

Marshall University

Marshall Digital Scholar

Marshall University Catalogs 1910-1919

6-1919

1918-1919 Catalogue of Marshall College

Marshall University

Follow this and additional works at: https://mds.marshall.edu/catalog_1910-1919



Part of the [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

1837

1919

MARSHALL COLLEGE BULLETIN

CATALOGUE NUMBER

ISSUED QUARTERLY
Volume IV No. 1

June, 1919
Huntington, West Virginia

MARSHALL COLLEGE BULLETIN

ISSUED QUARTERLY
Volume IV *No. 1*

CATALOGUE
1918-1919

June, 1919
Huntington, West Virginia

Published by Marshall College

CALENDAR

SESSION 1919-1920

FIRST SEMESTER :

Opens..... Wednesday, 9 A. M., September 10, 1919

Closes..... Friday, Noon, January 30, 1920

SECOND SEMESTER :

Opens..... Tuesday, 9 A. M., February 3, 1920

Closes..... Thursday, Noon, June 10, 1920

SPRING TERM :

Opens (for new students)..... Tuesday, March 30, 1920

Closes..... Thursday, Noon, June 10, 1920

SUMMER TERM :

Opens..... Monday, 9 A. M., June 14, 1920

Closes..... Friday, August 13, 1920

HOLIDAYS

THANKSGIVING RECESS..... November 27, 28

CHRISTMAS VACATION..... December 19 to Tuesday, 8 A. M., January 6

EASTER RECESS..... March 26, Noon, to Wednesday, 8 A. M., March 31

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.

E. B. STEPHENSON.....Charleston, W. Va.
J. M. WILLIAMSON.....Charleston, W. Va.
JAMES S. LAKIN.....Charleston, W. Va.

STATE BOARD OF EDUCATION

State Capitol

CHARLESTON, WEST VIRGINIA

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

M. P. SHAWKEY, *State Supt. of Schools, President*.....Charleston, W. Va.
GEORGE S. LAIDLEY.....Charleston, W. Va.
N. G. KEIM.....Elkins, W. Va.
E. W. OGLEBAY.....Wheeling, W. Va.
F. N. SYCAFOOSE.....Webster Springs, W. Va.
L. W. BURNS.....Grafton, W. Va.
W. C. COOK.....Welch, W. Va.

ORGANIZATION

THE FACULTY

SESSION 1918-1919

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

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

ALLEN, LOU M., *Vocal Music*.
Alma College; University School of Music, Ann Arbor, Mich.

ANDREW, VERA, *Assistant in Literature and English*.
Western Reserve University, A. B.; Columbia University, A. M.

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

CAVENDISH, VIRGINIA, *Assistant in Science*.
Marshall College; University of Michigan, A. B.

DENOON, ANNA L., *Assistant in Mathematics*.
Marietta College, A. B.; Columbia University.

§EVERETT, MRS. NAOMI, *History and Economics*.
Stubenville 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.; Columbia University; University of Wisconsin.

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

* Resigned February 1st.

† Acting President for Second Semester.

? Leave of absence for Second Semester.

§ Leave of absence from March 1st.

GROVES, H. D., *Agriculture and Biology.*

West Virginia University, B. S.

*HEDRICK, C. E., *Social Science and Assistant in History.*

Marshall College; Lebanon University, A. B.; University of Chicago, A. M.

HEUSER, CLARE, *Home Economics.*

The Stout Institute, Teachers College, Columbia University.

JOHNSON, HARRIET DALE, *Latin.*

Denison University, A. B.; University of Chicago.

KIMBALL, HELEN, *Physical Education for Girls.*

Graduate Sargent School of Physical Education.

LARGENT, R. J., *Assistant President, History.*

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

LYON, MRS. HARRIET, *Supervisor Primary Grades, Primary Methods, Preceptress.*

Edinboro State Normal Training School, B. Ed.; Inter-State School of Methods; Work under Colonel Parker, Thomas Balliet, and Alexander Fry; University of Pennsylvania.

MACGEORGE, MILDRED, *Piano.*

Studied piano three years in Berlin, Germany, under Alberto Jonas, and harmony and counterpoint under Hugo Kaun and Walter Meyrowitz.

†MYERS, E. E., *Art and Manual Training.*

Pittsburgh; Cincinnati; Harvard; New York University.

NORMAN, JOHN E., *Chemistry (First Semester).*

Marshall College; Ohio State, B. S.

PRICHARD, LUCY ELIZABETH, *History Methods and Short Course.*

Vassar College, A. B.; University of Chicago; Columbia University.

STALNAKER, ELIZABETH, *Supervisor of Grammar Grades, French and Education.*

West Virginia University, A. B.; Columbia University, A. M.

STEVENSON, OLLA, *French.*

Northwestern University, A. B., A. M.; University of Chicago; Universities of Marburg and Berlin, Germany.

WILSON, EFFIE MAY, *Assistant in Piano.*

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

?WYLIE, R. M., *Department of Science, Physics and Chemistry.*

Denison University, A. B., A. M.; University of Chicago.

* Beginning March 1st.

† Leave of absence for Second Semester.

? Transferred to West Virginia University for First Semester.

Training School

ISBELL, LILLIAN, *First Grade.*

Marshall College; Teachers College, Columbia University.

WILSON, EDITH, *Second Grade.*

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

WOODYARD, MRS. WILL, *Third Grade.*

Marshall College.

TUDOR, HATTIE, *Fourth Grade.*

High School and Normal School Preparation.

LANHAM, NELL, *Fifth and Sixth Grades.*

Fairmont Normal School.

CUNDIFF, ESTHER, *Seventh Grade.*

Marshall College; Columbia University.

WETHINGTON, MRS. J. F., *Eighth Grade.*

University of Wisconsin, A. M.

SESSION 1919-1920

HAWORTH, C. E., *Acting President, Literature.*

Colgate University, A. B., A. M.; University of Chicago.

ALLEN, LOU M., *Public School Music, Music and Drawing in Training School.*

Alma College; University School of Music, Ann Arbor, Mich.

ANDREW, VERA, *Assistant in Literature and English.*

Western Reserve University, A. B.; Columbia University, A. M.

BURGESS, FRANCES C., *Geography.*

Marshall College; University of Chicago, Ph. B.

CAMPBELL, CARL G., *Chemistry.*

University of Minnesota, A. B., A. M.; M. I. P.

CAVENDISH, VIRGINIA, *Assistant in Science.*

Marshall College; University of Michigan, A. B.

CHAFFIN, ANNA BELLE, *Physical Education for Girls.*

Randolph-Macon Woman's College, A. B., Graduate Sargent School of Physical Education

DAVIS, ETHEL, *Piano.*

Cincinnati Conservatory of Music.

- DE'NOON, ANNA L., *Assistant in Mathematics.*
Marietta College, A. B.; Columbia University.
- DERBYSHIRE, CHARLES, *Spanish and Assistant in French.*
Marshall College; West Virginia University.
- FRANKLIN, W. H., *Superintendent of Buildings, English.*
Allegheny College, A. B.; Harvard.
- FULLER, KATE M., *Assistant in English and Latin.*
Randolph-Macon Woman's College, A. B.; Columbia University; University of Wisconsin.
- GROVES, H. D., *Agriculture.*
West Virginia University, B. S.
- HACKNEY, LILIAN, *Mathematics.*
West Virginia University, A. B.; Ohio Wesleyan; Cornell; Columbia; University of Marburg, Germany.
- HAWORTH, LOUISE FAY, *Voice.*
Private study four years in New York with Marie Bissell, Oscar Saenger, and Isadore Luckstone.
- HEDRICK, C. E., *Social Science and Assistant in History.*
Marshall College; Lebanon University, A. B.; University of Chicago, A. M.
- HEUSER, CLARE, *Home Economics.*
The Stout Institute, Teachers Coliege, Columbia University.
- LARGENT, R. J., *History.*
West Virginia University, A. B.; Cornell; Harvard.
- LYON, MRS. HARRIET, *Supervisor Training School, Grammar Grade and Primary Methods.*
Edinboro State Normal Training School, B. Ed.; Inter-State School of Methods; Work under Colonel Parker, Thomas Balliet, and Alexander Fry; University of Pennsylvania.
- MACGEORGE, MILDRED, *Piano.*
Studied piano three years in Berlin, Germany, under Alberto Jonas, and harmony and counterpoint under Hugo Kaun and Walter Meyrowita.
- MYERS, E. E., *Art and Manual Training.*
Pittsburgh; Cincinnati; Harvard; New York University.
- PRICHARD, LUCY ELIZABETH, *Latin and Short Course.*
Vassar College, A. B.; University of Chicago; Columbia University.
- REILLY, ARCHER E., *Athletic Director and Assistant in Mathematics.*
Ohio State University, A. B.
- RUCKES, HERBERT, *Biology.*
Cornell University, B. S., A. M.
- STALNAKER, ELIZABETH, *Education.*
West Virginia University, A. B.; Columbia University, A. M.

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

WYLIE, R. M., *Department of Science, Physics*.
Denison University, A. B., A. M.; University of Chicago.

Training School

ISBELL, LILLIAN, *First Grade*.
Marshall College; Teachers College, Columbia University.

WILSON, EDITH, *Second Grade*.
State Normal School, Warrensburg, Mo.; William Woods College, A. B.

KEEVER, CARRIE R., *Third Grade*.
West Virginia University.

TUDOR, HATTIE, *Fourth Grade*.
High School and Normal School Preparation.

....., *Fifth Grade*.

LYON, LOUISE, *Sixth Grade*.
Randolph-Macon Woman's College, A. B.

CAMPBELL, MRS. NELLIE J., *Seventh Grade*.
Washington University, A. B.

CUNDIFF, ESTHER, *Eighth Grade*.
Marshall College; Columbia University.

STUDENT ASSISTANTS

NASH, MARY ETHEL, *Library*.

PATTERSON, JAMES LESTER, *Chemistry*.

SOWARDS, ERVILLE, *English*.

....., *Physics*.

EXECUTIVE AND CLERICAL OFFICERS

| | |
|------------------------------|--|
| C. E. HAWORTH..... | <i>Acting President</i> |
| MRS. R. M. WYLIE..... | <i>Secretary to the President</i> |
| MISS ORA STAATS..... | <i>Treasurer-Registrar</i> |
| MRS. ELIZABETH F. MYERS..... | <i>Librarian</i> |
| MISS LILIAN HACKNEY..... | <i>Student Credits</i> |
| W. H. FRANKLIN..... | <i>Superintendent of Buildings and Grounds</i> |
| | <i>Dean of Women</i> |
| MRS. ELSIE BRISTOWE..... | <i>Matron</i> |

OFFICERS OF THE ALUMNI ASSOCIATION

| | |
|---------------------|----------------------------|
| A. B. KOONTZ..... | <i>President</i> |
| C. W. FERGUSON..... | <i>Vice-President</i> |
| C. E. HEDRICK..... | <i>Secretary-Treasurer</i> |

CARE OF BUILDINGS AND GROUNDS

| | |
|---------------------------|------------------|
| QUINCY CARR..... | <i>Custodian</i> |
| MRS. MILLIE GERREN..... | <i>Janitress</i> |
| MRS. ANNA LONG..... | <i>Janitress</i> |
| MRS. ESTELLA ROBERTS..... | <i>Janitress</i> |

STANDING COMMITTEES

Session 1919-1920

I. CLASS OFFICERS

SECOND AND THIRD YEAR COLLEGE—Miss Stalnaker and Miss Hackney.
FIRST YEAR COLLEGE—Miss Hackney and Mrs. Lyon.
SENIOR SECONDARY, CLASS OF 1920—Mr. Largent.
JUNIOR SECONDARY, CLASS OF 1921—Miss Andrew.
SOPHOMORE, CLASS OF 1922—Miss DeNoon.
FRESHMAN, CLASS OF 1923—Miss Fuller.
SHORT COURSE—Miss Prichard.
MUSIC—Miss MacGeorge.

II. GENERAL

ATHLETICS FOR YOUNG MEN—Mr. Wylie, Mr. Reilly, and Mr. Campbell.
ATHLETICS FOR YOUNG WOMEN—The Dean of Women and Miss Chaffin.
BOARDING—Mr. Hedrick and the Dean of Women.
COMMENCEMENT—The President, Miss DeNoon, and Mrs. Wylie.
COURSE OF STUDY—Mr. Wylie, Miss Hackney, Mr. Franklin, Miss Stalnaker, and Miss Prichard.
CREDITS AND GRADUATION—The President and Miss Hackney.
PRINTING—Mr. Franklin.
REGISTRATION—The Class Officers.
SCHEDULES—Miss Hackney, Mr. Wylie, and Mr. Franklin.
SPECIAL EXAMINATIONS—Mr. Largent and Miss Fuller.
STUDENT SOCIALS—The Dean of Women and Mrs. Bristowe.

III. EXECUTIVE

EXECUTIVE COUNCIL—The President, Mr. Franklin, Miss Hackney, Mr. Largent, Mr. Wylie, and Mr. Myers.
ALUMNI EXECUTIVE COMMITTEE—Miss Isbell, Mrs. W. E. Neal, and Mr. H. C. Warth.

GENERAL INFORMATION

HISTORY

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

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.

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.

The school was established on the site of the present eastern section of College 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 PURPOSE OF THE WORK OF MARSHALL COLLEGE

The essential purpose of Marshall College is the preparation of young people to be efficient teachers of rural and elementary schools; and when its organization is completed, it will prepare teachers for the elementary schools, junior high schools, and high schools.

LOCATION

Huntington, West Virginia, the location of the school, is an attractive, progressive and rapidly growing city of *fifty 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 Pittsburg, 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 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 to the purpose of school work, and, in the fine setting which they have, make an imposing appearance.

The school is exceptionally well equipped with apparatus and material for the proper execution of its work; and those who enroll will be sure to get as good instruction and as wide an outlook upon the great profession of teaching as is provided by the best standard schools in the country.

The Physical Education Building, soon to be under construction, will provide ideal equipment for new courses in physical education for both young women and young men.

ADMISSION

For admission to any of the Teachers College courses a student must have completed fifteen units* of high school work, including:

| | |
|----------------------------------|---------|
| English..... | 4 units |
| American History and Civics..... | 1 unit |
| One group..... | 3 units |
| Three groups..... | 2 units |

For admission to the secondary course, a student must present a Common School Diploma, a Teachers' Certificate, or other documents of evidence to show completion of a Common School course of study.

* A Secondary unit is the equivalent of nine months' (two semesters') work in any subject of recognized standard educational value, recitations not less than four times a week, not less than sixty minutes in length.

CLASSIFICATION OF STUDENTS

Students who have completed as much as sixty hours of college work are classified as Third Year College.

Students who have completed as much as twenty-four hours and not more than fifty-nine hours of College work are classified as Second Year College.

Students who have completed the high school or secondary course and not more than twenty-three hours of college work are classified as First Year College.

Students who have completed eleven or more units of work and less than sixteen units of work are classified as Seniors Secondary.

Students who have completed less than eleven units of work and more than seven units of work are classified as Juniors Secondary.

Students who have completed less than seven units of work and more than three units of work are classified as Sophomores Secondary.

Students who have completed three units of work or less in the secondary course are classified as Freshmen Secondary.

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

If a student is back a subject in any year, he is required to make this a part of his regular work. Under no circumstances will he be permitted to take full 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.

Anyone desiring to enter Marshall College should send his credits to the President and make sure that such credits meet the regulations.

Provision is made in the Spring and Summer Terms for the accommodation of students even if their advancement does not measure up to the technical requirements. Such persons are urged to correspond with the President regarding these special opportunities.

DIVISIONS OF THE SCHOOL YEAR

THE SEMESTER

The work for regular students who are in school for the full year is organized on the semester, or half-year, plan. The first semester opens on the Wednesday nearest the twelfth of September and continues eighteen weeks; the second semester opens within a few days after the close of the first semester and continues eighteen weeks, closing with the Annual Commencement in June.

THE SPRING TERM

The work of 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 should be of greatest benefit to the teachers. The work is assigned to the regular members of the faculty, so that the best possible work can be done in the short term of nine or ten weeks.

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

Those who desire to work toward the completion of the secondary course may take three full-time studies with regular classes, making up back work by examination.

THE SUMMER TERM

The summer term opens the Monday following Commencement and continues for nine weeks. Most of the recitation periods are two hours in length and classes have five recitations a week.

Classes are not organized for fewer than six students.

A student is entitled to credit for only two full courses during this term.

The faculty is composed of about twelve members of the regular teaching staff.

Several grades in the Training School are continued during the summer term in order to give Normal students and teachers the advantage of observation work in the grades.

The professional subjects offered are Psychology, Principles of Education, History of Education, Rural Sociology, Primary and Grammar Grade Methods, and Review. The secondary subjects include Literature, English, Algebra, Geometry, History, Zoology, Agriculture, and Drawing.

STUDENT EXPENSES

BOARD

Young ladies who are not living at home or with relatives are required to room and board in College Hall. The young men secure rooms in places approved by the faculty, and in most instances take their meals in clubs. The clubs pay a small amount to some person for cooking and serving the meals, and the boys pay actual cost for food. This makes room and board average about \$6 a week.

