel.....	Berea.....	Ritchie
Bartlett, Pauline.....	Berea.....	Ritchie
Bates, Don M.....	Clifty.....	Fayette
Beane, Rita.....	Gap Mills.....	Monroe
Beckner, Ina R.....	Huntington.....	Cabell
Bell, Nellie.....	Alderson.....	Greenbrier
Bennette, Mae.....	Freeman.....	Mercer
Berry, Carrie.....	LeSage.....	Cabell
Bias, James W.....	Madison.....	Boone
Bibb, Olive Hobson.....	Minden.....	Fayette
Billups, Ozzie C.....	Lavalette.....	Wayne
Blackwood, Helen R.....	Huntington.....	Cabell
Blackwood, Owen M.....	Huntington.....	Cabell
Blain, Earl B.....	Gallipolis Ferry.....	Mason
Blain, Kerr.....	Gallipolis Ferry.....	Mason
Blain, Roy.....	Gallipolis Ferry.....	Mason
Blain, Ruth.....	Gallipolis Ferry.....	Mason
Blain, Stella.....	Gallipolis Ferry.....	Mason
Blake, Donovan W.....	Huntington.....	Cabell
Blalock, Ina M.....	Huntington.....	Cabell
Blankenship, Daisy M.....	Huntington.....	Cabell

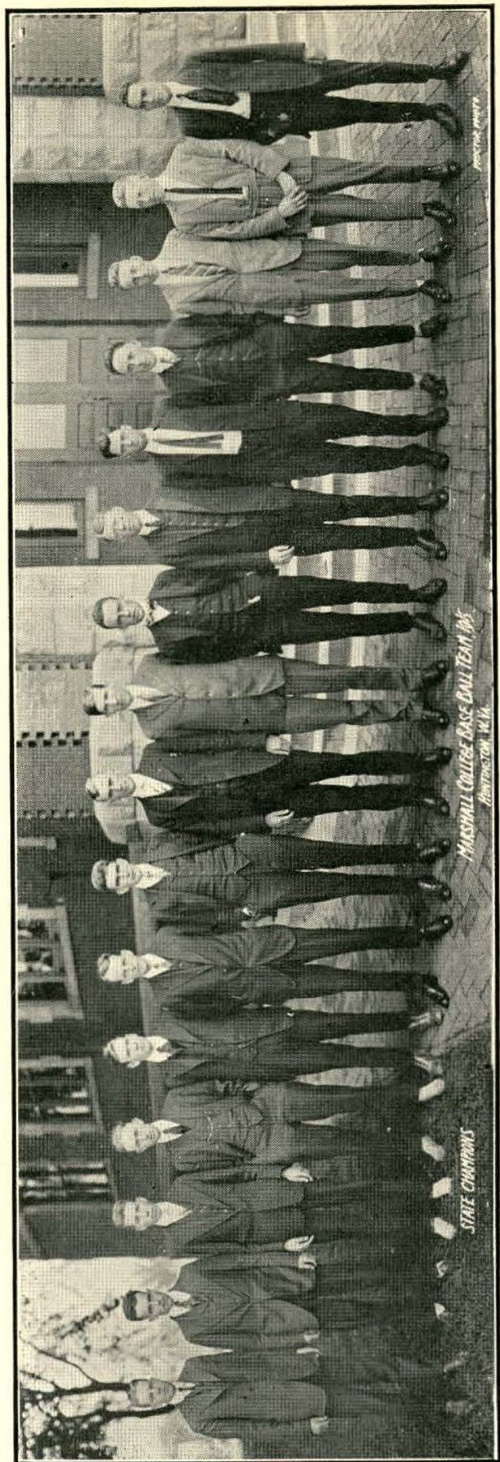
NAME	P. O.	COUNTY
Bobbitt, Prest G.....	Huntington.....	Cabell
Bockway, Frank W.....	Huntington.....	Cabell
Bockway, Mrs. F. W.....	Huntington.....	Cabell
Bockway, Henderson Augustine.....	Huntington.....	Cabell
Bodimer, Chester.....	Union Ridge.....	Cabell
Boggess, Sidner E.....	Letart.....	Mason
Bonar, Guy.....	Belleville.....	Wood
Bonar, Lee.....	Belleville.....	Wood
Bonar, Mary.....	Belleville.....	Wood
Boone, Myrtle.....	Ronceverte.....	Greenbrier
Booth, Alex E.....	Kenova.....	Wayne
Booth, Herbert.....	Wayne.....	Wayne
Booth, Walter.....	Wayne.....	Wayne
Boothe, Flem.....	Herbert.....	Wayne
Booton, Carl.....	Wayne.....	Wayne
Boso, Goldie L.....	Parkersburg.....	Wood
Bowers, Anna.....	Charleston.....	Kanawha
Bowen, Cassie.....	Wayne.....	Wayne
Bowles, Ada Neal.....	Graydon.....	Fayette
Brammer, R. F.....	LeSage.....	Cabell
Brewer, Juanita.....	Cross Roads.....	Cabell
Brightwell, Mary L.....	Milton.....	Cabell
Brotherton, Agatha E.....	Mount Tell.....	Jackson
Brown, Martha L.....	Kenova.....	Wayne
Broyles, Gladys L.....	Greenville.....	Monroe
Broyles, Helen M.....	Greenville.....	Monroe
Bryan, William G.....	Huntington.....	Cabell
Buchanan, Carrie.....	Glenalum.....	Mingo
Buckingham, E. A.....	Wayne.....	Wayne
Bulman, Grace M.....	O'Keefe.....	Mingo
Bunch, Celia.....	Parkersburg.....	Wood
Bunn, Elsie.....	Huntington.....	Cabell
Burdette, Mrs. Lenora A.....	St. Albans.....	Kanawha
Burgess, Adena C.....	Huntington.....	Cabell
Burgess, Ora J.....	Huntington.....	Cabell
Burgess, Shirley.....	Wayne.....	Wayne
Burks, Stanley G.....	Guyandotte.....	Cabell
Burkholder, Kathleen Noel.....	Oak Hill.....	Fayette
Callaway, Everett S.....	Huntington.....	Cabell
Callaway, Lucy M.....	Marshes.....	Raleigh
Callison, Hayward.....	Huntington.....	Cabell
Calloway, Mrs. Janie B.....	Mt. Hope.....	Fayette
Calvert, Ruby M.....	Huntington.....	Cabell
Cammack, Howard H.....	Huntington.....	Cabell
Campbell, Harry W.....	Meadville.....	Tyler
Campbell, Jennie E.....	Huntington.....	Cabell

NAME	P. O.	COUNTY
Campbell, Ray J.....	Sandyville	Jackson
Canfield, Bernice L.....	Milton	Cabell
Carte, Bessie M.....	Hunt	Roane
Carter, Dayton E.....	Huntington.....	Cabell
Carter, Elizabeth V.....	Huntington.....	Cabell
Carter, Gladys Bernice.....	Cheshier, O.....	Gallia
Carter, Thelma.....	Huntington.....	Cabell
Cavendish, Jos. H.....	Huntington.....	Cabell
Cavendish, Marguerite A.....	Huntington.....	Cabell
Cavendish, Virginia.....	Huntington.....	Cabell
Chafin, Julia L.....	Meador	Mingo
Chafin, H. H.....	Lenora	Mingo
Chambers, Pearl A.....	Moundsville	Marshall
Chancellor, Zelma L.....	Parkersburg	Wood
Chapman, Ruby A.....	Huntington.....	Cabell
Chapman, Ethel.....	Fort Gay.....	Wayne
Chapman, Joe L.....	Huntington.....	Cabell
Chapman, Marguerite.....	Wayne	Wayne
Cherry, Mary Christine.....	Huntington	Cabell
Childs, James O.....	Heights	Mason
Christian, Myrtle.....	Kenova	Wayne
Clark, Anna B.....	Union	Monroe
Clark, Mabel Harriett.....	Huntington	Cabell
Clark, Ruth V.....	Parkersburg	Wood
Clarke, Elvin E.....	Huntington.....	Cabell
Clary, Verna.....	Green Bottom	Cabell
Clay, Lacy.....	Masseyville	Raleigh
Cobb, Garnette B.....	Mercer's Bot'm.....	Mason
Coe, Mrs. A. S.....	Huntington	Cabell
Coffman, Polly L.....	Lewisburg	Greenbrier
Collins, Edra.....	Huntington	Cabell
Connell, Carl H.....	Huntington	Cabell
Cook, John B.....	Huntington	Cabell
Cook, John French.....	Huntington	Cabell
Copen, Clarence E.....	Huntington	Cabell
Copley, Arabella.....	Fort Gay.....	Wayne
Corbitt, Nellie G.....	Waverly	Wood
Cornwell, Don F.....	Huntington	Cabell
Counts, C. E.....	Dunlow	Wayne
Cox, Lloyd E.....	Gay	Jackson
Crawford, Georgia.....	Green Bottom.....	Cabell
Crawford, John S.....	Sharon	Kanawha
Crouch, Lucile W.....	Huntington	Cabell
Crum, Maude M.....	Crum	Wayne
Cummings, Genevieve.....	Huntington	Cabell
Cunningham, Virginia B.....	Poca	Putnam