BOOKS

The cost of books varies from about \$4 to \$5 a session in the Secondary years, to about \$6 to \$8 in the First, Second and Third years of College work, or about a general average of \$6 a session throughout the courses.

FEES*

a. Normal Department

| | <i>First Semester</i> | <i>Second Semester</i> | <i>Spring Term</i> | <i>Summer Term</i> |
|-----------------------|---------------------------|----------------------------|------------------------|------------------------|
| Model School..... | \$ 7.50 | \$7.50 | \$5.00 | \$... |
| Secondary Course..... | 5.00 | 5.00 | 3.50 | 6.00 |
| Normal Course..... | 5.00 | 5.00 | 3.50 | 6.00 |
| Academic Course..... | 5.00 | 5.00 | 3.50 | 6.00 |
| Short Course..... | 5.00 | 5.00 | 3.50 | 6.00 |

b. Music Department

| | <i>First Semester</i> | <i>Second Semester</i> | <i>Spring Term</i> | <i>Summer Term</i> |
|--------------------------|---------------------------|----------------------------|------------------------|------------------------|
| 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 |

An enrollment fee of \$3 is to be paid once each year.

Use of Piano for Practice Hours

| | <i>First Semester</i> | <i>Second Semester</i> | <i>Spring Term</i> | <i>Summer Term</i> |
|---------------------------------|---------------------------|----------------------------|------------------------|------------------------|
| 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..... | 10.00 | 10.50 | 7.00 | 7.00 |

Laboratory Fees

| | <i>First Semester</i> | <i>Second Semester</i> | <i>Spring Term</i> | <i>Summer Term</i> |
|-----------------------------|---------------------------|----------------------------|------------------------|------------------------|
| 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 |
| Physiography I..... | 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 |

* Checks for fees should be made payable to "Marshall College."

| | | | | |
|---------------------------------|------|------|-------|-------|
| Domestic Science..... | 4.00 | 4.00 | | 4.00 |
| Manual Training..... | .50 | .50 | | |
| English (laboratory texts)..... | .50 | .50 | .50 | .50 |

NOTE 1. An additional fee of \$9 a semester, \$5 a 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.

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

ESTIMATED TOTAL COST

| | <i>Semester</i> |
|----------------------------------|--------------------|
| Enrollment fee..... | \$ 5.00 to \$ 6.00 |
| Room (in College Hall)..... | 10.00 to 12.00 |
| Room (outside College Hall)..... | 18.00 to 20.00 |
| Board (in College Hall)..... | 70.00 to 72.00 |
| Board (in boys' clubs)..... | 80.00 to 90.00 |
| Books..... | 4.00 to 8.00 |

Total for semester for young women..... \$ 89.00 to 98.00

Total for semester for young men..... 107.00 to 124.00

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

RULES OF THE BOARD OF EDUCATION GOVERNING STUDENTS

1. Students are subject to the rules and regulations made by the school for their guidance and government; and for any failure to comply with them, a student may be punished, suspended, or expelled as provided by the Board.

2. Students in attendance at any normal school may, upon request, be transferred by the president of the school at which they are enrolled to any other state school; but no student from a public or state school shall be admitted to a normal school unless he presents a recommendation for admission to said school, and also a statement of the work he has done, and his standing—all of which shall be certified by the principal of the school from which he comes.

3. No student shall be permitted to carry more than eighteen semester hours of work, at any time, except by special permission of the President. *Two* laboratory hours shall count as *one* semester hour.

4. Each regular student shall carry at least three full studies, or twelve semester hours.

5. When a student has received his assignment, he cannot change it except by permission of the President.

6. No person shall be graduated from a normal school until he has done at least one year's residence work.

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 find him in case a long distance telephone 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 are not open to young ladies 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 College Hall.

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

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

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

REGULATIONS CONCERNING ROOMS, ETC.

Students are not 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 to protect the student and to make it possible to find him 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 purpose of the rule is reasonable and should appeal to every student and parent. The girls get permission from the Dean of Women, and the young men 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 places in which students have their rooms and in which they take their meals must be approved by the committee.

MAXIMUM ASSIGNMENTS AND CREDITS

1. A student who enters at the beginning of a semester *may* be assigned as much as eighteen semester hours (twelve semester hours for a spring term; nine semester hours for a summer term), but not more, except by special permission of the President.

2. If a student enters late, the maximum assignment of eighteen semester hours must be cut one semester hour (two semester hours for a summer term) for each week that he is late; and to receive credit for eighteen weeks' work in any subject assigned, he must pass satisfactorily, an examination on all the work covered by the class up to the time of his entering. In laboratory subjects all "make up" work must be done hour for hour in the laboratory.

NOTE: Class Officers and Instructors must adhere strictly to these provisions in making assignments and in making semester or term reports. Assignment cards and class cards for students enrolling late must show whether the student has enrolled for semester credits or for credits for time in attendance.

3. *A student who leaves school without giving notice of good cause therefor is allowed no credit for work done that semester or term. If it is necessary for a student to leave school before the end of the semester or term, he should see each of his teachers about his work, make a statement of the reason for his going, and satisfy the conditions for getting credit for what has been done.*

COLLEGE HALL

The College 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 accommodates 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 places 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. It often happens, however, that a girl who has engaged a room finds it impossible to enter school. In such a case, 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 ladies 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 restrictions.

The Dean of Women 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, good habits, and the best educational results.

By a persistent disregard of 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 Dean of Women a written request, signed by parent or guardian. Upon receipt of this request, the Dean of Women 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 College Hall are under the same general regulations as the girls in College Hall. They must conform to general rules in force in College Hall; and when they desire to attend social functions of any kind they must secure permission from the Dean of Women just as if they lived in College Hall. All class parties, whether in the College parlors or elsewhere, must be under the supervision of the class officer and have the approval of the Dean of Women.

CONVENIENCES

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

Hot and cold water are furnished throughout the building.

There are street car connections with all parts of the city and adjoining towns.

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

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

Room rent "a semester" is as follows:

Third floor, single room, \$10 for each student.

Third floor, room in suite, \$12 for each student.

Second floor, \$11 for each student.

Room rent is payable when the room is engaged.

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

TABLE BOARD*

Charges for table board are as follows:

First semester, if paid for the entire semester in advance..... \$70.00

Second semester, if paid for the entire semester in advance. 70.00

Spring term, if paid for the entire term in advance..... 40.00

Summer Term, per week..... 4.00

Should the student prefer to pay her board by the "month" (four weeks) instead of by the "semester" or "term" the rate is \$4 a week, payable in advance at the beginning of each month (four weeks).

Single meals for guests are: Dinner, 35 cents; breakfast, 30 cents; and luncheon, 30 cents.

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 Education:

"It is hereby ordered that, so long as there is room for them in College Hall, all young women under 21 years of age, who are students at Marshall College, excepting those who room and board at home, are required to room and take their meals in College Hall; if under 21 years of age, and there is no space to give them room in College Hall, then they shall at least take their meals at College Hall tables

*Checks should be made payable to "Marshall College."

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 Dean of Women."

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

All correspondence concerning *table board or room* in College Hall should be addressed to

THE SECRETARY
Marshall College
Huntington, W. Va.

STUDENT ORGANIZATIONS

I. LITERARY

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

Le Cercle Francais: Both sexes.

The Outlook Debating Club: Young men only.

The Ciceronian Debating Club: Young men only.

The Erosophian Literary Society: Both sexes.

II. RELIGIOUS

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 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. The payment of dues entitles the student to a ticket of 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 per cent.

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 player. 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 make up his back work.

CHAPEL EXERCISES

Chapel exercises are held on Wednesday of each week, from 10:00 to 10:30 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.

COURSES OF STUDY

NORMAL COURSE

A two-year course for elementary teachers in rural and city schools. Graduates receive a diploma and also a first-grade certificate, good in any of the elementary schools in the State. (See page 27.)

ACADEMIC COURSE

A two-year course of college work for those who have completed a four-year high school course. It is entirely an elective course, made up from the College courses. A diploma is granted to those who complete sixty-four semester hours* of work.

THE FIRST THREE YEARS OF A COURSE FOR TRAINING HIGH SCHOOL TEACHERS

This is a course for the preparation of teachers for high schools and junior high schools. (See page 30.)

HOME ECONOMICS

A three-year special course for those desiring to teach home economics. For high school graduates only. Upon the completion of this course a diploma is granted. (See page 32.)

ART SUPERVISION COURSE

A three-year course for those desiring to teach drawing. Only high school graduates are eligible to this course. Upon its completion a diploma is granted. (See page 32.)

MUSIC SUPERVISION COURSE

(See page 32.)

SHORT COURSE

A modified secondary course. Those who complete it get first-grade certificates good for three years. (See page 33.)

* A semester hour is the credit allowed for taking a subject one recitation period a week for a half-year, or eighteen weeks. A subject in which there are four recitation periods a week for eighteen weeks gives a credit of four semester hours. Advanced courses are measured in terms of semester hours.

SECONDARY COURSE

A four-year course for those who have completed the eighth grade. A certificate is issued to those who complete it. (See page 46.)

PIANO COURSE

A full course in Piano, for which a diploma is granted. (See page 60.)

VOICE COURSE

A full course in Voice. (See page 64.)

COLLEGE COURSES

NORMAL COURSE

This is a two-year course for the preparation of teachers for rural and city schools. Students who elect this course must have completed fifteen units of high school work, including four units of English.

| FIRST YEAR | | | |
|---------------------------------|---|---------------------------------|---|
| <i>First Semester</i> | | <i>Second Semester</i> | |
| Psychology..... | 4 | Educational Psychology..... | 3 |
| Primary Methods (5)..... | 4 | Grammar Grade Methods..... | 5 |
| English and Literature..... | 4 | English and Literature..... | 4 |
| Elective..... | 4 | Elective..... | 4 |
| SECOND YEAR | | | |
| <i>First Semester</i> | | <i>Second Semester</i> | |
| Primary Methods (5)..... | 4 | Principles of Education..... | 3 |
| Elective..... | 4 | Elective..... | 4 |
| Music and Art (4)..... | 3 | Elective..... | 4 |
| Observation and Practice, or | | Observation and Practice, or | |
| History of Education..... | 4 | History of Education..... | 4 |
| Observation and Participation | 1 | Observation and Participation | 1 |

NOTES

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

2. It is desirable that students in 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, third, and fourth grades. Grammar Grade Methods are planned for the remaining grades.

3. Young men who contemplate taking the normal course should plan, so far as possible, to get both Primary and Grammar Grade Methods.

4. Sixty-four semester hours of work are required to complete the Normal Course.

5. The observation work of the Juniors is done largely in the schools of Huntington. The observation and practice work of the Senior class is done mainly in the Training School.

6. The student who completes the two-year Normal Course at Marshall College can secure nearly two years of advanced credit in most universities and colleges. He can also, upon the presentation of his diploma to the proper authorities, secure, in most States, a certificate to teach.

OBSERVATION AND PRACTICE

After a student has completed the courses in Psychology, General Methods, 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.

Thus the student 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 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 criticized and approved by the supervisor. He also has a definite lesson for the 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 three weeks, still another grade is given with the same program. This enables the student teacher to determine at what point in teaching he is strongest, and gives him confidence and knowledge of procedure which he could not get in 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, during the year. These visits are for the purpose of studying

the work of other teachers—their methods, system, discipline, course 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.

TRAINING SCHOOL

ORGANIZATION

The head of the Department of Education is head teacher of professional subjects and co-operates with the President and Supervisor of the Training School in the selection of teachers. She, with the co-operation of the President and Supervisor of the Training School, fixes the course of study and has general supervisory authority and control over it.

The Supervisor has general charge of the eight grades of the Training School. It is her 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. She also gives general direction in regard to the complete work of the primary grades. Her 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 supervisor also assigns pupils to classroom work, and determines the particular field of subject matter which shall be taught. The students are taught how to put subject matter into good form for teaching. The Supervisor also has 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 "Training School" is meant the several grades of the Practice School, which are classified as follows:

Primary Grades, I, II, III.

Intermediate Grades, IV, V, VI.

Junior High School, VII, VIII.

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

Each grade of the Training School is limited to twenty-five 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 Training 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 both to observe and to teach in the Training School before receiving their diplomas. The Training 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 Training School in every way, the better the training of the Normal Seniors for their profession. Hence it is no sacrifice of the children's interest to attend a Training 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.

CRITIC TEACHERS

The regular teachers of the Training 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 are also 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, payable in advance.

THE FIRST THREE YEARS OF A COURSE FOR TRAINING HIGH SCHOOL TEACHERS

This is a course for the preparation of teachers for high schools and junior high schools. The conditions for entrance are the same as for the Two-Year Course for Elementary Teachers. The work is planned to prepare the student to teach two or three subjects. With this object in mind, it is expected that, in addition to the required work in the professional subjects, the student will select some one subject, called the major, for which he wishes to prepare especially, and two others, known as minors, which are most commonly grouped with the subject in which he will do the major part of his work.

For example, he may select History as his major subject, and English and Literature as his minor subjects; or he may choose Mathematics as

the major, and some two Sciences as the minors; or Foreign Languages as the major, and any two related subjects as minors.

This expansion is the result of an order passed by the Board of Regents at its meeting on the twenty-fourth of January, 1919. Its action was based on the opinion that the educational needs of the State now justify the orderly development of Marshall College into a Teachers College, and call for the immediate addition of a third year to the course of study. Accordingly, the school is now entering a new and larger sphere of usefulness to the State in the preparation of teachers for all grades of public schools up to and including junior high schools and high schools.

To meet this need, the following schedule, covering three years of college work, must be considered as provisional only. It has been modeled after the requirements of the first three years of the best teachers colleges in the country, with such alterations as might seem to fit best the needs of our State. As much of this program will be carried into operation in Marshall next year as facilities will justify. If the demand is created next year, the fourth year will promptly follow, thus completing the conversion of the School into a degree-conferring institution.

FIRST YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|-------------------------------|---|------------------------|---|
| Introduction to Education.... | 2 | Psychology..... | 4 |
| School Hygiene..... | 1 | English..... | 2 |
| English..... | 2 | Mathematics..... | 3 |
| Mathematics..... | 3 | History..... | 3 |
| History..... | 3 | Language..... | 4 |
| Language..... | 4 | Science..... | 4 |
| Science..... | 4 | | |

} Any three

} Any three

SECOND YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|-----------------------|-------|------------------------|-------|
| Education | | Education | |
| Major | | Major | |
| Minor | | Minor | |
| Minor..... | } One | Minor..... | } One |
| Elective..... | | Elective..... | |

THIRD YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|-----------------------|-------|------------------------|-------|
| Education | | Education | |
| Major | | Major | |
| Minor | | Minor | |
| Minor..... | } One | Minor..... | } One |
| Elective..... | | Elective..... | |

Recently the Rotary Club of this city offered a scholarship of \$100, available for the proper applicant for the third year of College work.

HOME ECONOMICS COURSE

This course is offered for those who wish to prepare themselves for the teaching of Domestic Science and Domestic Art. The entrance requirements are the same as for the other normal courses with the exception that one year of high school Chemistry is required. Students are also strongly advised to complete one year of French before registering for this course.

FIRST YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|---------------------------|---|------------------------------|---|
| English 21..... | 2 | English 22..... | 2 |
| Psychology..... | 4 | Principles of Education..... | 3 |
| Domestic Art 21..... | 4 | Domestic Art 22..... | 4 |
| Domestic Science 21..... | 4 | Domestic Science 22..... | 4 |
| Industrial Chemistry..... | 3 | Household Chemistry..... | 4 |

SECOND YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|--------------------------|---|--------------------------|---|
| French 21 } One..... | 4 | French 22 } One..... | 4 |
| Elective }..... | | Elective }..... | |
| Bacteriology..... | 4 | Economics..... | 3 |
| Domestic Art 23..... | 3 | Domestic Art 24..... | 3 |
| Domestic Science 23..... | 4 | Domestic Science 24..... | 4 |
| Organic Chemistry..... | 3 | Organic Chemistry..... | 3 |

THIRD YEAR

| <i>First Semester</i> | | <i>Second Semester</i> | |
|--|---|---------------------------|---|
| Household Physics..... | 3 | History of Education..... | 4 |
| Domestic Art 25..... | 4 | Domestic Art 26..... | 4 |
| Domestic Science 25..... | 4 | Domestic Science 26..... | 4 |
| Interior Decoration and Mechanical Drawing..... | 5 | History 25..... | 3 |
| | | Literature..... | 2 |

VOCAL MUSIC COURSE

A special course for the training of students who wish to prepare themselves for work as Supervisors of Music is to be offered, and will be announced in detail later.

ART SUPERVISION COURSE

DIPLOMA COURSE

Prerequisite: High school diploma or its equivalent.