NAME	P. O.	COUNTY
Cundiff, Maggie.....	Huntington	Cabell
Curtis, Walter V.....	Huntington	Cabell
Curtis, Blanche	Parkersburg	Wood
Dailey, Leonard.....	Sandyville	Jackson
Dalton, George A.....	Beech Hill	Mason
Daniel, Bell.....	Huntington	Cabell
Daniel, Thelma.....	Proctorville, O.....	Lawrence
Daugherty, Hazel J.....	Huntington	Cabell
Davidson, Loren I.....	Huntington	Cabell
Davidson, Ruth N.....	Huntington	Cabell
Davidson, Mr. Vivian R.....	Huntington	Cabell
Davis, Elza.....	Hubbardstown	Wayne
Davis, Mrs. M. E.....	Mt. Hope.....	Fayette
Davis, Fay G.....	Proctorville, O.....	Lawrence
Davis, Mrs. B. T.....	Huntington	Cabell
Davis, Flintlock.....	Huntington	Cabell
Davis, Lillian V.....	Huntington	Cabell
Davisson, Hugh M.....	Harlin	Doddridge
Dawkins, Nettie.....	Sandyville	Jackson
Dearien, Sterling J.....	Dana	Kanawha
Deeds, Jennie.....	Jump 'g Branch.....	Summers
Deeds, Virga.....	Jump 'g Branch.....	Summers
Deeds, Fannie.....	Jump 'g Branch.....	Summers
DeWees, Geo. H.....	Kenna	Jackson
Dick, Cathryn	Lavalette	Wayne
Dick, Lillian B.....	Lavalette	Wayne
Dickens, Ulysses S.....	Beckley	Raleigh
Dickerson, Thelma M.....	Raven's Eye.....	Fayette
Diehl, Ruth.....	Huntington	Cabell
Dille, Charles A.....	Glenwood	Cabell
Dille, Claire R.....	Glenwood	Cabell
Dixon, Helen L.....	Huntington	Cabell
Dolan, Mary G.....	Roanoke	Lewis
Dolan, Thomas J.....	Roanoke	Lewis
Donovan, Ruth D.....	Huntington	Cabell
Doolittle, Jean.....	Huntington	Cabell
Dorsey, Wesley F.....	Mt. Lookout.....	Nicholas
Dotson, Chester.....	Huntington	Cabell
Daugherty, Duncan.....	Palestine	Wirt
Douthat, Fae.....	Huntington	Cabell
Dowling, Waldo.....	Chesapeake, O.....	Lawrence
Dudding, Ruth L.....	Huntington	Cabell
Dudley, Mary C.....	Huntington	Cabell
Duncan, Perry M.....	Huntington	Cabell
Dunkle, Paul.....	Guyandotte	Cabell
Dunkle, T. E.....	Lavalette	Wayne

NAME	P. O.	COUNTY
Dunlap, Ferd. W.....	Sod	Lincoln
Dunn, William S.....	Sophia	Raleigh
Durig, William E.....	New Martinsvl. Wetzel	
Earles, Agnes V.....	Chesapeake, O...Lawrence	
Easley, Irene C.....	Bluefield	Mercer
Eaton, R. J.....	Proctorville, O. Lawrence	
Echols, Bess E.....	Danville	Boone
Echols, Dexter M.	Danville	Boone
Echols, Esta A.....	Danville	Boone
Eckard, Alvia T.....	Letart	Mason
Eckard, Carl.....	Letart	Mason
Eckard, Garry.....	Letart	Mason
Eckels, Edna C.....	Parkersburg ...	Wood
Elam, Eugia.....	Shoals	Wayne
Elkins, Beulah.....	Huntington	Cabell
Elkins, Jessie M.....	Cincinnati, O....	Hamilton
Ellison, Renhald R.....	Ethel	Logan
Ellison, J. F.....	Charleston	Kanawha
Elosser, Edna Pearl.....	Dorman	Hardy
Emmons, Marion.....	Huntington	Cabell
Ennis, Lillian M.....	Huntington	Cabell
Enochs, John.....	Wayne	Wayne
Ensign, Ely.....	Huntington	Cabell
Evans, Anna L.....	Ceredo	Wayne
Evans, May.....	Huntington	Cabell
Fagan, William F.....	Huntington	Cabell
Fallen, Myrtle R.....	Ceredo	Wayne
Falwell, Mary L.....	Kenova	Wayne
Farrer, Patsy A.....	Huntington	Cabell
Faulkner, Nellie M.....	Ashland, Ky.....	Boyd
Ferguson, Milton Carr.....	Huntington	Cabell
Ferguson, Clarence.....	Huntington	Cabell
Ferguson, Emmett.....	Huntington	Cabell
Ferguson, Kathleen.....	Huntington	Cabell
Ferguson, Clyde.....	Fort Gay	Wayne
Ferguson, Hazel Norma.....	Huntington	Cabell
Ferguson, Oscar K.....	Guyandotte	Cabell
Ferris, Shirley M.....	Huntington	Cabell
Fertig, Willie A.....	Dunmore	Pocahontas
Fields, Beatrice.....	Huntington	Cabell
Fishback, Elizabeth B.....	Huntington	Cabell
Fisher, Thelma L.....	Kayford	Kanawha
Fisher, Wilbur M.....	Chesapeake, O. Lawrence	
Fisher, Nell.....	Ashland, Ky.	Boyd
Fitch, Anita M.....	Huntington	Cabell
Fitch, Carolyn.....	Huntington	Cabell

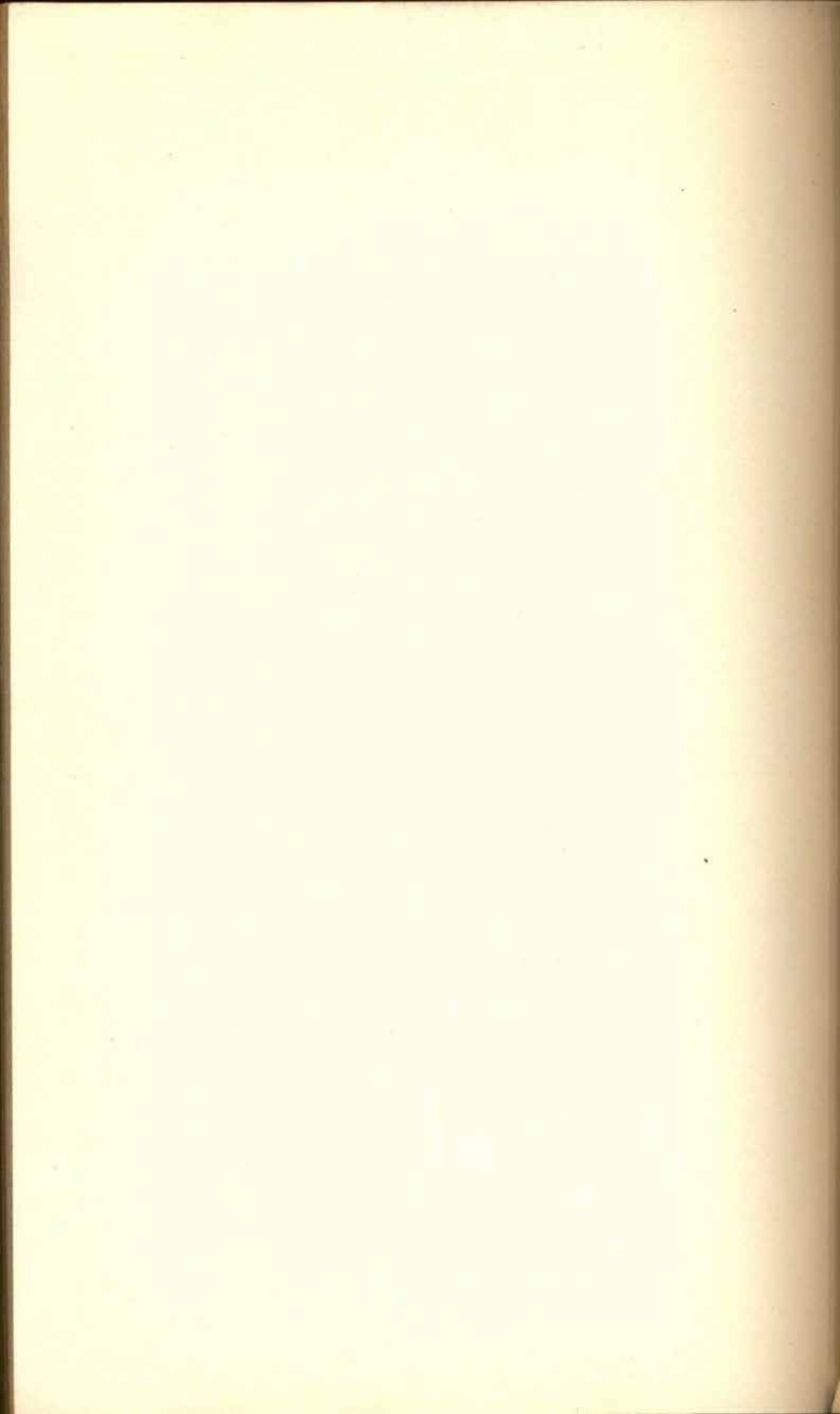
NAME	P. O.	COUNTY
Fitch, Mary E.....	Huntington	Cabell
Flanagan, Elizabeth L.....	Huntington	Cabell
Flanagan, Marie.....	Huntington	Cabell
Fleming, Lee.....	St. Marys	Pleasants
Fleshman, Claunie T.....	Clendenin	Kanawha
Foley, John.....	Wayne	Wayne
Foose, Alphonso.....	Huntington	Cabell
Ford, Alva F.....	Green Sulphur	Summers
Ford, William K.....	Talcott	Summers
Forson, Naomi.....	Ashland, Ky	Boyd
Forbes, Freda Anna.....	Minden	Fayette
Fox, St. Elmo.....	Huntington	Cabell
Fraley, Cynthia.....	Wayne	Wayne
Franklin, Mrs. Della T.....	Huntington	Cabell
Franklin, Eva Von.....	Woodlands	Marshall
Frazier, Luther L.....	Fort Gay	Wayne
Freeland, Hazel K.....	Marshes	Raleigh
French, Guy D.....	Ceredo	Wayne
Fry, Garnette L.....	Huntington	Cabell
Fry, Ruth.....	Huntington	Cabell
Fulton, C. H.....	Huntington	Cabell
Gardner, Mary G.....	Proctorville, O.	Lawrence
Garred, Vinson.....	Huntington	Cabell
Garrett, Genevieve.....	Hurricane	Putnam
Geiger, Francis A.....	Huntington	Cabell
Gerlach, John H.....	Milton	Cabell
Gilchrist, Fred B.....	McAlpin	Raleigh
Goff, Frankie.....	Pennsboro	Ritchie
Godby, Edwin M.....	Logan	Logan
Goff, Hermoine P.....	Harrisville	Ritchie
Goodman, Mrs. J. A.....	Catlettsb'g, Ky.	Boyd
Graham, William C.....	Huntington	Cabell
Graves, Virginia.....	Huntington	Cabell
Gregory, Jean A.....	Huntington	Cabell
Griffith, Margaret.....	Huntington	Cabell
Griffith, Reba L.....	St. Albans	Kanawha
Griffith, Donna G.....	Huntington	Cabell
Griffith, Rufus J.....	Olcott	Kanawha
Grimmet, Basil G.....	Buck	Summers
Grossepup, Cedar V.....	Terra Alta	Preston
Gunther, Fay H.....	Huntington	Cabell
Gwinn, Charles N.....	Meadow Creek	Summers
Hagan, Mary G.....	Huntington	Cabell
Hager, Beulah A.....	Milton	Cabell
Hainor, Pearl.....	Huntington	Cabell
Hale, Janie B.....	Huntington	Cabell



STATE CHAMPIONS

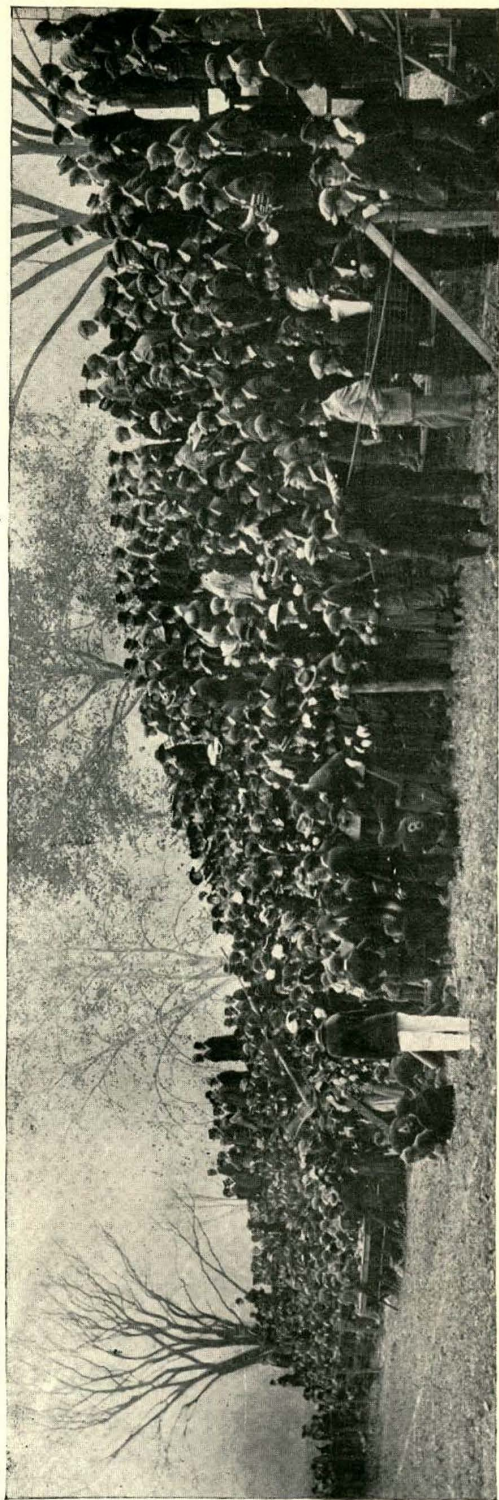
MARSHALL COLLEGE BASEBALL TEAM 1915
HARRISBURG, PA.

STATE CHAMPIONS 1915



NAME	P. O.	COUNTY
Hale, R. M.	Wayne	Wayne
Hale, Garnett	Charleston	Kanawha
Hale, Irene	laeger	McDowell
Hall, Joe E.	Leander	Fayette
Hall, Robert P.	Huntington	Cabell
Hamilton, Rome L.	Sigman	Putnam
Hanly, Oretha	Apple Grove	Mason
Hannan, Mary E.	Huntington	Cabell
Haptonstall, Frances	Huntington	Cabell
Haptonstall, Mildred K.	Huntington	Cabell
Harbour, Bryan	Huntington	Cabell
Harless, Eugene C.	Proctorville, O.	Lawrence
Harrison, G. W.	Wayne	Wayne
Harrison, Mary R.	Huntington	Cabell
Harrison, J. F.	Dunleigh	Wayne
Harrold, P. P.	Huntington	Cabell
Hatfield, James B.	Huntington	Cabell
Hatfield, Wirt	Huntington	Cabell
Hatten, B. F.	Prichard	Wayne
Hay, Emmons	Echo	Wayne
Haynes, Beulah L.	Boomer	Fayette
Haynes, Louise	Huntington	Cabell
Henderson, Charles B.	Slanesville	Hampshire
Hennen, Emma I.	Huntington	Cabell
Henry, Irene	Huntington	Cabell
Hensley, Stella B.	Catlettsb'g, Ky	Boyd
Herold, Talitha S.	Muddlety	Nicholas
Heron, Eunice J.	Huntington	Cabell
Hershberger, Harry N.	Kester	Roane
Hickman, Virginia H.	Huntington	Cabell
Hile, Mabel E.	Parkersburg	Wood
Hill, Verna E.	Huntington	Cabell
Hill, Alexander P.	Logan	Logan
Hill, Roy James	Manilla	Boone
Hill, Winifred R.	Huntington	Cabell
Hines, Nellie	Rock Camp	Monroe
Hitchcock, Estell J.	N. Kenova, O.	Lawrence
Hoback, C. C.	Huntington	Cabell
Hoff, Marion R.	Huntington	Cabell
Hoff, Virginia	Huntington	Cabell
Hogg, William B.	Pt. Pleasant	Mason
Hogsett, O. C.	English	McDowell
Hoke, Rex	Second Creek	Monroe
Hoke, Susan C.	Caldwell	Monroe
Hollandsworth, Ivan G.	Hurricane	Putnam
Holstein, H. H.	Guyandotte	Cabell