FIRST YEAR

| <i>First Semester</i> | <i>Second Semester</i> |
|----------------------------------|--|
| Art Supervision I: Psychology | Art Supervision II: General Methods |

Drawing I
 Mechanical I
 Color I
 School Visiting

Drawing II
 Mechanical II
 Color II
 School Visiting

SECOND YEAR

First Semester

Art Supervision III:
 Principles of Teaching
 Drawing III
 Design I
 Construction I

Second Semester

Art Supervision IV:
 Special Methods
 Drawing IV
 Design II
 Construction II

THIRD YEAR

First Semester

Art Supervision V:
 Painting I
 Design III
 Methods
 History of Art
 Teaching

Second Semester

Art Supervision VI:
 Painting II
 Design IV
 Supervision
 Outlines for a course of study
 Teaching

SHORT COURSE

The short course certificate (a first-grade certificate valid for three years, with renewal privilege of three years) can be secured by persons completing the secondary course in which the professional subjects have been taken as required. All work done in the short course in any school by a student not having completed his high school course is credited only as secondary work, and it is counted only for entrance to the standard Normal Course.

A high school graduate can finish the Short Course in one year and in addition get some credit on the regular Normal Course. By staying one year and a summer term, a high school graduate may obtain the Short Course certificate and one year's credit on the standard Normal Course.

REQUIRED SUBJECTS

GROUP I

| | |
|---|--------------------------------|
| English..... | 108 weeks (3 units) |
| English History or Modern European History..... | 18 weeks ($\frac{1}{2}$ unit) |
| American History and Civics..... | 18 weeks ($\frac{1}{2}$ unit) |
| Agriculture..... | 18 weeks ($\frac{1}{2}$ unit) |
| Manual Training—for boys..... | 18 weeks ($\frac{1}{2}$ unit) |
| Home Economics—for girls..... | 18 weeks ($\frac{1}{2}$ unit) |
| Drawing and Music..... | 36 weeks (1 unit) |
| Physical and Commercial Geography..... | 18 weeks ($\frac{1}{2}$ unit) |

| | |
|----------------------|--------------------------------|
| General Science..... | 18 weeks ($\frac{1}{2}$ unit) |
| Rural Sociology..... | 18 weeks ($\frac{1}{2}$ unit) |
| Total..... | 7 $\frac{1}{2}$ units |

GROUP II

| | |
|---|--------------------------------|
| Child Study or Elementary Applied Psychology..... | 18 weeks ($\frac{1}{2}$ unit) |
| Principles of Education..... | 18 weeks ($\frac{1}{2}$ unit) |
| School Management..... | 18 weeks ($\frac{1}{2}$ unit) |
| Principles of Studying and Teaching..... | 18 weeks ($\frac{1}{2}$ unit) |
| Sanitation and School Hygiene..... | 18 weeks ($\frac{1}{2}$ unit) |
| ●bservation and Practice Teaching..... | 18 weeks ($\frac{1}{2}$ unit) |
| Total..... | 3 units |

ELECTIVE SUBJECTS

Four and one-half units are to be elected from the following:

| | |
|------------------------------------|--------------------------------|
| English..... | 36 weeks (1 unit) |
| Botany..... | 36 weeks (1 unit) |
| Chemistry..... | 36 weeks (1 unit) |
| Physics..... | 36 weeks (1 unit) |
| Horticulture..... | 18 weeks ($\frac{1}{2}$ unit) |
| School Gardening..... | 18 weeks ($\frac{1}{2}$ unit) |
| Poultry Raising..... | 18 weeks ($\frac{1}{2}$ unit) |
| Algebra..... | 36 weeks (1 unit) |
| Geometry..... | 36 weeks (1 unit) |
| Ancient and Mediaeval History..... | 36 weeks (1 unit) |
| Home Economics..... | 18 weeks ($\frac{1}{2}$ unit) |

A credit of twenty-four weeks in the Short Course *may* be given for each of the following subjects, provided the student has made as much as eighty per cent. thereon in the State Uniform Examinations: Grammar, Reading, History, Arithmetic, Theory and Art, Agriculture, and Geography. Twelve weeks' credit *may* be given on each of the following: Spelling, Bookkeeping, General History, Civil Government, State History, and Physiology. Not more than one hundred and sixty-two weeks' credit can be allowed for all these subjects, and the President will decide for what subjects substitutions may be made.

A credit of nine weeks may be granted for each year of experience in teaching. Not more than seventy-two weeks' credit can thus be allowed.

COURSES OF INSTRUCTION

EDUCATION

21. **INTRODUCTION TO EDUCATION.** An elementary course, dealing with general educational problems, with a view to presenting such information concerning the public schools as the teacher ought to have, and at the same time making the course an introduction to the various fields of education.

22. **PSYCHOLOGY 1.** The purpose of this course is the study of mental phenomena. The work is concerned with instinctive tendencies, sensation, perception, imagination, memory, association, economy of learning, attention, interest, and the thought processes.

23. **PSYCHOLOGY 2.** This course is a continuation of Course 1, and deals particularly with the psychology of thinking, and methods of study.

24. **GENETIC PSYCHOLOGY.** A course dealing with the psychology of childhood and adolescence. The aim is to give a basis for the satisfactory adjustment of the school work with the developing interests and ability of the child.

25. **EDUCATIONAL TESTS AND MEASUREMENTS.** A course designed to give a knowledge of the various scales by which to measure the ability and progress of the school child.

26. **HISTORY OF EDUCATION.** The course involves a study of the educational ideas and practices of the past as a basis for the understanding of the ideals, practices, tendencies, and problems of present day education.

27. **PRINCIPLES OF EDUCATION.** A course dealing with the aims, purposes, and underlying principles of education.

28. **ELEMENTARY EDUCATION, PRIMARY METHODS 1.**

READING FOR PRIMARY GRADES. Problems of beginning reading; mechanics of reading; history of reading methods; study of various methods of teaching beginners; supplementary material; grade libraries; review and comparison of texts; word drills.

PHONICS. Essentials in phonic study; relation to spelling and reading; drills.

LANGUAGE FOR PRIMARY GRADES. Problems of oral language; written language, including spelling and penmanship for beginners; meaning of language; aims and purposes; place and value of oral language; the story; freedom and spontaneity in expression; dramatization; correlation with nature study; picture study; author study; illustrated work; language games; poem study, oral reproduction and original oral composition; how to begin written composition.

CHILD'S LITERATURE. Course in Mother Goose, nonsense tales, fairy tales, folk lore, myths, legends, historical tales, nature study, Bible stories; poetry; sources of material; dramatization; school entertainments; songs and games.

CONSTRUCTIVE ACTIVITIES. Paper-folding, paper cutting and tearing; clay modeling; sand tables; sewing, weaving; construction work to correlate with the school subjects; study of crosses and flags; educative busy or seat work.

29. **ELEMENTARY EDUCATION, PRIMARY METHODS 2.**

NUMBER WORK FOR PRIMARY GRADES. Sense training; development of a practical number sense; number through counting, measuring, testing; place of oral work; drills; correlation with activities of school, home and community; use of school store; bank, telegrams, concrete and objective work; courses of study for the first four grades.

COURSE OF STUDY FOR GRADES 1, 2, 3, and 4. Guiding principles that determine course of study for the primary schools; nature study; literature and language; constructive activities, plays and games; numbers, spelling, and reading; lesson plans and program making.

NATURE STUDY FOR PRIMARY GRADES. Outline for nature study work leading to the study of geography; references and materials; how to get the child interested in the "how" and "why" of his environment.

30. **ELEMENTARY EDUCATION, GRAMMAR GRADE METHODS.**

GEOGRAPHY METHODS. A course designed to put the student in possession of such geographical knowledge, industrial, commercial, and political, as has bearing on the geography of the grades.

HISTORY METHODS. A course designed to give the student control of the subject matter of the United States and European History which has bearing on the United States History and the European History as taught in the grades.

31. **PERSONAL AND SCHOOL HYGIENE.** A course dealing with the best methods of detecting the defects of school children, and preventing the spread of the most prevalent diseases among them. Emphasis is placed on the formation of hygienic habits, and the need of sanitary living conditions in school and home.

ENGLISH

21. **FUNCTIONAL ENGLISH.** Required. Four hours a week in laboratory, giving credit of two semester hours.

Grammar from the point of view of its function in guiding the student in the use of English in speaking and writing. Practice in distinguishing and in using the elements of the sentence; and practice in punctuating written English.

22. **FUNCTIONAL ENGLISH COMPOSITION.** Required. Four hours a week in laboratory, giving a credit of two semester hours.

Themes, written and oral, on topics taken from subjects in the curric-

ulum, or from current history; explanation of the principles and usages involved in suggested corrections and revisions; lectures.

✓ 23. STORY-TELLING. Two hours.

A brief survey of the history of story-telling; the educational value of the story and the characteristics of a good story; classes of stories. Work in the practical telling of stories to children.

✓ 24. THE TECHNIQUE OF THE DRAMA. Two hours.

A study of simple dramatic compositions with emphasis upon the development of skill in planning and conducting dramatic entertainments.

✓ 25. ENGLISH WRITING. Two hours.

Practice in letter writing and news writing.

✓ 26. ENGLISH WRITING. Two hours.

Practice in the writing of stories and essays.

✓ 51. ARGUMENTATION. Four hours.

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.

✓ 52. THE HISTORY OF THE ENGLISH LANGUAGE. Four hours.

A study of the development of English forms of speech, idioms, inflections, spellings, and meanings, involving some acquaintance with Old English and Middle English.

✓ 53. THE TEACHING OF ENGLISH. Two hours.

The problems of the teacher of English in the high school; sources of material; effective methods; observation of class work.

✓ 54. ORAL COMPOSITION. Four hours a week in laboratory, giving a credit of two semester hours.

Exercises to establish the student in accurate speech habits, and to develop fluency, vigor, and logical marshaling of thought.

LITERATURE

✓ 21. ENGLISH LITERATURE. Required. Two hours.

A study of English literature from Chaucer to Goldsmith.

✓ 22. ENGLISH LITERATURE. Required. Two hours.

A study of English literature from Goldsmith to Browning.

✓ 23. AMERICAN LITERATURE. Two hours.

✓ 24. CHILD LITERATURE. Two hours.

Principles of selection; a reading course; illustrative studies in the treatment of selected pieces.

✓ 25. CHILD LITERATURE. Two hours.

A continuation of Course 24.

✓ 51. SHAKESPEARE. Two hours.

✓ 52. THE ELIZABETHAN DRAMATISTS. Two hours.

A study of representative dramas selected from Marlowe, Jonson, Beaumont and Fletcher, Massinger, and Webster.

53. WORDSWORTH AND SHELLEY. Two hours.
A study of the *Prelude* and *Prometheus Unbound*.
54. THE TEACHING OF LITERATURE. Two hours.
Principles for the selection of literature for high school pupils; illustrative studies in the treatment of selected pieces.
55. THE DEVELOPMENT OF THE NOVEL. Two hours.
The development, technique, and significance of the novel.
56. THE RECENT NOVEL. Two hours.
The reading of typical novels of the past five years to observe the trend of serious fiction and to study the social, educational, and life problems with which the novelists are dealing.

HISTORY

- 21 and 22. GENERAL EUROPEAN HISTORY. Three hours, two semesters.
A general outline of the development of Western Europe from the ninth century to the present. A study of the principal institutions of the Middle Ages, church and mediaeval empire, followed by a study of the renaissance, the reformation, religious and political wars, and the development of the modern state.
23. ROMAN INSTITUTIONS. 753 B. C. - 800 A. D. Three hours, one semester.
A study of the development of Roman ideals and institutions and their influence, especially in the realm of law and government, on the civilization of modern times.
- 24 and 25. ENGLISH HISTORY. Three hours, two semesters.
The history of England to the Tudors, and from that period to the present time.
26. ECONOMICS. Three hours, one semester.
A general course on the fundamental principles governing consumption, production, distribution, and the exchange of wealth.
27. SOCIOLOGY. Three hours, one semester.
A general outline of sociological doctrines.
28. COLONIAL HISTORY. 1492-1760.
A survey of those forces that led to the discovery, exploration, and settlement of America, the rivalry among the colonizing nations, the colonial struggle for existence, a comparison between the institutions developed in the colonies and those of England, and the growth of the idea of independence.
29. FORMATION OF THE UNION. 1776-1829.
A course giving special attention to the political and constitutional development, and also emphasizing the industrial and social growth.
40. TEACHING OF HISTORY IN SECONDARY SCHOOLS. Three hours, one semester.
This course includes a survey of bibliography, letters, etc., with special attention to materials and problems for use in high schools.

FRENCH

21 and 22. BEGINNER'S COURSE. Four hours, two semesters.

Frazer and Squair *French Grammar*. Special attention is given to phonetics. Daily work on prose composition, drill in conversation, and dictation. The reading of approximately two hundred pages of easy texts.

23 and 24. NINETEENTH CENTURY PROSE AND POETRY. Four hours, two semesters.

Daudet, Maupassant, etc. Review of grammar, dictation. The study of the history of French literature begins the second semester.

25 and 26. CLASSICAL AUTHORS. Three hours, two semesters.

Moliere, Corneille, Racine. History of French literature continued. Reading of plays with class reports on outside reading. Prerequisite, Courses 21, 22, 23, and 24.

SPANISH

21. Four hours.

Grammar and translation with practice in pronunciation, composition, and reading. Espinosa and Allen's *Spanish Grammar* and Fontaine's *Flores de Espana*.

22. Four hours.

Grammar review, composition, conversation, reading, and study of works selected from representative Spanish authors.

LATIN

21. BEGINNER'S BOOK, ABRIDGED. Five hours.

22. CAESAR, BOOKS I-IV. Five hours.

Courses 21 and 22 are intended primarily for students wishing to become teachers of English, French, History, or Biological Science, if they have not offered Latin for entrance credit.

23. CICERO. FOUR ORATIONS AGAINST CATILINE. PROSE COMPOSITION. REVIEW OF SYNTAX. Four hours.

Prerequisite, two units of Secondary Latin.

24. CICERO, POET ARCHIAS AND MANILIAN LAW. TACITUS, GERMANIA OR AGRICOLA. PROSE COMPOSITION. Four hours.

Prerequisite, Latin 23.

25. VIRGIL, BOOKS V AND VI OF THE AENEID. CICERO, DE AMICITIA OR DE SENECTUTE. Four hours.

Prerequisite, Latin 25.

Courses 23-26 are open only to students who have not offered the same subjects for entrance, and are intended primarily as a background for prospective teachers of English, French, History, and Education.

27. PROSE COMPOSITION. Three hours.

Open to students offering two units or more for entrance. Recommended for teachers of Latin.

28. SIGHT READING AND TRANSLATION. One hour.

Open to all who, in the judgment of the instructor, have sufficient knowledge of Latin to pursue the course with profit. Recommended for teachers of Latin.

29. THE TEACHING OF LATIN. Three hours.

Based on the subject matter of High School Latin, with especial attention to method.

30. LIVY, BOOKS XXI AND XXII, OR SELECTIONS FROM BOOKS I-X. PROSE COMPOSITION. Four hours.

Open to students who offer Virgil for entrance, or to those who have had Latin 25 and 26.

31. HORACE, ODES AND EPODES. SIGHT READING FROM SATIRES. PROSE COMPOSITION. Four hours.

Prerequisites, as in Latin 30.

51. THE ROMAN STAGE. PLAUTUS AND TERENCE. Four hours.

Prerequisites, Latin 30 and 31.

52. RHETORIC AND LITERARY CRITICISM. QUINTILLIAN, BOOKS X-XII. HORACE, ARS POETICA. Four hours.

Prerequisite, Latin 30 and 31.

MATHEMATICS

ALGEBRA III. Four hours.

No college credit given. If offered to remove entrance condition, one-half unit is given. This course is for Freshmen who are not prepared for the work of Mathematics 22 and 23.

21. SOLID GEOMETRY. Three hours.

Open to all college students not offering the subject for entrance. This course is especially valuable to teachers of Arithmetic.

22. TRIGONOMETRY. Three hours.

Prerequisites, one and one-half units in Algebra and Geometry. Required for Physics and recommended for those who expect to teach other sciences, especially Geography.

23. COLLEGE ALGEBRA. Four hours.

Prerequisites, one and one-half units in Algebra. Logarithms, graphs, infinite series, theory of equations, determinants, annuities, etc. A course for those preparing to teach Algebra, Physics, or Chemistry.

24. ANALYTIC GEOMETRY. Three hours.

Equation and simple properties of the straight line and conic sections. Especial attention to plotting and to numerical problems. Open to students who have had Mathematics 22 and 23.

51. DIFFERENTIAL CALCULUS. Four hours.

Prerequisites, Mathematics 22, 23, and 24.

52. INTEGRAL CALCULUS. Four hours.

Designed to follow Mathematics 51.

AGRICULTURE

21. SOILS AND SOIL FERTILITY. First semester. Five hours. Lectures and recitations three hours a week. Laboratory four hours a week.

The physical, chemical, and biological properties of the soil. Barnyard manure, green manure, commercial fertilizers, and lime in their relation to soil fertility. Soil management and systems of cropping in their relation to soil fertility, etc.

22. AGRONOMY. Second semester. Five hours. Lectures and recitations three hours a week. Laboratory four hours a week.

Farm crops in general. The cereals, grasses, clovers, corn forage crops. A special study in the management of meadows and pastures, etc., etc.