NAME	P. O.	COUNTY
Holswade, Lucile.....	Huntington	Cabell
Holt, Reah.....	Sutton	Braxton
Hopkins, Marshall.....	Wharncliffe	Mingo
Hooper, Mary.....	Huntington	Cabell
Hoscher, Amanda M.....	Huntington	Cabell
Hoscher, Charles E.....	Huntington	Cabell
Huffman, Alonzo H.....	Milton	Cabell
Hughes, Eva F.....	Parkersburg	Wood
Humphreys, Lulu M.....	Huntington	Cabell
Hundley, Minnie W.....	Fayetteville	Fayette
Hussell, John F.....	Griffithsville	Lincoln
Hutchinson, Gayle.....	Williamson	Mingo
Jarrell, Ona.....	Ft. Gay	Wayne
Jarrett, Lowell E.....	Institute	Kanawha
Jarrett, B. B.....	Institute	Kanawha
Johnson, Sarah H.....	Kenova	Wayne
Johnston, Anna M.....	Huntington	Cabell
Johnston, Sallie E.....	Huntington	Cabell
Jones, Joel Lee.....	Logan	Logan
Jones, Tressie.....	Legg	Kanawha
Jones, Dorothy D.....	Chesapeake, O.	Lawrence
Jones, Russell.....	Huntington	Cabell
Jordan, Carl L.....	Gallipolis Ferry	Mason
Justice, S. J.....	Looneyville	Roane
Kail, Marie.....	Huntington	Cabell
Karnes, Elmore.....	Charleston	Kanawha
Kay, Hobert C.....	Leon	Mason
Kay, Walter A.....	Leon	Mason
Kelly, Mary M.....	Huntington	Cabell
Kennedy, Lillian M.....	Sistersville	Tyler
Kenny, Cal.....	Clifty	Fayette
Kent, Geneva.....	Huntington	Cabell
Kessel, Lois A.....	Ripley	Jackson
Kessel, Velma.....	Ripley	Jackson
Kincaid, Glenna May.....	Page	Fayette
Kincaid, Verda Maude.....	Kincaid	Fayette
King, Hattie N.....	Bomont	Clay
Kinstler, H. F.....	Fort Gay	Wayne
Kirsch, Maurice F.....	Eatons	Wood
Kirsch, Rena B.....	Parkersburg	Wood
Klesa, Wilhelm E.....	Huntington	Cabell
Klinzing, Iris.....	Huntington	Cabell
Koletka, Elizabeth.....	Huntington	Cabell
Kuhn, Cecille M.....	Huntington	Cabell
Kuhn, Gertrude.....	Peytona	Boone
Kuhn, Lester P.....	Huntington	Cabell

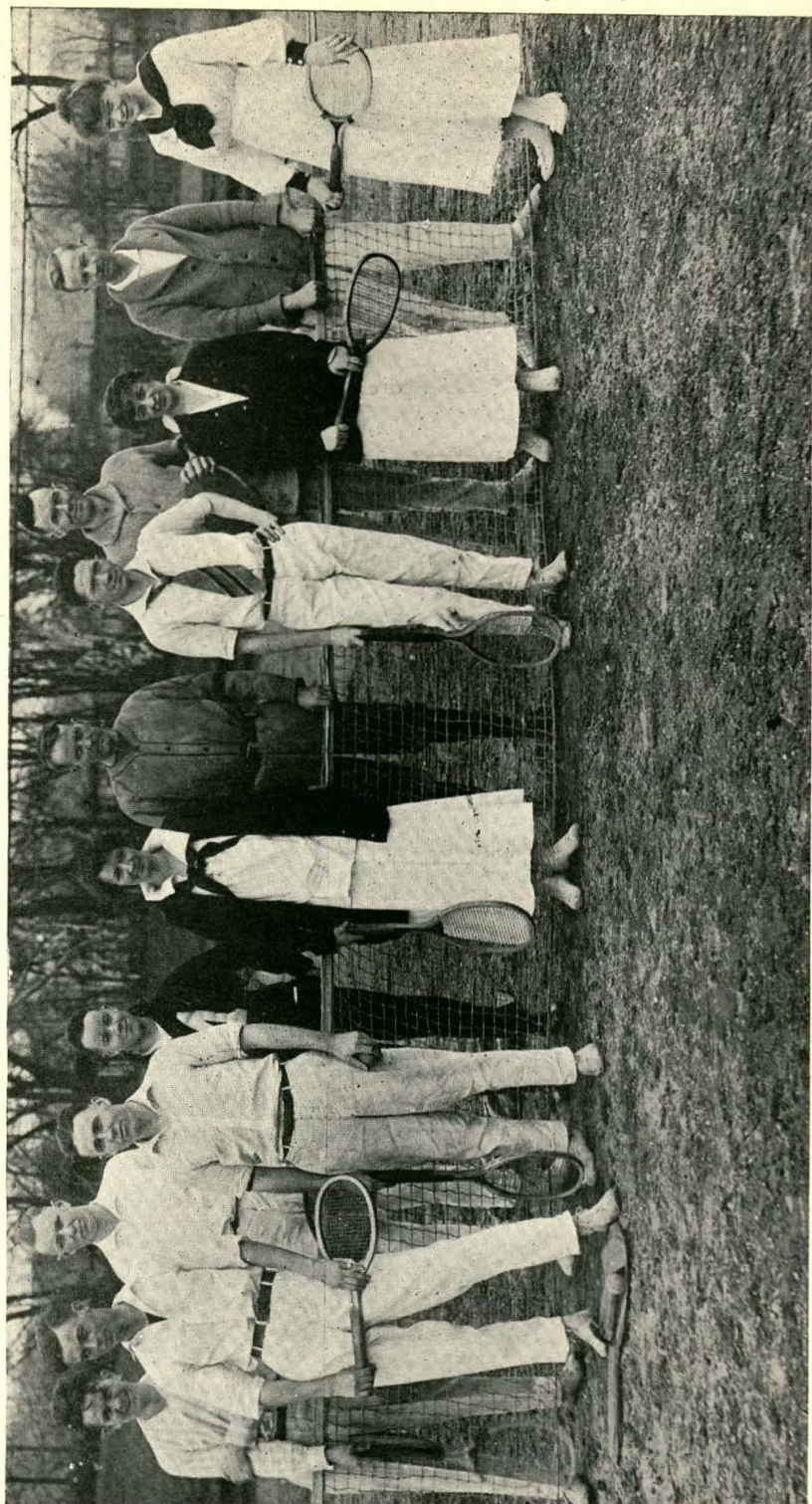


THE BIG GAME

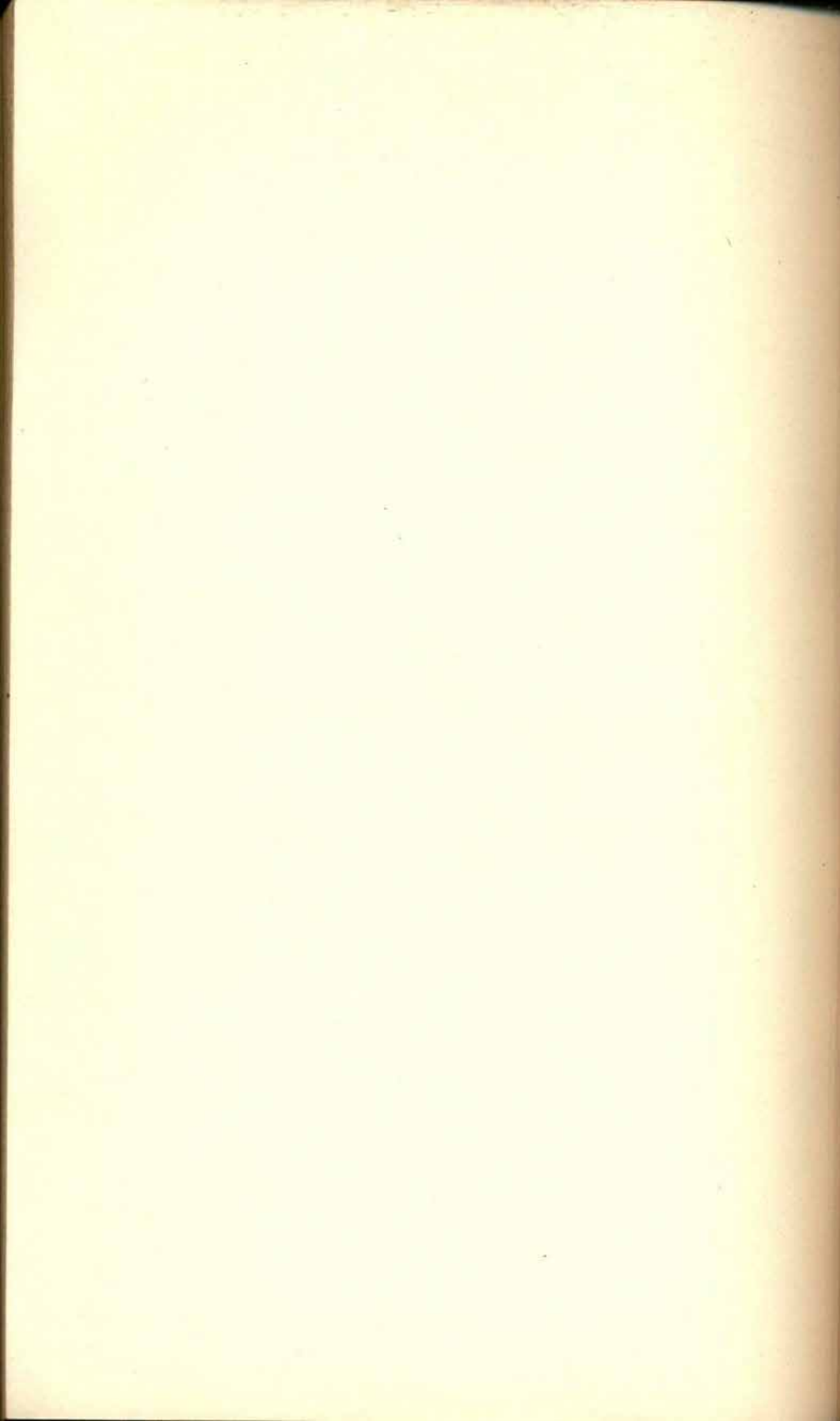


NAME	P. O.	COUNTY
LaFollette, Alice.....	Kenova	Wayne
Lakin, Charlie York.....	Prichard	Wayne
Lambert, Kail Cyrus.....	Kenova	Wayne
Lambert, R. I.....	Huntington.....	Cabell
Lane, Harrold C.....	Hinton	Summers
Lane, Maude H.....	Charleston	Kanawha
Lawrence, Everett V.....	Pt. Pleasant.....	Mason
Layfield, Harry A.....	Harrisville	Ritchie
Leedy, Clara Anita.....	Huntington	Cabell
Legg, G. C.....	Ceredo	Wayne
Leiteh, Bernice Amber.....	Huntington	Cabell
Lemley, Iva Garnett.....	Chesapeake, O.....	Lawrence
Lemley, Edith.....	Huntington	Cabell
Leonhart, James C.....	Huntington	Cabell
LeSage, Lucille F.....	Huntington	Cabell
LeSage, Ruth Marie.....	Huntington	Cabell
Lester, Clyde L.....	Fort Gay.....	Wayne
Lester, Iizzie B.....	Fort Gay.....	Wayne
Levy, Hannah Edith.....	Alderson	Monroe
Lewis, Grace Alice.....	Charleston	Kanawha
Lewis, Julia Lee.....	Charleston	Kanawha
Lewis, Rebecca Ingles.....	McAlpin	Raleigh
Lewis, Virgil Alfred.....	Huntington	Cabell
Lewis, Virginia Elizabeth.....	Huntington	Cabell
Lewis, Mayme Victoria.....	Charleston	Kanawha
Light, David Cicero.....	Marie	Monroe
Lilly, Sherman Oceola.....	Huntington	Cabell
Littreal, Delia.....	Ceredo	Wayne
Long, Ruby Ellen.....	Huntington	Cabell
Lowe, Broadway Rouss.....	Candeeville.....	Roane
Lowe, Ibri Darrell.....	Candeeville	Roane
Loy, Melvin P.....	Ruckmar	Hampshire
Lubin, Girard Leon.....	Huntington	Cabell
Lutz, Mary E.....	Parkersburg	Wood
Lyon, Mary Louise.....	Huntington	Cabell
McAlhatten, Mary Alice.....	Huntington	Cabell
McCaffrey, Albert G.....	Huntington	Cabell
McCaffrey, Fletchie.....	Huntington	Cabell
McCallister, Ezra.....	Dunbar	Kanawha
McClintie, Laura Bymer.....	Lewisburg	Greenbrier
McClure, Nancy.....	Huntington	Cabell
McCluskey, Katherine.....	Thacker Mines.....	Mingo
McCormick, Sallie J.....	Huntington	Cabell
McCoy, Nola.....	Lavalette	Wayne
McCue, Rose.....	Muddlety	Nicholas
McCue, Ruth Eleanor.....	Muddlety	Nicholas

NAME	P. O.	COUNTY
McCulloch, Mary Vaught.....	Huntington	Cabell
McCullough, Laura Zelma.....	Mole Hill	Ritchie
McCutcheon, Randolph.....	Hominy Falls.....	Nicholas
McDermott, Holly A.	Millwood	Jackson
Macdonald, Donald	Huntington	Cabell
McLaughlin, Lydia E.....	Huntington	Cabell
McLaughlin, Mary S.....	Huntington	Cabell
McNutt, Lucile.....	Sutton	Braxton
MacTaggart, Laura.....	Eureka	Pleasants
MacTaggart, Georgia Helen.....	Eureka	Pleasants
McNamara, Helen E.....	Kenova	Wayne
MacQueen, Ethel Mary.....	Muddlety	Nicholas
McVay, Hilda Georgia.....	Huntington	Cabell
McVey, Louise.....	Alderson	Greenbrier
McWhorter, Hattie Rae.....	Huntington	Cabell
Marple, Bess Lowery.....	Huntington	Cabell
Malcolm, Marcellus McWhorter.....	Fayetteville	Fayette
Marsh, Price Lantz.....	Mole Hill	Ritchie
Martin, Mary Martha.....	Lewisburg	Greenbrier
Mason, Mary Frances.....	Pearisburg, Va.....	Giles
Maynard, Beverly.....	Williamson	Mingo
Mays, Edward.....	Milton	Cabell
Meade, Wilma Elena.....	Stonecoal	Wayne
Meadar, Ocie.....	Shady Springs.....	Raleigh
Meadows, William Henry.....	Huntington	Cabell
Meadows, Vashti.....	Ashton	Mason
Meadows, Dewey.....	Oak Hill	Fayette
Meek, Lillian Sarah.....	Kenova	Wayne
Meeker, Dorothy Martha.....	Huntington	Cabell
Melton, Orma Argie.....	Ashton	Mason
Melton, Thelma Marie.....	Ashton	Mason
Merrill, Helen.....	Huntington	Cabell
Midkiff, Ouida.....	Huntington	Cabell
Milam, Marvin Carter.....	Siss	Kanawha
Milhoan, Asa Waide.....	Murraysville	Jackson
Miller, Alma Rae.....	Foster	Boone
Miller, Viola.....	Ronceverte	Greenbrier
Miller, Virginia Tice.....	Huntington	Cabell
Morgan, Sarah Oretta.....	Pliny	Mason
Mitchell, Ara Margarite.....	Huntington	Cabell
Mitchell, Helen Carolyn.....	Huntington	Cabell
Mitchell, Walter Harland.....	Spencer	Roane
Mitchell, Mildred Isabella.....	Minden	Fayette
Mullen, Robert E.....	Huntington	Cabell
Mullooly, Joe.....	Roanoke	Lewis
Montgomery, John W.....	Spencer	Roane