23. ANIMAL HUSBANDRY. Four hours. First semester. Lectures and recitations three hours a week. Laboratory two hours a week.

A study of fundamentals in live stock management. Breeds and breeding. Management and care of live stock. Feeds and feeding. Horses, cattle, sheep, hogs, and poultry. Special attention to the management and care of poultry.

24. HORTICULTURE. Five hours. Second semester. Lectures and recitations three hours a week. Laboratory four hours a week.

Fruit-growing in general. Orchard fruits; small fruits; apples; peaches; cherries; grapes; berries; etc.

Vegetable gardening. Special attention to small fruits and vegetable gardening.

BIOLOGY

21. COLLEGE BOTANY 1. Four hours.

During the first semester the course takes up the anatomy and physiology of plants, the gross and microscopic study of plant structure, and taxonomy. Each student is required to make an herbarium.

22. COLLEGE BOTANY 2. Four hours.

During the second semester the time is devoted to the morphology and biology of the plant groups as illustrated by type forms, and bacteria and fungi in relation to the more common diseases of cultivated plants.

23. GENERAL BACTERIOLOGY. Four hours.

This course takes up the study of the morphology, physiology, and classification of bacteria, with their relation to agriculture, domestic science, and sanitation in general.

24. GENERAL ENTOMOLOGY. Four hours.

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 study of various types. Each student makes a collection of one hundred insects, properly identified and labeled.

25. ANIMAL BIOLOGY. Four hours.

The study of the structure of invertebrate animals with special reference

to functions and adaptations, with simple experiments performed by the student on protozoa, hydra, earthworm, etc.

26. VERTEBRATE ZOOLOGY. Four hours.

Lectures and recitations upon the biology, comparative anatomy, and evolution of vertebrates, with dissection of frogs, cats, etc.

27. PHYSIOLOGY. Four hours.

Lectures, demonstrations, recitations, and assigned reading dealing with the muscles, nerves, special senses, etc.

PHYSICS

21 and 22. COLLEGE PHYSICS. Four hours, two semesters.

The prerequisites for this course are one year each of Algebra and Geometry. A study of mechanics, heat, magnetism, and electricity, sound and light.

23 and 24. LABORATORY PHYSICS. Four hours, two semesters.

The prerequisites for this course are Physics 21 and 22 and Trigonometry. A course involving the experimental study of physical laws and their application.

25. HOUSEHOLD PHYSICS. Three hours, one semester.

A course designed to make the student familiar with the application of the various laws of Physics to common household appliances.

CHEMISTRY

21 and 22. GENERAL CHEMISTRY. Four hours, two semesters.

A course open to students who have had one year each of Physics and Algebra. A study of the properties of the more common elements and their compounds; more advanced than the usual first year course.

23 and 24. ANALYTICAL CHEMISTRY. Five hours, two semesters.

Chemistry 21 and 22 required for admission to this course. The work of the first semester is devoted to qualitative analysis, that of the second semester to quantitative analysis.

25. HOUSEHOLD CHEMISTRY. Four hours, one semester.

This course deals with the chemistry of things pertaining especially to the home life and work, such as foods, dyes, textiles, flavoring extracts, baking powders, etc.

26 and 27. ORGANIC CHEMISTRY. Three hours, two semesters.

An elementary course in chemistry of the compounds of carbon.

HOME ECONOMICS

DOMESTIC ART

21. Elementary Garment Making and Textiles.

22. Elementary Dressmaking, Textiles, Care and Repair of Clothing and Hygiene of Clothing.

23. Art Needle Work, Millinery, Children's Clothing.

24. Household Management, Care of the House, Domestic Service Division of Labor, Household and Personal Accounts, Shopping for the Home, Standards of Living according to Income.
25. Advanced Dressmaking, Pattern Drafting, and History of Costume.
26. Advanced Dressmaking, Remodeling of Clothing.

DOMESTIC SCIENCE

21. Elementary Cookery and Food Study.
22. Elementary Cookery and Food Study.
23. Preservation of Foods, Advanced Cookery.
24. Advanced Cookery.
25. Elementary Dietetics, Invalid Cookery, Home Nursing and First Aid.
26. Experimental Cookery.

GEOGRAPHY

21. INDUSTRIAL AND COMMERCIAL GEOGRAPHY. Four hours.
A course dealing with the influence of geographical features on the production and exchange of commodities. An intensive study of the resources, industries, markets, and trade centers of the United States and of West Virginia is made. The making of maps and graphs is required.
22. INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY. Four hours.
The aim of this course is the correlation of Geography and American History. It includes a study of the geographical conditions which have influenced the discovery, exploration and colonization of America, and the distribution of immigrants, industries, and cities.
23. PHYSIOGRAPHY. Four hours.
An advanced course intended for teachers.

ART

In order that the larger purposes of the course in art may be clearly understood, the following statements of fact are set down. The purpose of this course is to quicken the intellect and to cultivate the powers and foster the ideals of good citizenship:

First, through a cultivation of the power and the habit of analytical observation.

Second, through the correlation of thought and action.

Third, through the cultivation of the appreciation of truth and beauty.

These are but crisp statements of subjects that it would take volumes to adequately set forth,—subjects that involve considerations, many of which are common to all subjects, and others of which are 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.
- e. Design—to cultivate appreciation of good form and proportion.

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.
- e. To apply the laws of beauty in home dress and all created forms.
- f. To live a beautiful life in this atmosphere.

Linear drawing is simply the analysis and synthesis of a form and involves thinking in direction and proportion.

Drawing or painting in light or shade requires ability to think definitely in directions and proportions of surfaces and in light and dark tones.

Painting in color requires, in addition to the above, ability to think in color tones, value, and intensities.

Design involves thinking in terms of beauty of line, mass and color, beauty, order, and harmony.

To this end this course in Art may do its full share in conserving our most precious gifts and developing farther our latent powers for peace, power and happiness.

The following courses are offered:

ART 21 AND 22: *Drawing I and II*. One semester four hours a week, with four hours laboratory.

This course is designed to meet the needs of high school students who have not had the equivalent of Drawing I and II, which are prerequisite to Senior Methods. See Drawing I and II under Secondary Course.

23 and 24. MECHANICAL DRAWING. Four hours, two semesters.

An elementary course, training the student in the use of the drawing instruments and in lettering, orthographic projections, working drawings, etc.

ART 25. *Senior Methods*. One semester, two hours a week.

This course concerns itself with ways and means of teaching art: The "how" to teach drawing, color, design, composition, and construction; the uniting of art with other subjects for their mutual 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.

ART 26: One semester, two hours a week.

House planning and decorating.

Mechanical drawing.

Color.

Design, constructive and applied.

This course is planned to meet the needs of students in the course in Domestic Art.

SECONDARY COURSE OF STUDY

The Secondary Course includes four years of work. It is arranged to meet the needs of students who have completed the eighth grade, and teachers holding a first-grade elementary certificate who wish to prepare themselves to meet the requirements of Section 104 of the New School Code. It also offers those students who are preparing for high school teaching an opportunity for observation and practice work.

FRESHMAN

First Semester

Literature I (2)
English I (2)
Algebra I (4)
Music I (2)
Biology A or
Physiography (4)
History (4) or
Latin (4) or
French (4)

Second Semester

Literature II (2)
English II (2)
Algebra II (4)
Music II (2)
Biology A or
Physiography (4)
History (4) or
Latin (4) or
French (4)

SOPHOMORE

First Semester

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

Second Semester

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

JUNIOR

First Semester

Literature V (2)
English V (2)
Chemistry I or
Physics I or
Agriculture I (4)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:

Second Semester

Literature VI (2)
English VI (2)
Chemistry II or
Physics II or
Agriculture II (4)
Domestic Art (girls) (2)
Manual Training (boys) (2)
Any two of the following:

History (4)
 Latin (4)
 Spanish (4)
 French (4)

History (4)
 Latin (4)
 Spanish (4)
 French (4)

SENIOR

First Semester

Literature VII (2)
 English VII (2)
 Any three of the following:
 Chemistry I or
 Physics I or
 Agriculture I (4)
 Latin (4)
 Spanish (4)
 French (4)
 Physiology (4)

Second Semester

Literature VIII (2)
 English VIII (2)
 Any three of the following:
 Chemistry II or
 Physics II or
 Agriculture II (4)
 Latin (4)
 Spanish (4)
 French (4)
 Algebra III (4)
 United States History (4)

To complete the Secondary Course, fifteen units are required, including:

| | |
|----------------------------------|---------|
| English..... | 4 units |
| American History and Civics..... | 1 unit |
| One Group..... | 3 units |
| Three Groups..... | 2 units |

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.

The figures in parentheses indicate the number of recitations a week.

Pupils must take subjects in the order in which they are given in the course.

SECONDARY COURSES OF INSTRUCTION

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. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH II: *Composition and Rhetoric*. See English I. 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. Four hours a week in laboratory, giving credit of two semester hours.

ENGLISH IV: *Composition and Rhetoric*. See 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*. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VI: *Composition and Rhetoric*. See English V. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VII: *Functional English*. A study of the sentence and its use, designed particularly for those preparing to teach in the grammar grades or the high school. Four hours a week in laboratory, giving a credit of two semester hours.

ENGLISH VIII: *Composition and Rhetoric*. Themes, written and oral, on topics from subjects in the curriculum or from current history. Four hours a week in laboratory, giving a credit of two semester hours.

LITERATURE

LITERATURE I: The class study consists of stories from the *Old Testament*, Longfellow's *Tales of a Wayside Inn*, and stories from the *Arabian Nights*. The student is acquainted with some familiar stories

which have a distinct literary value while at the same time they serve in the interpretation of customs and civilizations of long ago. Bits of valuable prose and poetry are frequently read to the class. The reading outside of class of one book a month on which each student makes a report, is required.

LITERATURE II: The class study consists principally of Kingsley's *Greek Heroes*, Macaulay's *Lays of Ancient Rome*, and stories of King Arthur, Robin Hood, Beowulf, and Siegfried. This is supplemented by legends of many National heroes, such as William Tell, Robert Bruce, Roland, Sohrab and Rustum, and Charlemagne. The aim here, as in Literature I, is the acquisition of a knowledge of this great treasure-house of stories, with their representations of the life of the Greeks, Romans, and mediaeval knights. Outside reading as in Literature I. A partial reading list required is DeFoe's *Robinson Crusoe*, Cooper's *The Deer Slayer* or *The Last of the Mohicans*, Scott's *Quentin Durward* or *Ivanhoe*, Stevenson's *Treasure Island*, Irving's *Sketch Book*.

LITERATURE III: The Short Story is studied in class. By means of the better known short stories, the student comes into intimate contact with a large number of masterpieces. A critical investigation and analysis is made of the various types of stories, discussions of which are based on the introduction, the plot, the purpose, climax, and style. Emphasis is laid on the fact that the modern short story as defined by Brander Matthews, is particularly a modern product differing widely from the tale. Outside reading as in Literature I.

LITERATURE IV: *David Copperfield* and *The Rise of Silas Lapham* are read in class as examples of the romance and novel. Class discussions are based chiefly on the development of character, advancement of plot, and the elements of and methods used in each type. The latter part of the semester's work is the essay, of which only a few of those most valuable to the student's needs are studied. Frequent assignments in significant current essays found in magazines are made. Outside reading as in Literature I. Partial reading list for Literature III and IV is as follows: Blackmore's *Lorna Doone*, Eliot's *Silas Marner*, Hawthorne's *Mosses from an Old Manse*, Tennyson's *Idylls of the King*, Clement's *Huckleberry Finn*, Reade's *The Cloister and the Hearth*, Shakespeare's *Merchant of Venice*.

LITERATURE V: *American Literature*. The course opens with a consideration of Freneau as a poet and satirist, and continues down through our literary history to Hawthorne. Historical detail is insisted upon in class when this seems particularly to have influenced style or thought or both. The following plan for general reading is found helpful and practical: The class is 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 in 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, furnishes matter both for particular study and for more intimate reading, under the immediate supervision of the teacher.

As a further aid in the general understanding of the subject under discussion, a complete bibliography of the authors as far as the College and City Libraries afford, both in books and magazines, is given to every pupil. These lists are secured by student committees. As an effort is made to stimulate library research by special and frequent appointment, the student is called upon to discuss for ten minutes some feature of his reading, the class taking notes. When the study of an author is concluded all students make specific reports on this phase of their work.

LITERATURE VI: *American Literature*. From Hawthorne to Lanier and a few living writers.

LITERATURE VII: *English Literature*. From Chaucer to Pope. The historical and literary elements are considered in such proportion as is, in the judgment of the teacher, best adapted to the needs of the class. Special attention is given to selections from Spenser's *Faerie Queene*, Dryden's *Palamon and Arcite*, and Pope's *Essay on Man*. Reading as in Literature V. The student is also expected to read Marlowe's *Tambourlane* and *Dr. Faustus*, Shakespeare's *As You Like It*, *Julius Caesar*, *Hamlet*, *Henry V*. Whipple's *Literature of the Age of Elizabeth*, Hazlitt's *Walton's Compleat Angler*, and Masterman's *Age of Milton*.

LITERATURE VIII: *English Literature*. From Pope to Browning. The student's attention is particularly directed to the development of the essay, the novel, and the drama. He should complete the course with at least a fair understanding of those eighteenth century tendencies that resulted in the "Romantic" literary freedom of the nineteenth. General and specific reading as in Literature V. Goldsmith's *Deserted Village*, Gray's *Elegy*, Carlyle's *Essay on Burns*, and a number of nineteenth century poems of a lighter grade receive special attention. Reading of the following is expected: Bronte's *Wuthering Heights*, Dickens's *Martin Chuzzlewit*, Scott's *Woodstock*, Dobson's *Eighteenth Century Vignettes*, Dowden's *French Revolution and English Literature*, Melville's *Victorian Novelists*.

LATIN

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

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

LATIN III. Caesar'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, and IV. Text: Bennett. Prose Composition: Bennett's *New Latin Composition*, Part II. Bennett's *Latin Grammar* is used in connection with the work in Courses III and IV.

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

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

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

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

SPANISH

SPANISH I. Grammar and translation with practice in pronunciation, composition and reading. Espinosa and Allen's *Spanish Grammar* and Fontaine's *Flores de Espana*.

SPANISH II. Grammar review, composition, conversation, reading and study of works selected from representative Spanish authors.

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 tests, 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 Reward*, 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*, Le Brite's *Mon Oncle et Mon Cure*, About's *La Mere de la Marquise*. Composition and conversation are based on the above tests. 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 Aulres*.

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 important problems of personal and public hygiene may be solved. Required of all students. Open to Sophomores and Freshmen. Text-book: *Civic Biology*, Hunter.

REVIEW 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 dissection 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.

AGRICULTURE

The following courses in Secondary Agriculture are meant to give teachers a thorough training for teaching Agriculture in rural elementary schools. These courses with the College courses in Agriculture which follow should give a good foundation for teachers of Agriculture in rural high schools. These courses will also be valuable for those who expect to be farmers or those who will be called upon to do work of club agents, garden supervisors, district supervisors, etc.

Marshall College is well equipped to do work in Agriculture. The College now owns a farm of twelve acres which is being put in shape and developed for a laboratory and for practical demonstrations. The College owns an automobile which is used to transport students taking Agriculture

to and from the College farm. All students taking work in Agriculture are required to do a certain amount of laboratory work on the farm.

COURSES IN AGRICULTURE

AGRICULTURE I: *Soils and Farm Crops*. Recitation four hours, laboratory two hours. First semester.

AGRICULTURE II: *Vegetable Gardening and Garden Supervision*. Recitation four hours, laboratory two hours. Second semester.

AGRICULTURE III: *Animal Husbandry*. Recitation four hours, laboratory two hours. First semester.

AGRICULTURE IV: *Orchard Fruits and Small Fruits*. Recitation four hours, laboratory two hours. Second semester.

AGRICULTURE A. In addition to the above courses, there is offered a general course in Agriculture for the benefit of spring term students.

THEORY AND ART

THEORY AND ART A. A general course for elementary teachers who have not completed their secondary work. This course is planned especially for spring and summer term students. The text used is that prescribed by the Department of Schools.

GEOGRAPHY

PHYSIOGRAPHY I. For first year students. Four periods a 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 economical 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. Laboratory fee, \$1. Text: Salisbury-Barrow-Tower, *Modern Geography*.

PHYSICS

The course in Physics I and II consist 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 thirty-five to forty 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, two hours a week. Open to all students who have had Geometry II. This course takes up the study of the metric systems, 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: Gorton's *High School 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-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 SCIENCE, PHYSICS

First semester. Four credit hours.

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 prerequisite.

CHEMISTRY

CHEMISTRY I. First semester. Four credit hours a week. Prerequisite, Algebra II.

(a) Lecture and recitation two hours a week.

(b) Laboratory two periods of two hours each.

Fee, \$3.

CHEMISTRY II. Second semester. Four credit hours a week. Pre-requisite, Chemistry I.