THE PLAYERS

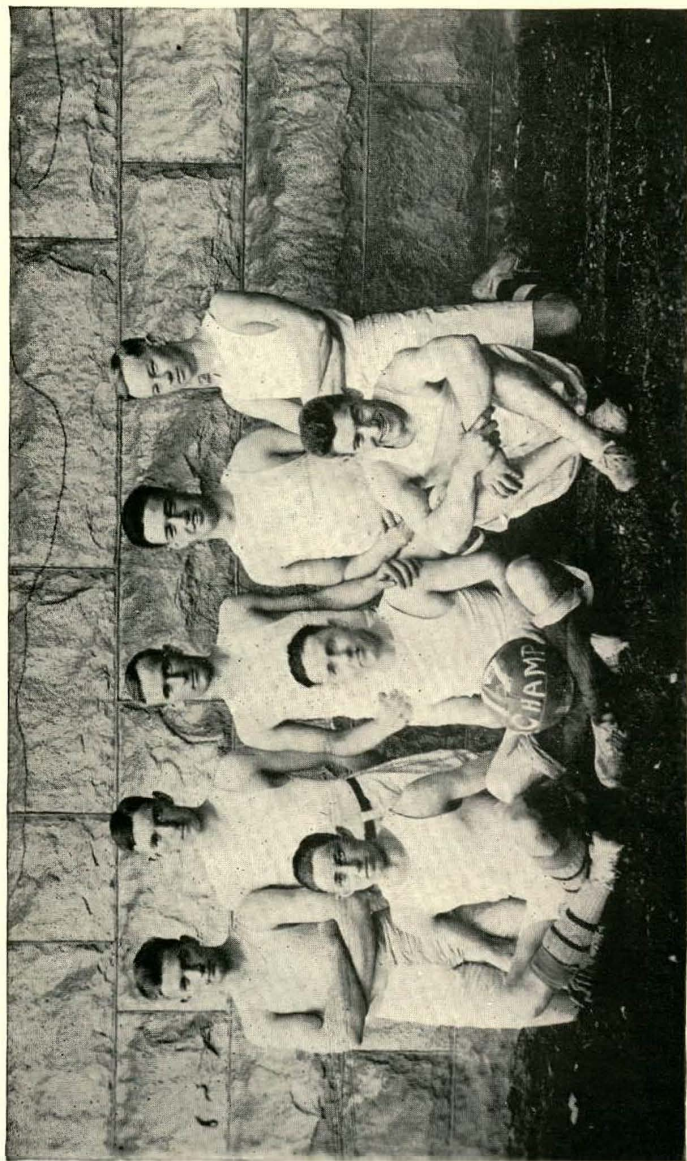


NAME	P. O.	COUNTY
Moore, Tom.....	Huntington	Cabell
Moore, Walter S.....	Milton	Cabell
Moore, Wilbur Shurman.....	Perkins	Gilmer
Moore, Wise.....	Perkins	Gilmer
Moorehouse, Leona May.....	Huntington	Cabell
Morgan, Alice.....	Freeman	Mercer
Morgan, Ethel Mae.....	Roncoverte	Greenbrier
Morgan, Theo. Freeling.....	Offutt, Ky.....	Johnson
Morris, Bertha Elizabeth.....	Mammoth	Kanawha
Morris, Marion Pauline.....	Huntington	Cabell
Morris, Robert Taylor.....	Huntington	Cabell
Morrison, Carrie Mae.....	Burnwell	Kanawha
Morrison, Marguerite Jean.....	Proctorville, O.	Lawrence
Morrison, Rosa Alice.....	Chesapeake, O.	Lawrence
Morrison, William B.....	Wayne	Wayne
Moruney, Marie.....	Huntington	Cabell
Moss, Mary Virginia.....	Huntington	Cabell
Mossman, Sybil Claire.....	Huntington	Cabell
Murphy, Ruth Voorhees.....	Huntington	Cabell
Mullins, Corbett.....	Danville	Boone
Myers, Doris Ashley.....	Huntington	Cabell
Myers, Ora Pearl.....	Raven Rock	Pleasants
Mynes, Ivan Augustus.....	Huntington	Cabell
Mytinger, Elizabeth J.....	Rainelle	Greenbrier
Neal, Charlie Coffman.....	Victor	Fayette
Neale, William Cecil.....	Victor	Fayette
Neel, Margaret Stewart.....	Huntington	Cabell
Newell, Helen Roselyn.....	Chester	Hancock
Newell, Martha M.....	Chester	Hancock
Newman, S. J.....	Lavalette	Wayne
Newman, Gay.....	Lavalette	Wayne
Newman, Ferral.....	Lavalette	Wayne
Newman, Jessie.....	Lavalette	Wayne
Nibert, Amy Agatha.....	Ashton	Mason
Nichols, Calvin C.....	Huntington	Cabell
Nixon, Garnet.....	Shoals	Wayne
Noel, William.....	Huntington	Cabell
Oberholtzer, Frances Willard.....	Huntington	Cabell
Owens, Jessica Christine.....	Huntington	Cabell
Oxley, Virginia.....	Huntington	Cabell
O'Brien, Winifred H.....	Ripley	Jackson
Osborn, Allen Samuel.....	Lavalette	Wayne
Osborn, Roy.....	Lavalette	Wayne
Parks, Mary Leona.....	Atwood	Tyler
Parsons, Mattie.....	Ripley	Jackson
Patterson, James Lester.....	Huntington	Cabell

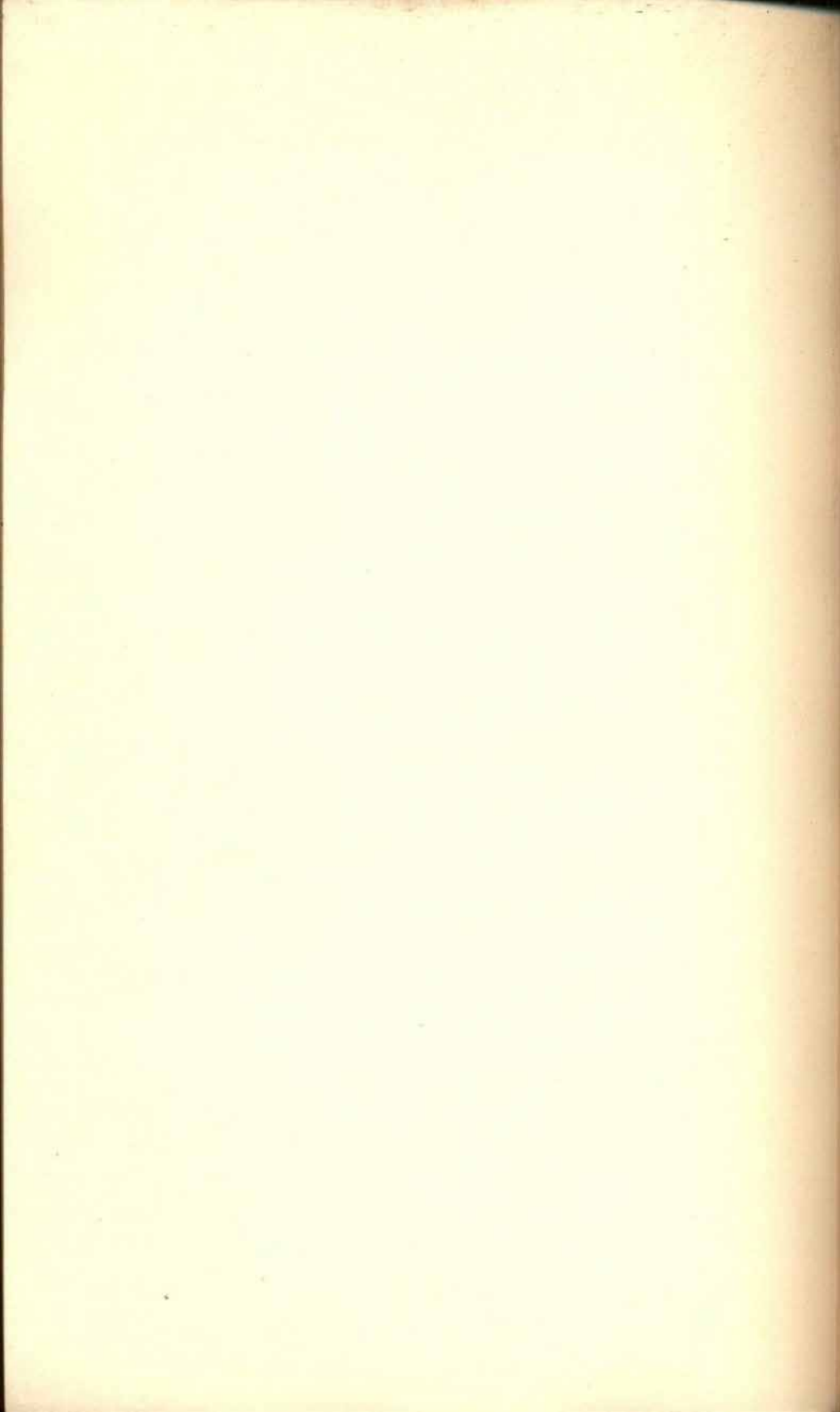
NAME	P. O.	COUNTY
Patton, Edyth Lucile.....	Gap Mills.....	Monroe
Patton, Jessie.....	Gap Mills.....	Monroe
Payne, Eula.....	Kermit	Mingo
Perry, William	Wayne	Wayne
Perry, Byron Shelby.....	Huntington	Cabell
Perry, Mary E.....	Huntington	Cabell
Perry, Pansy Kathleen.....	Huntington	Cabell
Peters, Gordan Boyd.....	Fort Gay.....	Wayno
Peters, Will H.....	Fort Gay.....	Wayne
Peters, Lillian Amy.....	Camp Creek	Mercer
Peters, Daisy Lee.....	Fort Gay.....	Wayne
Peters, Kathryn Hanly.....	Huntington	Cabell
Peters, Luch Belle.....	Fort Gay.....	Wayne
Petit, Olla Edith.....	Huntington	Cabell
Pettry, Benjamin H.....	Colcord	Raleigh
Pettry, Carl Guy.....	Colcord	Raleigh
Phillips, Rachel Alice.....	Huntington	Cabell
Phipps, Jerome Kenton.....	Huntington	Cabell
Pitman, Ruby Mary.....	Waverly	Wood
Plymale, Lena Edith.....	Dunleith	Wayne
Poe, Mary Elizabeth.....	Marmet	Kanawha
Poindexter, Thelma Ruth.....	Guyandotte	Cabell
Pollock, Anyce Eiseman.....	Huntington	Cabell
Porter, Goble.....	Kenova	Wayne
Porter, Nona Lenora.....	Chelyan	Kanawha
Price, Alson Eugene.....	Blue Creek	Kanawha
Price, Charles Orner.....	Danville	Boone
Price, Herschel Chandos.....	Huntington	Cabell
Prichard, Fannie Belle.....	Huntington	Cabell
Pringle, Eva.....	Huntington	Cabell
Pyles, Henry C.....	Ceredo	Wayne
Pyles, Don Maxwell.....	Huntington	Cabell
Pyles, Fred Raymond.....	Ceredo	Wayne
Quesenberry, Sylvia Irene.....	Huntington	Cabell
Ramsey, Margaret Lenora.....	Sistersville ..	Tyler
Ranson, Katherine Keer.....	Huntington	Cabell
Ranson, Virginia Howard.....	Huntington	Cabell
Raper, Carlisle Alonzo.....	Wheeling	Ohio
Ray, Sallie	Lavalette	Wayne
Rece, Ellis.....	Huntington	Cabell
Reeser, Warren Mintzer.....	Huntington	Cabell
Reid, Gladys Louise.....	Bluefield	Mercer
Reid, Inez Chatwell.....	Bluefield	Mercer
Renner, Antoinette Austin.....	Huntington	Cabell
Renner, Carolyn Lucile.....	Huntington	Cabell
Reynolds, Wendell Sanford.....	Hurricane	Putnam