- (a) Lecture and recitation two hours a week.
- (b) Laboratory two periods of two hours each a week.

Fee, \$3.

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. The 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.

HOUSEHOLD SCIENCE, CHEMISTRY

Second semester. Four credit hours.

- (a) Lecture and recitation two hours a week.
- (b) Laboratory two periods two hours each, a week.

Fee, \$3.

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.) Demonstrations 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

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. Texts: Webster's *Early European Civilization*, Part I, and Maclear's *Old Testament History*.

HISTORY II: *Mediaeval History.* The principal topics treated in this course are as follows: German Invasions; Christianity and Mohammedanism; Empire of Charlemagne; Feudalism; Mediaeval Church; Towns and Trade; Rise of the Nations; Renaissance; Reformation; Religious Wars; Social and Scientific Changes. Text: Webster's *Early European Civilization*, Part II.

HISTORY III: *Modern History A.* The first part of this course is given up to a discussion of the old regime in Europe with special reference to conditions in France in 1789, while the remainder is devoted to a rather complete account of the French Revolution and its influence on the other nations of Europe. Text: Hazen's *Modern European History*, (Chapters I-XVII, inclusive.)

HISTORY IV: *Modern History B.* A study of the development of Europe since 1850 along social, economic and political lines with special attention to the events leading up to the world war of 1914. Text: Hazen's *Modern European History*, (Chapters XXII-XXXVIII, inclusive.)

HISTORY V: *English History.* This is a general course in English History, but 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.* This course includes 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. Text: Hart's *New American History*.

CIVICS: An analysis of the underlying principles, organization, and operation of our government, and a study of the duties and responsibilities of good citizenship. Text: Forman's *Advanced Civics*.

RURAL SOCIOLOGY. This course includes a comprehensive study of rural problems and proposals for the solution of same. Text: Gillette's *Constructive Rural Sociology*.

DRAWING

DRAWING I: *Free-Hand Drawing*. The primary elements of free-hand drawing as applied to nature, plants, flowers, hemispherical and cylindrical forms, singly and in groups, light, shade, and color. Class work two hours a week, laboratory work two hours a week, giving credit of two semester hours.

DRAWING II: *Free-Hand Drawing*. Free-hand drawing as applied to square forms involving convergence and linear and areal perspective. Elementary construction and applied design. Color harmony. Class work two hours a week, laboratory work two hours a week, giving a credit of two semester hours.

DOMESTIC ART I AND II

This course includes—

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.

Fee, \$1.

DOMESTIC SCIENCE I AND II

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, Bread, 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.

Texts: Library readings, government bulletins.

SCHOOL MUSIC

FRESHMAN MUSIC. This course provides instruction in the elements of Music, and aims to develop an appreciation of and love for this art. The following topics are taken up: Ear training, scale drill, notation, sight singing, and rhythm—introducing the various problems of time and melody—correct use of the voice, the learning of songs we all should know, and, with the aid of the Victrola, a study of some of the world's greatest music and musicians.

GLEE CLUBS. Musical culture and training in chorus work in boys' glee clubs and girls' glee clubs. This work is for those who are interested in doing outside work in music.

MANUAL TRAINING

MANUAL TRAINING I AND II: *Elementary Benchwork in Wood.* The aim of this course is to teach the fundamentals of elementary woodwork, and by the study and making of a series of exercises and models to show the most important tool processes and the most common forms of construction used by the woodworker.

The exercises have been carefully selected. The models were chosen from a long list of useful articles of simple form and construction.

The sharpening of tools and a study of materials are dealt with as the work progresses. Lectures and shop talks form an important part of the course.

Reference reading is required in addition to the regular shop work, and both written and oral quizzes are given from time to time.

Simple working drawings are made by each student for each exercise or model, and sufficient notes and helps are given out in typewritten form to complete the work.

The value and meaning of Manual Training is explained in a series of lectures.

In order to carry on the work in this course to the best advantage, a student should have had at least one semester's work in Elementary Mechanical Drawing.

Two hours for each semester.

OUTLINE

- I. Study of Tools in Common Use.
 1. Care and Sharpening of Those Having Edges.
 2. Uses and Effects of Abrasives, Emery, Corundum, Carborundum, and Whetstones.
 3. Cutting, Planing, and Sawing. Twenty-five exercises.
- II. Study of Joints Most Commonly Used; Their Application.
- III. Working Drawings and Their Uses; Blue Prints, Their Preparation and Reading.
- IV. Woods.
 1. Strength, Texture, Specific Gravity.
 2. The Common Woods, Where Found and Their Uses.
 3. Plain and Quarter-Sawed Oak.
 4. Shrinking, Swelling, Warping, and Twisting; Their Causes.
 5. Dry Kilns and Air-Dried Lumber.
- V. Methods of Fastening.
 1. Gluing.
 - a. Use of Glue in Wood-Working.
 - b. Kinds of Glue and Methods of Using.
 - c. Experiments on Strength of Glued Joints.
 - d. Application of Pressure—Clamps, Handscrews, Wedges.
 2. Other Methods, such as Use of Splices, Keys, Dowels, Screws, Nails, etc.

Manual Training is also offered to boys in the sixth, seventh, and eighth grades in the Training School. This work is done two afternoons of each week, and is regarded as an essential part of the grade work.

MUSIC

This department offers instruction in the following subjects:

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

1. PIANO

In Piano three courses of study are offered, one leading to a teacher's certificate at the completion of the work of the Junior year, and a second one 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 studies selected must be worked up to the tempo indicated by the metronome mark. Another course based on the Progressive Series of Piano Lessons will be given to those who desire to take it. This course, which includes Theory of Music, Harmony, History of Music, Piano Playing, and Interpretation, is edited by such men as Godowsky, Josef Hofman, and Edgar Stillman Kelly.

For the sake of convenience the first two courses are divided into five years, but it should be understood that it does not necessarily follow that a student will complete the work in this length of time. As a matter of fact, it often takes considerably longer.

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.
LeCouppéy'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 Mendlessohn, Chopin, Beethoven, Schytte, etc.

Selected Compositions.

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, List, 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.

CERTIFICATES AND DIPLOMAS

a. Academic Requirements

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

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

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

1. English III.
2. English IV.
3. French, *one year*.

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 attend a Teachers' Training Class under the supervision of the Director of Music. They must also be able to play at least one given piece studied without the aid of the instructor.

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..... | Beethoven |
| 2. Capriccio in B Minor | Brahms |
| 3. Staccato Etude in C | Rubenstein |
| 4. Berceuse | Chopin |
| 5. The March Wind | MacDowell |
| 6. Le Cathedrale Engloutie | Debussy |
| 7. Scherzo in C Sharp Minor | Chopin |
| 8. Dance of the Elves | Sapellnikoff |
| 9. La Campanella | Liszt |

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.

Each student who takes music pays an enrollment fee of \$3 a year in addition to the regular tuition of the music department.

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, one Knabe Grand Piano, and one Clavier. 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.

4. VOICE

COURSE OF STUDY

FIRST YEAR

Placing of tones.

Studies from best English, French and Italian composers.

English ballads.

Elements of Church Music.

SECOND YEAR

Studies from the best composers.

Songs by modern composers.

Church music.

THIRD YEAR

Studies from the best composers.

Oratoria and opera.

Songs by classical composers.

SPECIAL EXAMINATIONS

(Applicable to Secondary Work Only)

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

All candidates for special examinations must present their claims for the privilege of taking such examinations to their class officers, who will investigate each case and will report their decisions to the Examination Committee, and to the candidates, that they may know whether to report for examination. 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.

The fee charged for special examination is \$1 for each subject upon which the candidate tries the examination. This fee is paid in advance to the the Secretary and a receipt presented to Mr. R. J. Largent, Chairman of the Committee on Special Examinations.

STUDENTS

SENIOR NORMAL

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|---------------------------------|--------------------|-----------------|
| Burns, Frances..... | Huntington..... | Cabell |
| Carter, Gladys..... | Huntington..... | Cabell |
| Crotty, Iva Holt..... | Huntington..... | Cabell |
| Dudley, Mary Clare Chaffin..... | Huntington..... | Cabell |
| Dye, Esther Heloise..... | Parkersburg..... | Wood |
| Evans, Anna Lee..... | Ceredo..... | Wayne |
| Gerlach, Roma Helen..... | Milton..... | Cabell |
| Hammat, Mary Elizabeth..... | Parkersburg..... | Wood |
| Hinchee, Hazel..... | Bluefield..... | Mercer |
| Hoyleman, Mary Virginia..... | Pickaway..... | Monroe |
| Kline, Carrie Blanche..... | Milton..... | Cabell |
| Lear, Annie..... | Spartanburg..... | Spartanb'g,S.C. |
| McCoy, Beatrice..... | Shinglehouse..... | Potter, Pa. |
| Pierpont, Cordelia..... | Harrisville..... | Ritchie |
| Rickmon, Goldie Frances..... | Bramwell..... | Mercer |
| Riffle, Lucile Chambers..... | Huntington..... | Cabell |
| Saunders, Anna..... | Charleston..... | Kanawha |
| Shein, Anna Lloyd..... | Huntington..... | Cabell |
| Simms, Ruth Marie..... | Crown City..... | Gallia, Ohio |
| Stevens, Allene Killgore..... | Huntington..... | Cabell |
| Strohmeier, Elise Coyle..... | Matewan..... | Mingo |

SENIOR ACADEMIC

| | | |
|-------------------------------------|-----------------|--------|
| Cavendish, Marguerite Alderson..... | Huntington..... | Cabell |
| Eckard, Gary..... | Letart..... | Mason |
| Field, Helen Preston..... | Huntington..... | Cabell |
| Harrison, Mary Ruth..... | Huntington..... | Cabell |
| Hoff, Rosalind Wilson..... | Huntington..... | Cabell |

JUNIOR NORMAL AND ACADEMIC

| | | |
|----------------------------|-----------------|------------|
| Anderson, Packie..... | Beckley..... | Raleigh |
| Baker, Reba H..... | Logan..... | Logan |
| Ball, Martha Prudence..... | Locust..... | Pocohontas |
| Bolin, Adrion..... | Huntington..... | Cabell |
| Boone, Myrtle..... | Ronceverte..... | Greenbrier |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|---------------------------------|--------------------|---------------|
| Brown, Helen..... | Oakland..... | Alameda, Cal. |
| Carter, Gladys..... | Huntington..... | Cabell |
| Chambers, Inez Lavalette..... | Huntington..... | Cabell |
| Cook, Eula Vesta..... | Huntington..... | Cabell |
| Culross, Martha..... | Williamson..... | Mingo |
| Day, Hugh Melvin..... | Huntington..... | Cabell |
| Dixon, Evelyn A..... | Huntington..... | Cabell |
| Duncan, Perry M..... | Huntington..... | Cabell |
| Durea, Mervin Arnold..... | Huntington..... | Cabell |
| Eaton, Mary Evelyn..... | Proctorville..... | Lawrence, O. |
| Egri, Olga..... | Huntington..... | Cabell |
| Fisher, Sara Imogene..... | Catlettsburg..... | Boyd, Ky. |
| Francis, Stella Elizabeth..... | Huntington..... | Cabell |
| Frasure, William Newton..... | Ceredo..... | Wayne |
| Garland, Blanche Lulu..... | Huntington..... | Cabell |
| Gerlach, Marguerite Stuart..... | Huntington..... | Cabell |
| Gilmore, Arthur Louis..... | Huntington..... | Cabell |
| Goodman, Jerome R..... | Huntington..... | Cabell |
| Hoff, Virginia Elizabeth..... | Huntington..... | Cabell |
| Honaker, Leona Mae..... | Alderson..... | Monroe |
| Isensee, Gayle..... | Huntington..... | Cabell |
| Isensee, Ruth..... | Huntington..... | Cabell |
| Johnston, Helen..... | Huntington..... | Cabell |
| Kiser, Ruby F..... | Huntington..... | Cabell |
| Lewis, Mary E..... | Huntington..... | Cabell |
| McCurdy, Lillian Fordyce..... | Green Bottom..... | Cabell |
| Maier, Lucile..... | Huntington..... | Cabell |
| Martin, Ruth Myers..... | Proctorville..... | Lawrence, O. |
| Milam, Pauline Catharine..... | Clendenin..... | Kanawha |
| Miller, Glenna Hope..... | Sinks Grove..... | Monroe |
| Mitchell, Cullous..... | Huntington..... | Cabell |
| Moorehouse, Leona..... | Huntington..... | Cabell |
| Morris, Alma..... | Bluefield..... | Mercer |
| Myers, Charles..... | Huntington..... | Cabell |
| Newcomb, Alta..... | Huntington..... | Cabell |
| Patterson, James Lester..... | Huntington..... | Cabell |
| Perry, Vida Lee..... | Milton..... | Cabell |
| Pharr, Mary Lillian..... | Gap Mills..... | Monroe |
| Rawlings, Charles M..... | Wymore..... | Gage, Neb. |
| Reich, Jacob Jerome..... | Huntington..... | Cabell |
| Roberts, Roy Pierce..... | Milton..... | Cabell |
| Roush, Jeva Marie..... | Huntington..... | Cabell |
| Schulze, George Frederick..... | Huntington..... | Cabell |
| Scullin, Blanche R..... | Parkersburg..... | Wood |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|------------------------------|--------------------|---------------|
| Sowards, Erville Ellis..... | Hurricane..... | Putnam |
| Steed, Beatrice Edna..... | Ansted..... | Fayette |
| Todd, Lucile..... | Huntington..... | Cabell |
| Weller, Julia Elizabeth..... | Huntington..... | Cabell |
| Wilson, Rachel Esther..... | Huntington..... | Cabell |
| Wood, N. Coultice..... | Kenova..... | Wayne |
| Workman, Virginia Mary..... | Huntington..... | Cabell |
| York, Bromley..... | Huntington..... | Cabell |

SENIOR MUSIC

| | | |
|-----------------------------|-----------------|--------|
| Carter, Elizabeth Ware..... | Huntington..... | Cabell |
|-----------------------------|-----------------|--------|

SENIOR SECONDARY

| | | |
|------------------------------------|-------------------|------------|
| Blalock, Ina Marie..... | Huntington..... | Cabell |
| Booth, Alex Edward..... | Kenova..... | Wayne |
| Bunn, Elsie..... | Huntington..... | Cabell |
| Burt, Margaret Miles..... | Huntington..... | Cabell |
| Carter, Elizabeth Ware..... | Huntington..... | Cabell |
| Chambers, Harry Donovan..... | Dameron..... | Raleigh |
| Davidson, Vivian Rice..... | Huntington..... | Cabell |
| Davis, Lillian Virginia..... | Huntington..... | Cabell |
| Echols, Helen Virginia..... | Alderson..... | Greenbrier |
| Frye, Leona Pauline..... | Glen White..... | Raleigh |
| Haptonstall, Mildred Kathryne..... | Fayetteville..... | Fayette |
| Herold, Elizabeth Belle..... | Huntersville..... | Pocahontas |
| Jenkins, Donald Morgan..... | Hartford..... | Mason |
| Juhling, Florence Emelyn..... | Hartford..... | Mason |
| Kessel, Lora..... | Ripley..... | Jackson |
| Kessel, Velma..... | Ripley..... | Jackson |
| Meade, Elena Wilma..... | Stonecoal..... | Wayne |
| Meyer, Carl Edwin..... | Kenova..... | Wayne |
| Miller, Gulie..... | Huntington..... | Cabell |
| Miller, Margaret Albright..... | Huntington..... | Cabell |
| Mytinger, Elizabeth Jennings..... | Rainelle..... | Greenbrier |
| Patton, Jessie..... | Gap Mills..... | Monroe |
| Smales, Robert Marcellus..... | Jodie..... | Fayette |
| Stafford, Mabel Evelyn..... | Huntington..... | Cabell |
| Taylor, Kenton..... | Walton..... | Roane |
| Toney, Belva Irene..... | Huntington..... | Cabell |
| Whitney, Silas Pembroke..... | Walton..... | Roane |
| Yates, Walter Benton..... | Huntington..... | Cabell |
| Yoho, Roxana Elizabeth..... | Woodlands..... | Marshall |

SHORT COURSE

| | | |
|-----------------------------|--------------|---------|
| Anderson, Hannah Marie..... | Beckley..... | Raleigh |
|-----------------------------|--------------|---------|

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|------------------------------------|----------------------|---------------|
| Atkinson, Dora Ethel..... | White Sul. Spgs..... | Greenbrier |
| Callaway, Lucy Marlowe..... | Winchester..... | Clark, Ky. |
| Crum, Virginia..... | Cottageville..... | Jackson |
| Haynes, Mamie Alderson..... | Alderson..... | Greenbrier |
| Wade, Gladys Tensie..... | Berea..... | Ritchie |
| Werkheiser, Katherine Marjorie.... | Alderson..... | Monroe |

JUNIOR, SOPHOMORE AND FRESHMAN SECONDARY

| | | |
|--------------------------------|---------------------|--------------|
| Adams, Susie..... | Raven's Eye..... | Fayette |
| Anderson, Mrs. Lou..... | Huntington..... | Cabell |
| Asbury, Pauline A..... | Dunlow..... | Wayne |
| Bailey, Nash..... | Oceana..... | Wyoming |
| Ball, Ira C..... | Jeffrey..... | Boone |
| Bass, Hortense..... | Huntington..... | Cabell |
| Belt, Beryl Gretchen..... | Parkersburg..... | Wood |
| Belt, Eva..... | Parkersburg..... | Wood |
| Berry, Ruth..... | Huntington..... | Cabell |
| Biggs, George..... | Huntington..... | Cabell |
| Biggs, Mrs. S. G..... | Huntington..... | Cabell |
| Black, Aquilla..... | Branchland..... | Lincoln |
| Blaine, Elsie James..... | Hogsett..... | Mason |
| Blaine, Franklin Elsworth..... | Point Pleasant..... | Mason |
| Bockway, Beulah..... | Huntington..... | Cabell |
| Bonar, Martha..... | Belleville..... | Wood |
| Boylen, Harold Carl..... | Jane Lew..... | Lewis |
| Braley, Emerald Bliss..... | Proctorville..... | Lawrence, O. |
| Brammer, Lottie M..... | South Point..... | Lawrence, O. |
| Brewer, Walter Edward..... | Huntington..... | Cabell |
| Brinker, Robert D..... | Letart..... | Mason |
| Browning, Ernest E..... | Greenview..... | Boone |
| Bryan, Aubrey P..... | Huntington..... | Cabell |
| Bunn, Elsie Lillie..... | Martha..... | Cabell |
| Burcham, Chloe..... | Ceredo..... | Wayne |
| Burcham, Viola..... | Ceredo..... | Wayne |
| Burns, Orin..... | Huntington..... | Cabell |
| Burt, Marian Bradner..... | Westmoreland..... | Wayne |
| Butler, Harry..... | Glenwood..... | Mason |
| Carson, Asa..... | LeSage..... | Cabell |
| Carter, Anna Lewis..... | Charleston..... | Kanawha |
| Carter, Imogene..... | Huntington..... | Cabell |
| Carter, Terlie Aileen..... | Hogsett..... | Mason |
| Chambers, Esther Pearl..... | Lake..... | Logan |
| Christian, Walter Verlin..... | Gilbert..... | Mingo |
| Clark, Irene..... | LeSage..... | Cabell |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|--------------------------|--------------------|---------------|
| Cobb, Carleton Roger | Mercer's Bottom | Mason |
| Cobb, Cleo Ross | Mercer's Bottom | Mason |
| Coleman, Nelle Blanche | War Eagle | Mingo |
| Connell, Mrs. Evelyn | Huntington | Cabell |
| Copen, Clarence Etzel | Huntington | Cabell |
| Cox, Dorothea R. | Huntington | Cabell |
| Crum, Clara Virginia | Cottageville | Jackson |
| Cyrus, Virginia | Wayne | Wayne |
| Dailey, Walter Herbert | Ona | Cabell |
| Daniel, Thelma Fitzhugh | Proctorville | Lawrence, O. |
| Daugherty, Tom Gilbert | Huntington | Cabell |
| Davis, Esther | Elizabeth | Wirt |
| Dickerson, Allie | Raven's Eye | Fayette |
| Dickerson, Mabelle Ethel | Raven's Eye | Fayette |
| Dickerson, Thelma Mae | Raven's Eye | Fayette |
| Dickey, Katherine Ward | Huntington | Cabell |
| Dixon, Eloise | Huntington | Cabell |
| Drown, Avis Mabel | Huntington | Cabell |
| Dudding, Osa Sarah | Fry | Kanawha |
| Dudley, Lottie Estelle | Huntington | Cabell |
| DuVall, Flavia L. | Huntington | Cabell |
| Earl, Jesse A. | Huntington | Cabell |
| Echols, Jesse M. | Danville | Boone |
| Egerton, Imogene Ariel | Huntington | Cabell |
| Ellis, Marguerite | Huntington | Cabell |
| Epling, Mille | Itmann | Wyoming |
| Evans, James Carlos | Kermit | Mingo |
| Eye, Caleñ Lec | New | Raleigh |
| Falwell, Elsie Virginia | Kenova | Wayne |
| Falwell, Mary Lois | Kenova | Wayne |
| Fawcett, Daisy Olive | Huntington | Cabell |
| Ferguson, Mary Magdalene | Kenova | Wayne |
| Ferrell, Lula | Manila | Logan |
| Fleming, Thomas Mann | Lundale | Logan |
| Frale, Bessie | Huntington | Cabell |
| Franklin, Edith V. | Woodland | Marshall |
| Franklin, Eva Von | Woodland | Marshall |
| Franklin, Ruby | Poca | Kanawha |
| Frazier, A. Elwood | Frazier's Bottom | Putnam |
| Frazier, Leland Lawson | Huntington | Cabell |
| Frazier, Virginia Ardath | Huntington | Cabell |
| Frick, Mrs. Margaret S. | Huntington | Cabell |
| Frye, Leona | Glen White | Raleigh |
| Graves, Virginia Mather | Huntington | Cabell |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|--------------------------------|--------------------|----------------|
| Greenslait, Margaret Elizabeth | Kenova | Wayne |
| Grimes, Beulah May | LeSage | Cabell |
| Gwinn, Caroline A. | Huntington | Cabell |
| Hainor, John Brock | Huntington | Cabell |
| Hale, Garnett | Logan | Logan |
| Hall, Carline Margaret | Huntington | Cabell |
| Hanger, Thelma Elizabeth | Fort Spring | Greenbrier |
| Hardin, Charline | Kenova | Wayne |
| Harris, Julia Leah | Garretts Bend | Lincoln |
| Hartley, Fern Mae | Huntington | Cabell |
| Harwood, Ivan | Huntington | Cabell |
| Hatfield, Garnette Rose | Coal Bloom | Boone |
| Hatfield, Hazel | Huntington | Cabell |
| Hatfield, William Wirt | Ceredo | Wayne |
| Hawkins, Elinore D. | Huntington | Cabell |
| Hayes, Gladys | Barboursville | Mingo |
| Haynes, Ella Wayne | Huntington | Cabell |
| Heller, Edward Jacob | Huntington | Cabell |
| Henry, Pauline | Springdale | Fayette |
| Herold, Reta Lillian | Huntersville | Pocahontas |
| Hite, Mary | Huntington | Cabell |
| Holland, Thelma | Chesapeake | Lawrence, O. |
| Honaker, Ray | Scarbro | Fayette |
| Honaker, Wilbur J. | Kingston | Fayette |
| Houchins, Maye | Lerona | Mercer |
| Humphreys, Lula May | Huntington | Cabell |
| Irwin, Audrey | Merrimac | Mingo |
| Irwin, Ellen Marie | Merrimac | Mingo |
| Jefferson, Louise Icie | LeSage | Cabell |
| Jeffrey, Linville | Jeffrey | Boone |
| Jones, Louise Estelle | Pressmen's Home | Hawkins, Tenn. |
| Jones, Wilda Orvilla | Hookstown | Beaver, Pa. |
| Jordan, Emory Vinton | Charleston | Kanawha |
| Jordan, Randolph S. | Frazier's Bottom | Putamn |
| Keeney, Frances | Charleston | Kanawha |
| Kennedy, Grant | Hinch | Mingo |
| Kenney, Cal | Clifty | Fayette |
| Kincaid, Winnie Maud | Page | Fayette |
| Kitchen, Flora Helen | Huntington | Cabell |
| Lambert, Raymond Johnson | Kenova | Wayne |
| Lester, Gustava | Fort Gay | Wayne |
| Lovett, Ruth S. | Hurricane | Putamn |
| Loy, Preston A. | Kirby | Hampshire |
| McClure, Homer | Cabin Creek | Kanawha |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|-----------------------------|--------------------|---------------|
| McClintock, Mrs. Rose | Huntington | Cabell |
| McCullough, Bernard | Mole Hill | Ritchie |
| McDermott, Elizabeth Esta | Huntington | Cabell |
| Macdonald, Donald | Huntington | Cabell |
| McMillion, Lacy Clayton | Julia | Greenbrier |
| Madden, Tom Wesley | Huntington | Cabell |
| Meador, Oneida Florence | Beckley | Raleigh |
| Meadows, Grace Beulah | Ashton | Mason |
| Meadows, Vashti | Ashton | Mason |
| Melrose, Sadia Davison | Huntington | Cabell |
| Messer, Shirlie | Dingess | Mingo |
| Meyer, Carl Edwin | Bluefield | Mercer |
| Midkiff, Evelyn | Marmet | Kanawha |
| Miller, Clyde Rexford | LeSage | Cabell |
| Miller, Everett Lorenza | Huntington | Cabell |
| Miller, Josephine | Huntington | Cabell |
| Miller, Loren Emmett | LeSage | Cabell |
| Moore, Elizabeth | Pomeroy | Meigs, O. |
| Moran, Elva | Ceredo | Wayne |
| Mynes, Carl Sheridan | Huntington | Cabell |
| Nash, Mary Ethel | Huntington | Cabell |
| Nunemaker, Florence Ruth | Huntington | Cabell |
| Osborne, Mary Poague | Union | Monroe |
| Pack, Flora | Jodie | Fayette |
| Parkins, Pansy Celeste | Culloden | Cabell |
| Paul, Charles Benjamin | Huntington | Cabell |
| Pauley, Georgia Gladys | Woodville | Lincoln |
| Percival, John Goff | Kenova | Wayne |
| Phipps, Edith Rothwell | Fayetteville | Fayette |
| Pickering, Margaret D. | Rainelle | Greenbrier |
| Plummer, Ray | Huntington | Cabell |
| Porter, Gobel | Kenova | Wayne |
| Plymale, Florence | Shoals | Wayne |
| Porter, Mary Belle | Huntington | Cabell |
| Porter, William Jennings | East Lynn | Wayne |
| Pringle, Eva Bell | Huntington | Cabell |
| Pyles, Fred | Huntington | Cabell |
| Queen, Virginia | Huntington | Cabell |
| Quesenberry, Mary Elizabeth | Huntington | Cabell |
| Quesenberry, Sylvia Irene | Huntington | Cabell |
| Renner, Antonette Austin | Huntington | Cabell |
| Reynolds, Calvin R. | Hurricane | Putnam |
| Rice, Mamie Evelyn | Hurricane | Putnam |
| Richmond, Gertrude | Pluto | Raleigh |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|--------------------------------|---------------------|---------------|
| Ridenour, Donna Daphne..... | Huntington..... | Cabell |
| Robinette, Mike J..... | Fort Gay..... | Wayne |
| Rollyson, Audrey Evelyn..... | Seth..... | Boone |
| Sagraves, H. H..... | Welch..... | McDowell |
| Sansom, Frankie..... | Huntington..... | Cabell |
| Sansom, Ona..... | Huntington..... | Cabell |
| Saunders, Mollie Vergie..... | Lake..... | Logan |
| Sayre, Harold..... | Huntington..... | Cabell |
| Schlossberg, Austin..... | Huntington..... | Cabell |
| Schlossberg, Gizella..... | Huntington..... | Cabell |
| Sheets, James Lewis..... | Pliny..... | Putnam |
| Shannon, Blanche..... | Prichard..... | Wayne |
| Shepard, Ada..... | Griffithsville..... | Lincoln |
| Shingleton, Paul Cyrus..... | Kenova..... | Wayne |
| Sikes, Thomas Mathers..... | Huntington..... | Cabell |
| Sowards, Clyde Curtis..... | Hurricane..... | Putnam |
| Sowards, Elsie Irene..... | Hurricane..... | Putnam |
| Sowards, Thelma..... | Culloden..... | Putnam |
| Stafford, Mabel Evelyn..... | Huntington..... | Cabell |
| Starkey, Florence Wilma..... | Glenwood..... | Mason |
| Starkey, Velma Iris..... | Glenwood..... | Mason |
| Stevens, Allene Killgore..... | Huntington..... | Cabell |
| Stowers, Rebel Elizabeth..... | Garrett's Bend..... | Lincoln |
| Strohmeier, Ruth Wilhelma..... | Matewan..... | Mingo |
| Sutphin, Grace..... | Seth..... | Boone |
| Sweeney, Lillian Alta..... | Waverly..... | Wood |
| Tabor, Elizabeth M..... | East Lynn..... | Wayne |
| Tabor, Omar..... | Marigold..... | Lincoln |
| Taylor, Hallie Albert..... | Dunmore..... | Pocahontas |
| Taylor, Ruth Alyene..... | Huntington..... | Cabell |
| Taylor, Zama..... | Walton..... | Roane |
| VanAtta, Velma May..... | Huntington..... | Cabell |
| Varney, Goldie Marie..... | Logan..... | Logan |
| Verlander, Nancy Louise..... | Huntington..... | Cabell |
| Wagner, Hattie May..... | Huntington..... | Cabell |
| Walker, Everett F..... | Wayne..... | Wayne |
| Walker, Taylor Everett..... | Hunt..... | Kanawha |
| Wallace, Helen Elizabeth..... | Huntington..... | Cabell |
| Wallis, Helen May..... | Apple Grove..... | Mason |
| Walls, Ted..... | War Eagle..... | Mingo |
| Ward, Opal..... | Herbert..... | Wayne |
| Watkins Frank..... | Organ Cave..... | Greenbrier |
| Watts, Marjorie Marie..... | Stover..... | Raleigh |
| Wellman, Eliza..... | Fort Gay..... | Wayne |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|-------------------------|--------------------|---------------|
| Wexler, Ruth | Ceredo | Wayne |
| White, Hattie | Seth | Boone |
| Wilkerson, Edith Elaine | Alkol | Lincoln |
| Williams, Russell I. | Glenwood | Mason |
| Wilmoth, Floyd | Montrose | Randolph |
| Wilson, Dolly Martha | Ceredo | Wayne |
| Wilson, Harry Ruffner | Fort Spring | Greenbrier |
| Wilson, Mary Lenore | Huntington | Cabell |
| Wise, Emma | Glenwood | Mason |
| Wood, Emma Anna | St. Albans | Kanawha |
| Zeller, Margaret Lucile | Huntington | Cabell |
| Zeller, Sylvia | Huntington | Cabell |

PIANO

| | | |
|--------------------------------|--------------|------------------|
| Barney, Mabel | Huntington | Cabell |
| *Belt, Beryl | Parkersburg | Wood |
| *Belt, Eva | Parkersburg | Wood |
| *Bonar, Martha | Belleville | Wood |
| Brewer, Gladys A. | Huntington | Cabell |
| *Browne, Dorothy Helen | Oakland | Alameda, Cal. |
| *Carter, Anna Lewis | Charleston | Wood |
| Carter, Imogene | Huntington | Cabell |
| Cavanaugh, Lois Wilma | Salem | Washington, Ind. |
| Chambers, Nan | Huntington | Cabell |
| Claypool, Gertrude Blanche | Charleston | Kanawha |
| Conally, Gertrude | Huntington | Cabell |
| Conner, Frances | Huntington | Cabell |
| Copley, Amy | Warfield | Martin, Ky. |
| *Davis, Lillian | Huntington | Cabell |
| Davis, Nellie | Huntington | Cabell |
| *Dickerson, Thelma | Raven's Eye | Fayette |
| *Dickey, Katherine Ward | Huntington | Cabell |
| *Dickson, Eloise | Huntington | Cabell |
| Dudding, Lola | Huntington | Cabell |
| *Egri, Olga | Huntington | Cabell |
| *Ellis, Marguerite | Huntington | Cabell |
| *Epling, Mellie | Itmann | Wyoming |
| *Ferguson, Mary | Kenova | Wayne |
| Fitch, Genevieve | Huntington | Cabell |
| Fox, St. Elmo | Huntington | Cabell |
| Glick, Teddie | Huntington | Cabell |
| *Goodman, Jerome | Huntington | Cabell |
| Hagen, Eleanor | Huntington | Cabell |
| *Haptonstall, Mildred Kathryne | Fayetteville | Fayette |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|---------------------------------|--------------------|---------------|
| *Hatfield, Hazel..... | Huntington..... | Cabell |
| Heck, Clodine..... | Huntington..... | Cabell |
| Henaman, Sarah Leolia..... | Huntington..... | Cabell |
| *Harold, Elizabeth..... | Huntersville..... | Pocahontas |
| *Herold, Reta Lillian..... | Huntersville..... | Pocahontas |
| *Hoff, Rosalind..... | Huntington..... | Cabell |
| Homrich, Celeste..... | Huntington..... | Cabell |
| *Humphreys, Lula May..... | Huntington..... | Cabell |
| *Juhling, Florence..... | Hartford..... | Mason |
| Kitchen, Flora Helen..... | Huntington..... | Cabell |
| Lambert, Cecil..... | Huntington..... | Cabell |
| Lewis, Katherine..... | Huntington..... | Cabell |
| *Milam, Pauline Catharine..... | Clendenin..... | Kanawha |
| Miller, Janet..... | Huntington..... | Cabell |
| Minter, Dorothy..... | Huntington..... | Cabell |
| *Nash, Mary Ethel..... | Huntington..... | Cabell |
| *Nunemaker, Florence Ruth..... | Huntington..... | Cabell |
| Schweitzer, Alice..... | Huntington..... | Cabell |
| *Sowards, Thelma..... | Culloden..... | Putnam |
| *Stafford, Mabel Evelyn..... | Huntington..... | Cabell |
| Stark, Jessie..... | Huntington..... | Cabell |
| *Starkey, Florence Wilma..... | Glenwood..... | Mason |
| Stevenson, Genevieve..... | Huntington..... | Cabell |
| *Strohmeier, Ruth Wilhelma..... | Matewan..... | Mingo |
| Swann, Mary A..... | Huntington..... | Cabell |
| *Varney, Goldie Marie..... | Logan..... | Logan |
| *Verlander, Nancy..... | Huntington..... | Cabell |
| *Wallace, Helen Elizabeth..... | Huntington..... | Cabell |
| Weider, George..... | Huntington..... | Cabell |
| *Wright, Sallie..... | Huntington..... | Cabell |

* Enrolled in other departments.