NAME	P. O.	COUNTY
Rhodes, Arthur.....	Ethel	Logan
Rice, Albert Rupert.....	Pt. Pleasant.....	Mason
Rice, Cesco Lee.....	Hurricane	Putnam
Rice, Elery Thomas.....	Pt. Pleasant.....	Mason
Ridenaun, Horace.....	Huntington	Cabell
Rife, Gemma.....	Wayne	Wayne
Rife, O. J.....	Wayne	Wayne
Rifle, Lucile Chambers.....	Huntington	Cabell
Roberts, Narcissus.....	Huntington	Cabell
Robertson, W. T.....	Huntington	Cabell
Robertson, Tomma Engleton.....	Chesapeake, O.....	Lawrence
Robinson, Sallie Broadus.....	Mt. Clare.....	Harrison
Robinson, Albert Pleasant.....	Charleston	Kanawha
Roe, Charles Lisle.....	Huntington	Cabell
Robinet, Mike J.....	Fort Gay.....	Wayne
Robson, James Hollis.....	Brownland	Kanawha
Robson, Maggie Dolores.....	Brownland	Kanawha
Ross, Wm. L.....	Huntington	Cabell
Rousey, Virgil Buck.....	Huntington	Cabell
Rowland, Ethel.....	Winchester, Ky.....	Clark
Rucker, Maribelle.....	Huntington	Cabell
Runyon, Mildred Lucille.....	Catlettsb'g, Ky.....	Boyd
Rywant, Everett L.....	Charleston	Kanawha
Salmon, Virginia.....	Guyandotte	Cabell
Samples, Alpha June.....	Prociuous.....	Clay
Samples, Jas. Wm.....	Clarksburg	Harrison
Sanson, May.....	Wayne	Wayne
Sanson, Ona.....	Wayne	Wayne
Sawyers, Mary Elizabeth.....	Mt. Nebo.....	Nicholas
Scheibelhood, Nora May.....	Huntington	Cabell
Schmauch, Anna M.....	Ashland, Ky.....	Boyd
Scholl, Mary Elizabeth.....	Accoville	Logan
Schweitzer, Quindora Marzare.....	Amherstdale	Logan
Scott, Lucille.....	Huntington	Cabell
Scott, Rynza	Ashland, Ky.....	Boyd
Sedinger, Gulielma Marie.....	Guyandotte	Cabell
Sedinger, Howard Dean.....	Guyandotte	Cabell
Shannon, Wm. Jonathan.....	Cedar Grove.....	Kanawha
Shelton, Hazel Elizabeth.....	Bluefield	Mercer
Shimer, Rilla Frances.....	Huntington	Cabell
Shumate, Leona Marie.....	Huntington	Cabell
Sergeant, James Beurl.....	Spencer	Roane
Sharer, Marguerite Rose.....	Huntington	Cabell
Sharpe, Laura Belle.....	Lewisburg	Greenbrier
Shawver, Marvin Ross.....	Divide	Fayette
Sheets, Lessie Lakin.....	Huntington	Cabell

NAME	P. O.	COUNTY
Sheets, Hazel.....	Huntington	Cabell
Shepherd, A. William.....	Huntington	Cabell
Simms, Earle Elizabeth.....	Huntington	Cabell
Sinnett, Barr.....	Huntington	Cabell
Skinner, Helen.....	Pliny	Mason
Smith, A. C.....	Lavalette	Wayne
Smith, B. C.....	Wayne	Wayne
Smith, Beatrice Dorothy.....	Huntington	Cabell
Smith, Creel Denver.....	Proctorville, O.	Lawrence
Smith, Gladys Owena.....	Ambrosia	Mason
Smith, Hubert.....	Ranger	Lincoln
Smith, Jennings B.....	Ranger	Lincoln
Smith, Maudie Alma.....	Chelyan	Kanawha
Smith, Nora Evilee.....	Wayne	Wayne
Smith, Vera Opal.....	Huntington	Cabell
Smith, Addie.....	Lavalette	Wayne
Smith, Bertha.....	Keystone	McDowell
Smith, J. S.....	Lavalette	Wayne
Smith, Ray Morris.....	Huntington	Cabell
Sullivan, J. M.....	Lavalette	Wayne
Somerville, Dewey McKinley.....	Huntington	Cabell
Sowards, Erville Ellis.....	Hurricane	Putnam
Spearen, Mayo Clinton.....	Fayetteville	Fayette
Spurlock, Ollie F.....	Ceredo	Wayne
Stafford, Georgia Lucille.....	Huntington	Cabell
Stafford, Mabel Evelyn.....	Huntington	Cabell
Stanley, Josephine M.....	Huntington	Cabell
Stark, Jessie Elizabeth.....	Huntington	Cabell
Starkey, Florence Wilma.....	Huntington	Cabell
Steere, Eva Louise.....	Waverly	Pleasants
Stewart, Mabel Beatrice.....	Keystone	McDowell
Stone, Lona Mae.....	Sharon	Kanawha
Strickling, George L.....	Huntington	Cabell
Strohmeier, Elise Coyle.....	Chattaroy	Mingo
Stukins, Edward.....	Huntington	Cabell
Sutphin, Winnie.....	Seth	Boone
Sutphin, Roy.....	Seth	Boone
Swain, Flora Myrtle.....	Willowdale	Jackson
Swan, Helen Morris.....	Huntington	Cabell
Tallman, Olive.....	Tariff	Roane
Tallman, Charles C.....	Tariff	Roane
Tallman, Delcia May.....	Waverly	Wood
Strother, Joseph C.....	Prichard	Wayne
Taylor, Kenton.....	Walton	Roane
Taylor, Okey E.....	Clendenin	Kanawha
Taylor, Nora Frances.....	Winona	Fayette



THE JUNIOR CHAMPS



NAME	P. O.	COUNTY
Taylor, Mabel Emma.....	Marion, Kas.....	Marion
Tabor, Frank.....	East Lynn.....	Wayne
Tatterson, Clement E.....	Liverpool.....	Jackson
Tench, Ambrose O.....	Huntington.....	Cabell
Terrill, Jane Walker.....	Huntington.....	Cabell
Terry, Irma Malinda.....	Huntington.....	Cabell
Tetrick, Anna Loraine.....	Worthington.....	Marion
Thacker, Leslie M.....	Hamlin.....	Lincoln
Thompson, Pansy Gertrude.....	Huntington.....	Cabell
Thompson, Robert Louis.....	Huntington.....	Cabell
Thompson, Frank Lesley.....	Fort Gay.....	Wayne
Thornburg, C. Irving.....	Huntington.....	Cabell
Thornburg, Josephine.....	Huntington.....	Cabell
Thurmond, Robert Claybourne.....	Huntington.....	Cabell
Todd, Margaret Isabel.....	Huntington.....	Cabell
Toler, A. M.....	Huntington.....	Cabell
Turley, Birkie Lee.....	Priestley.....	Lincoln
Turley, Charlotte.....	Woodville.....	Lincoln
Turley, Rosco Smith.....	Woodville.....	Lincoln
Tyler, Virginia McLean.....	Spilman.....	Mason
VanBibber, Lucy Rachel.....	Huntington.....	Cabell
VanStavern, Cora Ben.....	Pickaway.....	Monroe
Walker, Taylor Everett.....	Hunt.....	Kanawha
Wallace, Ethel Janie.....	Millett.....	Wayne
Ward, R. P.....	Huntington.....	Cabell
Watters, Hugh Mauck.....	Huntington.....	Cabell
Watters, John.....	Carbondale.....	Fayette
Webb, Fonnice Marie.....	Kenova.....	Wayne
Webb, Halcy.....	Fort Gay.....	Wayne
Weider, Carl Byer.....	Huntington.....	Cabell
Wellington, Bernard Chas.....	Huntington.....	Cabell
Wells, Mary Margaret.....	Huntington.....	Cabell
West, Geo. Franklin.....	Huntington.....	Cabell
Wetherholt, Lena May.....	Huntington.....	Cabell
Wheeler, Eva Lake.....	Huntington.....	Cabell
White, Dorsey Bryan.....	Gordon.....	Boone
White, Marion Helen.....	Huntington.....	Cabell
Whitney, Pem.....	Walton.....	Roane
Whittemore, Robert.....	Huntington.....	Cabell
Wigal, Mary Naomi.....	Wheeling.....	Ohio
Wilkinson, Carrie Lucile.....	Huntington.....	Cabell
Williams, Alvis Ruffin, Jr.....	Keystone.....	McDowell
Williams, Ethel.....	Keystone.....	McDowell
Williams, William Milburn.....	Keystone.....	McDowell
Wilson, Edith M.....	Portland, Mo.....	Calloway
Wilson, Effie May.....	Portland, Mo.....	Calloway