SUMMER TERM

| | | |
|----------------------------------|--------------------|------------|
| *Adams, Mae..... | Ravenswood..... | Jackson |
| Adams, Susie..... | Raven's Eye..... | Fayette |
| *Adkins, George..... | Huntington..... | Cabell |
| Anderson, Marie..... | Beckley..... | Raleigh |
| Asbury, Pauline Artensie..... | Dunlow..... | Wayne |
| *Baldridge, Sadie Elizabeth..... | South Webster..... | Sciota, O. |
| Berry, Ruth Helen..... | Huntington..... | Cabell |
| *Blake, Cleo..... | Oak Hill..... | Fayette |
| Blalock, Ina Marie..... | Huntington..... | Cabell |
| *Boggs, Gladys Holt..... | Big Otter..... | Clay |
| *Bourne, Helen Onesta..... | Bluefield..... | Mercer |

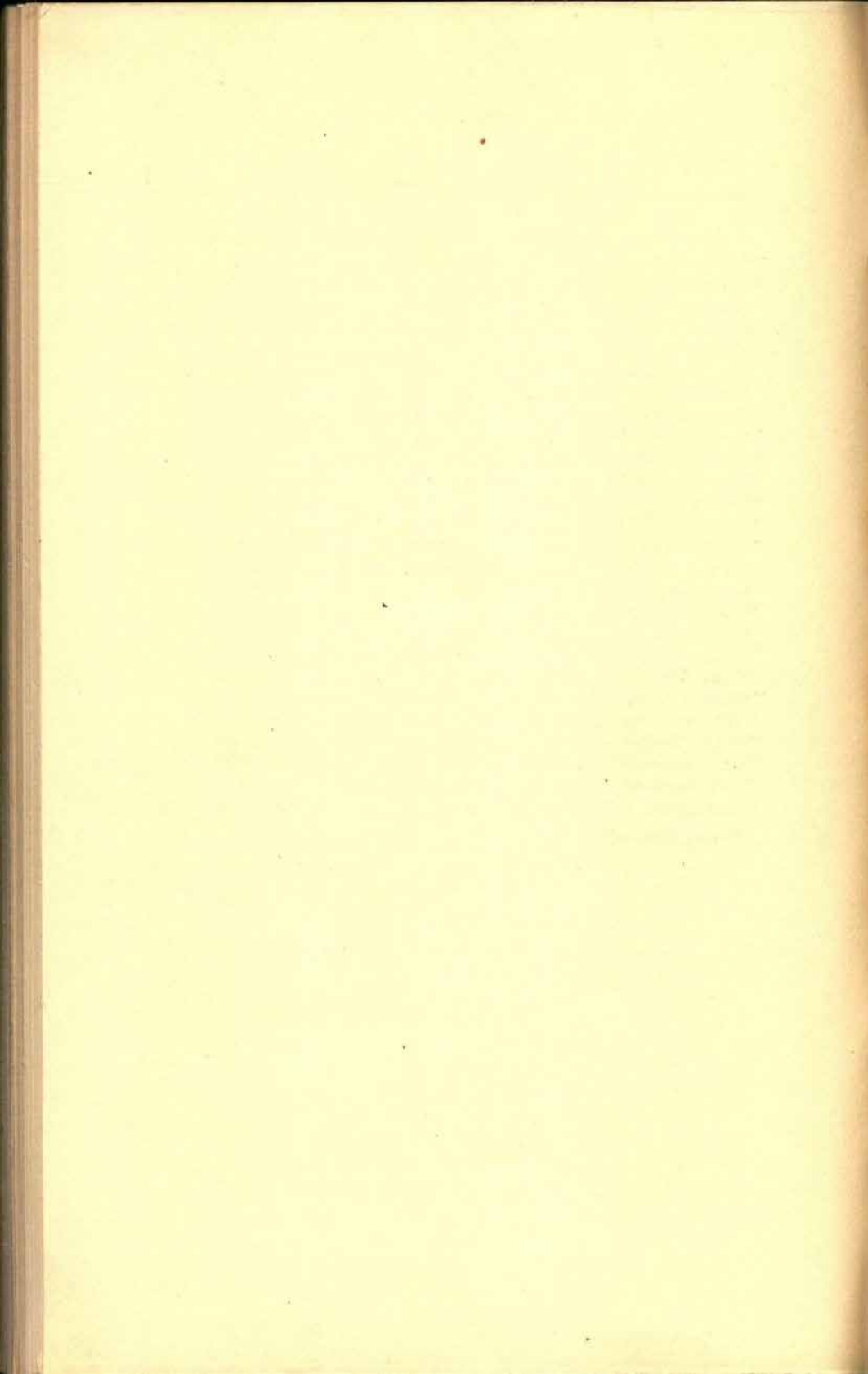
| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|--------------------------------|--------------------|---------------|
| *Boyd, Sophia..... | Andis..... | Lawrence, O. |
| Boylen, Harold Carl..... | Jane Lew..... | Lewis |
| *Bragg, Garnette Estelle..... | Proctorville..... | Lawrence, O. |
| *Brammer, Dewey..... | Rock Camp..... | Lawrence, O. |
| Brammer, Lottie Manervia..... | South Point..... | Lawrence, O. |
| *Brewer, Ina Mae..... | Huntington..... | Cabell |
| Browning, Ernest E..... | Greenview..... | Boone |
| Callaway, Lucy Marlowe..... | Winchester..... | Clark, Ky. |
| *Carpenter, Clay Fleshman..... | Teays..... | Putnam |
| Carter, Gladys..... | Huntington..... | Cabell |
| *Carter, Lois Imogene..... | Huntington..... | Cabell |
| *Casey, Viola Mae..... | Huntington..... | Cabell |
| *Casto, Harriet Maxine..... | Huntington..... | Cabell |
| *Chapman, Marguerite..... | Ceredo..... | Wayne |
| *Chapman, Ruby..... | Huntington..... | Cabell |
| *Childers, Helen Ruth..... | Huntington..... | Cabell |
| *Clark, Florence Belle..... | Huntington..... | Cabell |
| *Clay, Edna Earl..... | Marshes..... | Raleigh |
| *Cline, Helen Diana..... | Williamstown..... | Wood |
| *Coleman, Ethel..... | War Eagle..... | Mingo |
| Coleman, Nelle Blanche..... | War Eagle..... | Mingo |
| *Coon, Mrs. Bess..... | Seth..... | Boone |
| *Coon, Ernest E..... | Seth..... | Boone |
| *Cooper, Gladys Faye..... | Beckley..... | Raleigh |
| *Cooper, Mrs. Lula Edith..... | Beckley..... | Raleigh |
| *Corbin, Ella Margaret..... | South Point..... | Lawrence, O. |
| *Crickmer, Ella..... | Ronceverte..... | Greenbrier |
| Crum, Clara Virginia..... | Cottageville..... | Jackson |
| Crum, Virginia..... | Fort Gay..... | Wayne |
| Culross, Martha..... | Williamson..... | Mingo |
| Davis, Esther..... | Elizabeth..... | Wirt |
| Day, Hugh Melvin..... | Huntington..... | Cabell |
| *Dement, Sarah Ernestine..... | Willow-Wood..... | Lawrence, O. |
| Dickerson, Allie..... | Raven's Eye..... | Fayette |
| Dickerson, Mabel Ethel..... | Raven's Eye..... | Fayette |
| Dickerson, Thelma Mae..... | Raven's Eye..... | Fayette |
| *Duncan, Anna Mae..... | Oak Hill..... | Fayette |
| *Duncan, Chaffin Dewey..... | Huntington..... | Cabell |
| *Dunfee, Inez Pauline..... | Huntington..... | Cabell |
| *Earle, Mae Sarah..... | Ennis..... | McDowell |
| Earl, Jesse A..... | Huntington..... | Cabell |
| *Ellis, Mrs. Ruth Dale..... | Denver..... | Denver, Col. |
| Epling, Mellie..... | Itmann..... | Wyoming |
| *Evans, Anna Lee..... | Ceredo..... | Wayne |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|------------------------------------|----------------------|---------------|
| *Faulkner, Nora Myrtle..... | Spencer..... | Roane |
| Francis, Stella Elizabeth..... | Huntington..... | Cabell |
| Franklin, Eva Von..... | Woodland..... | Marshall |
| *Frick, Marcia..... | Huntington..... | Cabell |
| *Fuller, James Roy..... | Kenova..... | Wayne |
| *Gill, Ella..... | Huntington..... | Cabell |
| *Glover, Ada Florence..... | Keenan..... | Monroe |
| *Glover, Lucy Ellen..... | Keenan..... | Monroe |
| *Gray, Gladys Myra..... | Zela..... | Nicholas |
| Goodman, Jerome R..... | Huntington..... | Cabell |
| *Goodman, Walter M..... | Huntington..... | Cabell |
| *Grey, Nell Inez..... | Zela..... | Nicholas |
| *Grimm, Elsie Marie..... | Ravenswood..... | Jackson |
| *Haddox, Earl Moray..... | Huntington..... | Cabell |
| *Hager, Beulah Agnes..... | Milton..... | Cabell |
| Hale, Garnett..... | Logan..... | Logan |
| *Hall, Susie..... | Hurricane..... | Putnam |
| Hammatt, Mary Elizabeth..... | Parkersburg..... | Wood |
| Haptonstall, Mildred Kathryne..... | Fayetteville..... | Fayette |
| *Harmon, Rosa Lee..... | Shoals..... | Wayne |
| *Hatfield, Athalene..... | Huntington..... | Cabell |
| Hawkins, Elinore D..... | Huntington..... | Cabell |
| *Haynes, Mamie Alderson..... | Alderson..... | Greenbrier |
| Herold, Elizabeth Belle..... | Huntersville..... | Pocahontas |
| *Hobbs, Beulah Blossom..... | Moundsville..... | Marshall |
| Honaker, Ray..... | Scarboro..... | Fayette |
| Honaker, Wilbur J..... | Kingston..... | Fayette |
| *Hudgins, Marguerite Lee..... | Milton..... | Cabell |
| *Jarrell, Nannie Belle..... | South Charleston.... | Kanawha |
| *Johnson, Elsie Marguerite..... | Proctorville..... | Lawrence, O. |
| Johnston, Helen..... | Huntington..... | Cabell |
| *Jones, Daryl..... | South Charleston.... | Kanawha |
| *Jordan, Beulah Ethel..... | Pliny..... | Mason |
| *Jordan, Grace W..... | Pliny..... | Mason |
| Juhling, Florence Emelyn..... | Hartford..... | Mason |
| *Keith, Lelah..... | Spencer..... | Roane |
| Kennedy, Grant..... | Hinch..... | Mingo |
| *Kester, Anna Mary..... | Waverly..... | Wood |
| *Kincaid, George..... | Page..... | Fayette |
| *Kincaid, Glenna May..... | Page..... | Fayette |
| Kincaid, Winnie Maud..... | Page..... | Fayette |
| *King, Edward..... | Huntington..... | Cabell |
| *Langdon, Mary Mae..... | South Point..... | Lawrence, O. |
| *Lawrence, Elva..... | Garrett's Bend..... | Lincoln |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|----------------------------|--------------------|---------------|
| *Lively, Nora Helen | South Charleston | Kanawha |
| *Lloyd, Mae | Hurricane | Putnam |
| *Lookabill, Inza Sue | Huntington | Cabell |
| *Loy, Melvin Parsons | Ruckman | Hampshire |
| Loy, Preston A. | Kirby | Hampshire |
| *McBride, Beatrice Kathryn | Huntington | Cabell |
| *Martin, Lelia Gaines | Huntington | Cabell |
| *Mason, Anna Alma | Drennan | Nicholas |
| *Mason, Eunice Medora | Drennan | Nicholas |
| Messer, Shirlie | Dingess | Mingo |
| Miller, Everett Lorenza | Huntington | Cabell |
| Miller, Josephine | Huntington | Cabell |
| Miller, Loren Emmett | LeSage | Cabell |
| *Murray, Lorena Blanche | Spencer | Roane |
| *Owens, Emma Lene | Milton | Cabell |
| *Parsons, Flora | Ripley | Jackson |
| *Parsons, Helen Mabel | Millwood | Jackson |
| *Parsons, Mary Elizabeth | Proctorville | Lawrence, O. |
| Pauley, Georgia Gladys | Woodville | Lincoln |
| *Payne, Emmeline Shively | New Albany | Floyd, Ind. |
| *Perkins, Helen Louise | Logan | Logan |
| Perry, Vida Lee | Milton | Cabell |
| *Peters, Ella Juanita | Oak Hill | Fayette |
| *Phillips, Florence | Matewan | Mingo |
| *Phillips, Hattie | Matewan | Mingo |
| *Pigman, Chlovis C. | Proctorville | Lawrence, O. |
| *Pigman, Garnet | Proctorville | Lawrence, O. |
| *Plymale, Ruth Christine | Kenova | Wayne |
| *Price, Frances Irene | Huntington | Cabell |
| Pyles, Fred | Huntington | Cabell |
| *Ramsey, Elsie | Garrett's Bend | Lincoln |
| Reynolds, Calvin R. | Hurricane | Putnam |
| Rice, Mamie Evelyn | Hurricane | Putnam |
| Richmond, Gertrude | Pluto | Raleigh |
| Rifle, Lucille Chambers | Huntington | Cabell |
| *Rogers, Cecil W. | Hurricane | Putnam |
| Saunders, Anna Catherine | Charleston | Kanawha |
| *Saunders, Grace Lillian | Winfield | Putnam |
| *Saunders, Mary | Barboursville | Cabell |
| *Sayre, William Henry | Huntington | Cabell |
| *Shafer, Holly M. | Clendenin | Kanawha |
| Shepard, Ada | Griffithsville | Lincoln |
| *Simmons, Hope | Grace | Roane |
| *Sites, Zella | Andis | Lawrence, O. |

| <i>Name</i> | <i>Post-Office</i> | <i>County</i> |
|-----------------------------------|-----------------------|---------------|
| *Smith, Almeda..... | Huntington..... | Cabell |
| *Smith, Mae Eliza..... | Wickham..... | Raleigh |
| *Staats, Ruth Eileen..... | Spencer..... | Roane |
| *Staats, Lurline Louise..... | Spencer..... | Roane |
| *Stanley, Josephine Margaret..... | Huntington..... | Cabell |
| Steed, Beatrice Edna..... | Ansted..... | Fayette |
| Stevens, Allene Killgore..... | Huntington..... | Cabell |
| *Taylor, Bernice Stevenson..... | Huntington..... | Cabell |
| *Thomson, Fay Marion..... | Huntington..... | Cabell |
| *Thompson, Ora Leucetia..... | Stollings..... | Logan |
| *Thornburg, Mary Rosalie..... | Huntington..... | Cabell |
| *Thornton, Hallie Fern..... | Ironton..... | Lawrence, O. |
| *Tweed, Naif Asper..... | Huntington..... | Cabell |
| *Van Meter, Tudelle..... | Huntington..... | Cabell |
| Varney, Goldie Marie..... | Logan..... | Logan |
| Wade, Gladys Tensie..... | Berea..... | Ritchie |
| *Wall, Artie Belle..... | South Charleston..... | Kanawha |
| Ward, Opal..... | Herbert..... | Wayne |
| *Watters, Emma M..... | Huntington..... | Cabell |
| Watts, Marjorie Marie..... | Stover..... | Raleigh |
| *Wilhelm, Grace Evelyn..... | Proctorville..... | Lawrence, O. |
| *Wilkinson, Darrell..... | Cottageville..... | Jackson |
| *Wilson, Bernice Marie..... | Millwood..... | Jackson |
| Yoho, Roxanna Elizabeth..... | Woodlands..... | Marshall |
| York, Bromley..... | Huntington..... | Cabell |
| *Zimmerman, Nellie Beatrice..... | Polkadotte..... | Lawrence, O. |

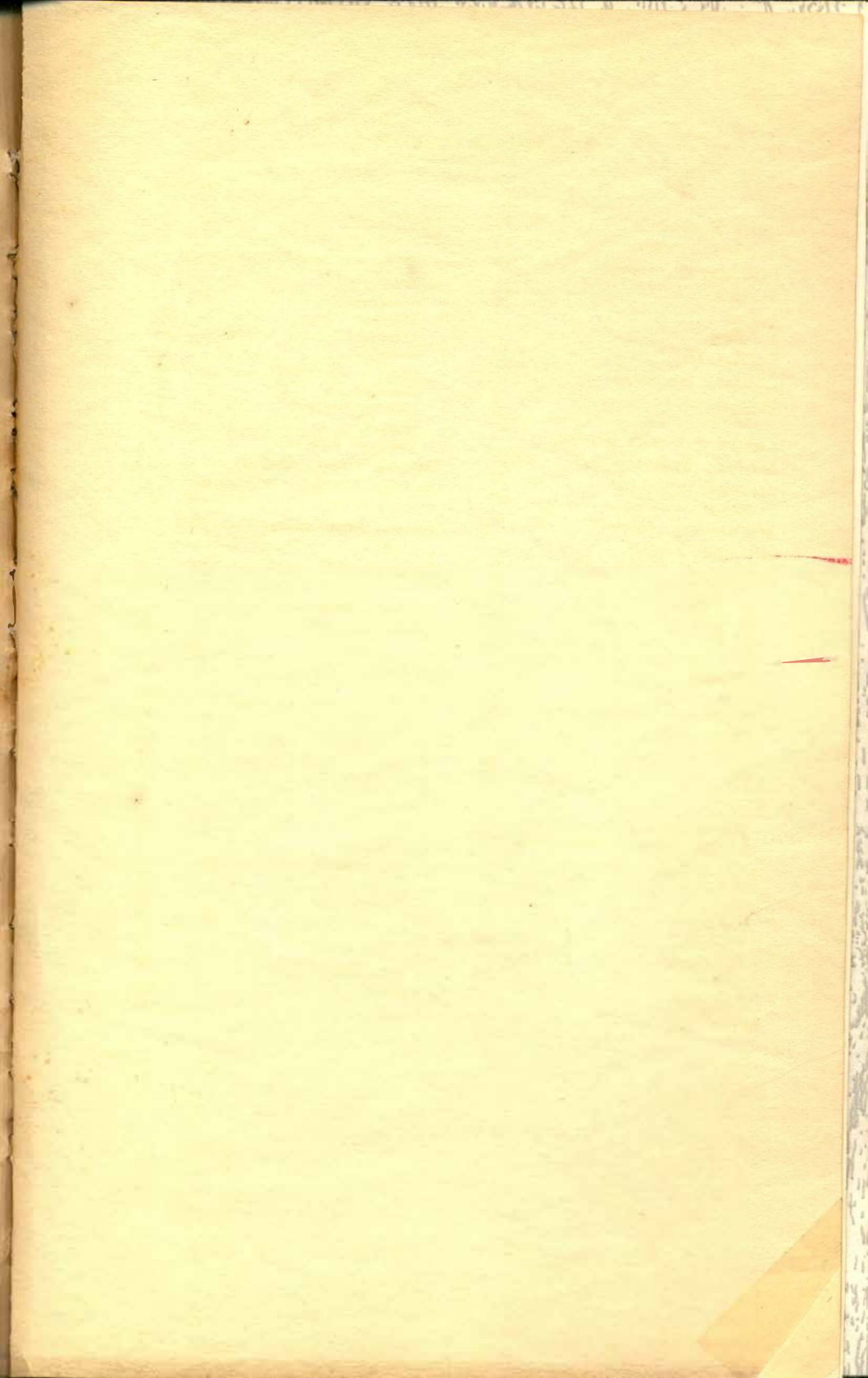
*Summer Term only



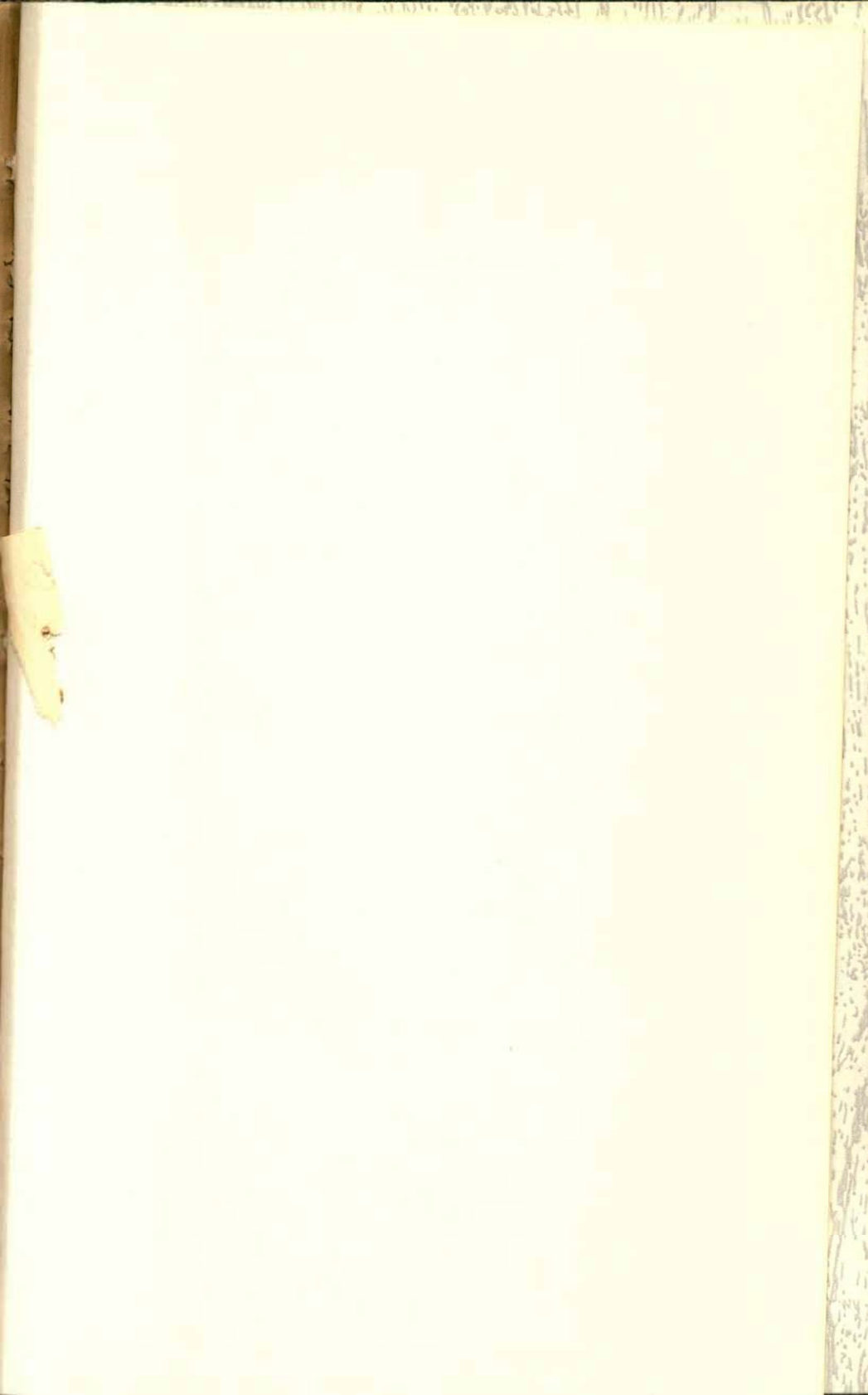
INDEX

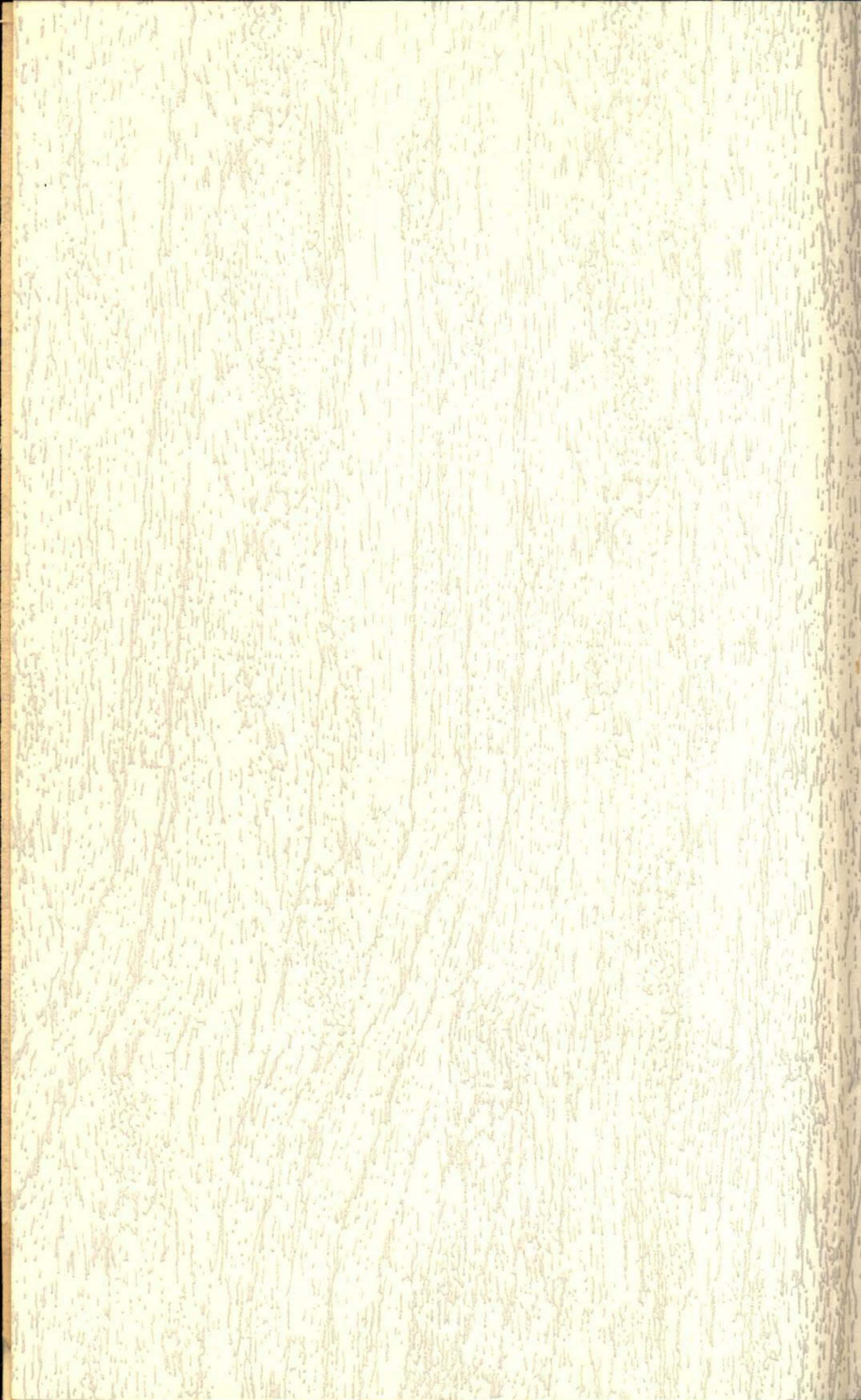
| | PAGE | PAGE | |
|--------------------------------------|---------------|-------------------------------------|---------------------------------------|
| ADMISSION | 14 | SECONDARY | 26, 46 |
| AGRICULTURE | 42, 52 | SHORT (Certificate) | 25, 33 |
| College | 42 | CREDITS: | |
| College Farm | 52 | Attendance and | 20 |
| ALGEBRA | 40, 55, 56 | By Examination | 65 |
| ART | 25, 32, 43 | College | 27, 28 |
| Diploma Course | 32 | Committee on | 12 |
| ASSISTANTS, STUDENTS | 11 | DIVISIONS OF THE SCHOOL | |
| ATHLETICS: | | YEAR | 15 |
| Organization to Govern | 23 | DOMESTIC ART | 42, 57 |
| Rules Governing | 23 | DOMESTIC SCIENCE | 43, 57 |
| ATTENDANCE AND GRADES | 20 | DRAWING AND ART 25, 32, 43, 57 | |
| BIOLOGY | 41, 52 | EDUCATION | 35 |
| College | 41 | History of | 35 |
| BOTANY | 41 | Principles of | 35 |
| BOARD: | | ENGLISH | 36, 48 |
| In Clubs | 16, 18, 19 | College | 36 |
| In College Hall | 16, 18, 19 | ENTRANCE: | |
| Regulations Concerning | 19 | Normal Course | 14 |
| BOARDS, OFFICIAL | 6 | Time of | 20 |
| BOOKS, COST OF | 16 | EXAMINATIONS, SPECIAL | 65 |
| BUILDINGS AND GROUNDS | 12 | EXPENSES | 16, 18, 22 |
| CALENDAR | 5 | FACULTY, THE | 7, 9 |
| CHAPEL EXERCISES | 24 | FEES | 17 |
| CHEMISTRY | 42, 54 | FRENCH | 39, 52 |
| College | 42 | College | 39 |
| Household | 42, 55 | GEOGRAPHY | 43, 53 |
| Organic | 42 | Commercial and Industrial | 43 |
| CLASSIFICATION OF STUDENTS | 15 | Influences of | 43 |
| CLASS OFFICERS | 12 | Physical | 43 |
| COLLEGE HALL | 20 | GEOMETRY: | |
| COURSES: | | Plane | 35, 56 |
| College | 27, 35, 45 | Analytic | 40 |
| Secondary | 26, 46, 48-59 | Solid | 40 |
| COURSES OF STUDY: | | GRADUATION | 12, 25, 27, 30, 31, 33, 46, 60, 64 |
| ACADEMIC | 25, 35 | HARMONY | 62 |
| NORMAL | 25, 27 | HISTORY: | |
| Art Supervision | 25, 32 | Of School | 13 |
| Home Economics | 25, 32 | Of Education | 35 |
| MUSIC SUPERVISION | 25, 32 | Of Music | 62 |
| Piano | 26, 60 | Secondary | 56 |
| Vocal Music | 26, 32, 64 | | |
| THREE YEAR | 25, 30 | | |

| | PAGE | | PAGE |
|---------------------------------|------------|---------------------------------|-----------|
| HOME ECONOMICS | 32, 42 | PSYCHOLOGY | 35 |
| HYGIENE, SCHOOL | 36 | PURPOSE OF SCHOOL | 13 |
| INFORMATION, GENERAL | 13 | REGISTER OF GRADUATING CLASS 66 | |
| JANITORS | 12 | REGULATIONS: | |
| LATIN | 39, 51 | Assignments | 18, 20 |
| College | 39 | Athletic | 23 |
| LEAVING THE CITY | 19 | Attendance and Grades | 20 |
| LITERARY SOCIETIES | 23 | Board | 19 |
| LITERATURE | 36, 48 | Chapel Exercises | 24 |
| College | 36 | Leaving the City | 19 |
| LOCATION OF THE SCHOOL | 14 | Leaving School | 20 |
| MANUAL TRAINING | 58 | Rooms | 19, 20 |
| MATHEMATICS | 40, 55 | Time of Entrance | 20 |
| College | 40 | RELIGIOUS ORGANIZATION | 23 |
| MECHANICAL DRAWING | 33, 44 | REVIEW, COMMON BRANCHES | |
| METHODS: | | | 16, 52 |
| Grammar Grade | 36 | ROOMS, REGULATIONS CONCERN- | |
| In Drawing | 44 | ING | 19 |
| In English | 37 | RULES OF THE BOARD OF EDU- | |
| In History | 38 | CATION | 18 |
| In Latin | 40 | SCHOOL MUSIC | 58 |
| In Literature | 38 | SEMESTER, THE | 15 |
| Primary | 35, 36 | SHORT COURSE | 25, 33 |
| MUSIC: | | SOCIOLOGY, RURAL | 57 |
| Certificates and Diplomas | 60 | SPANISH | 39, 51 |
| History of | 60 | College | 39 |
| Piano | 60 | SPRING TERM, THE | 16 |
| School | 58 | STANDING COMMITTEES | 12 |
| Vocal | 26, 32, 64 | SUMMER TERM, THE | 16 |
| OFFICERS: | | TEACHERS | 7, 9 |
| Executive and Clerical | 11 | Critic | 30 |
| Of the Alumni Association | 12 | TEACHING: | |
| ORGANIZATIONS, STUDENT: | | Observation and Practice | 28 |
| Athletic | 23 | Critic | 30 |
| Literary | 23 | Theory and Art | 53 |
| Religious | 23 | TRAINING SCHOOL | 9, 11, 29 |
| PHYSICS | 42, 53 | TRIGONOMETRY | 40 |
| Household | 42, 54 | UNIT, THE | 14 |
| College | 42 | VISITING SCHOOL | 28 |
| PHYSIOLOGY | 42 | ZOOLOGY | 42 |
| PIANO | 26, 60 | | |



G 0 5 0 5







GEO. A. FLOHR CO.

LIBRARY

APR 13 1983

BINDERS

CINCINNATI, O.