NAME	P. O.	COUNTY
Wilson, Rachel Esther.....	Ceredo	Wayne
Winder, Olive Esther.....	Chester	Hancock
Winget, Jay Walter.....	Huntington	Cabell
Winters, Andrew Boby.....	Huntington	Cabell
Witten, Virginia C.....	Sistersville	Tyler
Wolf, Bettie.....	Huntington	Cabell
Wood, Anne Lorraine.....	Huntington	Cabell
Wood, Helen Scott.....	Kenova	Wayne
Workman, Jefferson Bradley.....	Huntington	Cabell
Wright, Julia Virginia.....	Ceredo	Wayne
Wright, Chauncey B.....	Ceredo	Wayne
Wriston, Ralph Marting.....	Huntington	Cabell
Wysong, Dana Curry.....	Hamlin	Lincoln
Yaple, Esther Alvira.....	Beckley	Raleigh
Yates, Annie Elizabeth.....	Huntington	Cabell
Yates, Walter Benton.....	Huntington	Cabell
Yoho, Beryl.....	Woodlands	Marshall
Yoho, Roxana Elizabeth.....	Woodlands	Marshall
York, Arley Bromley.....	Huntington	Cabell
Zimmerman, Nellie Francis.....	Barboursville	Cabell
Zeller, Sylvia.....	Huntington	Cabell

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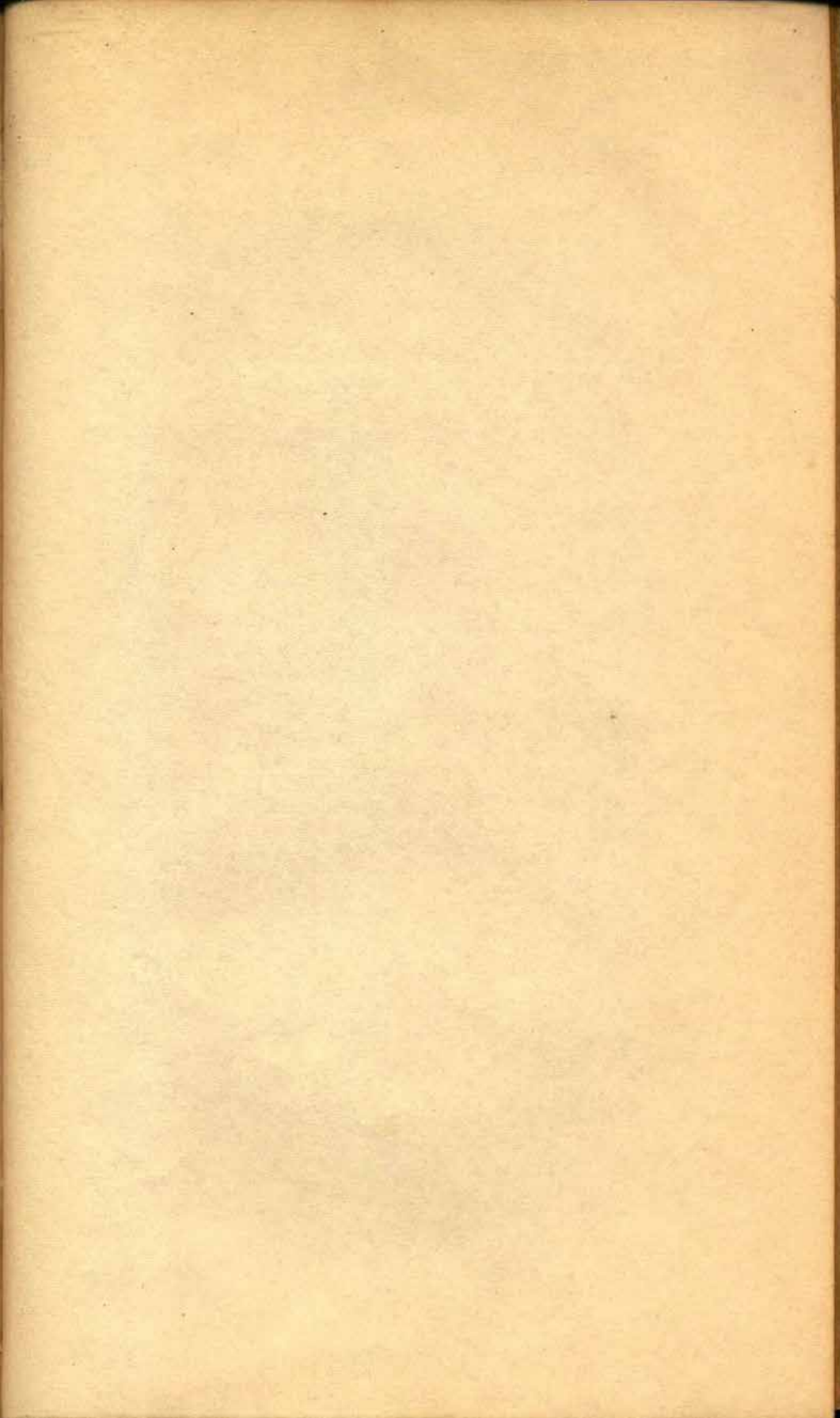
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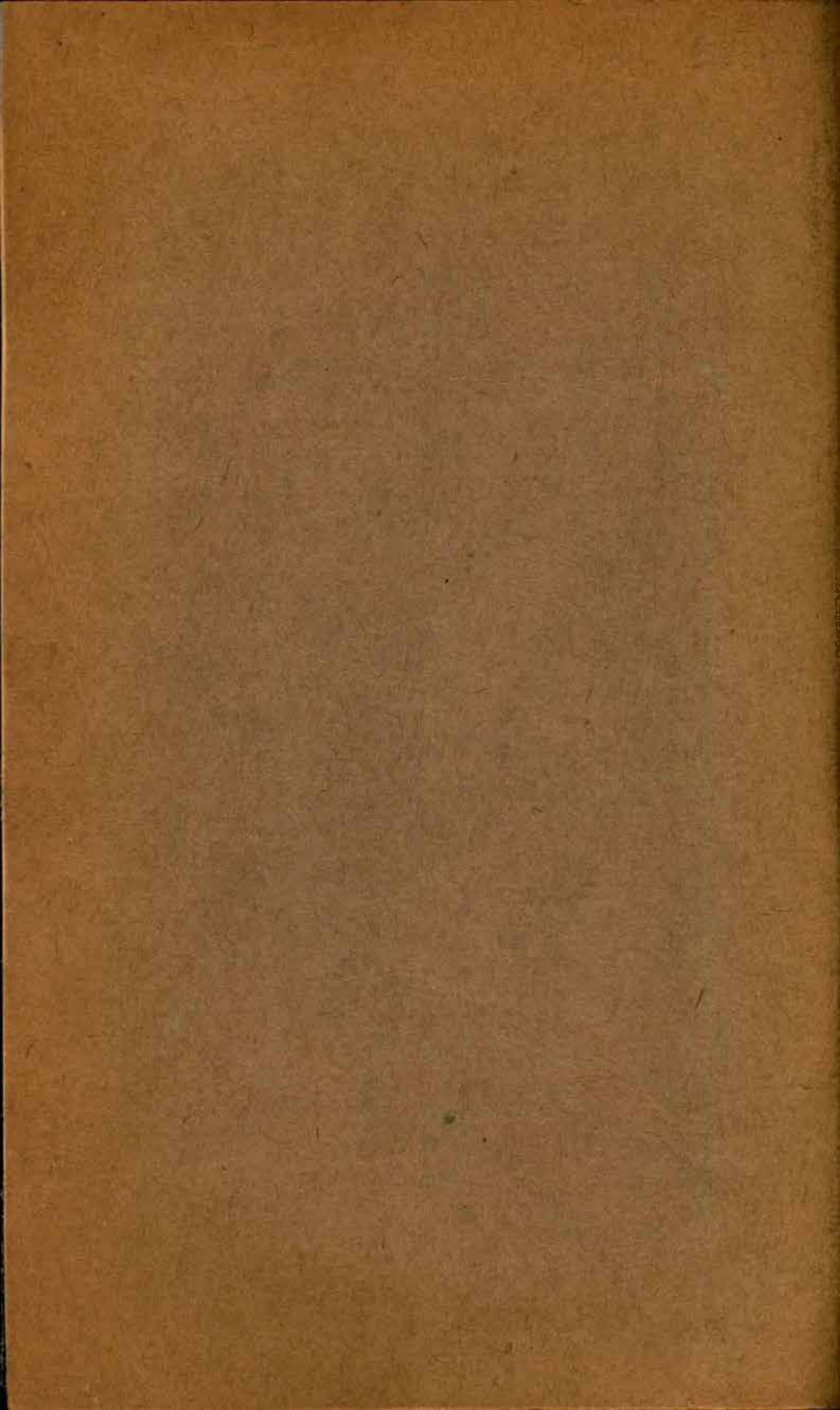
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