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THE PARTHENON

Training Department Issue



FEBRUARY, 1908

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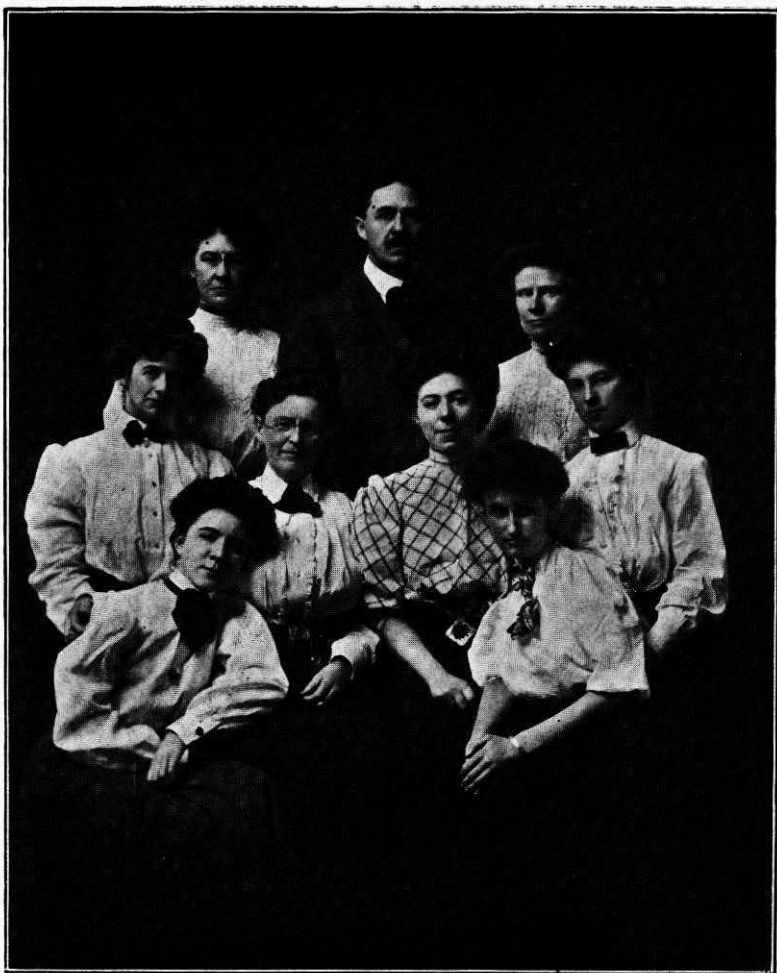
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THE PARTHENON

MARSHALL COLLEGE, HUNTINGTON, WEST VA.

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TRAINING DEPARTMENT ISSUE

EDITORIAL

ANNA S. CUMMINGS

EDITOR.

L. J. CORBLY,

President Marshall College

REPORTING STAFF:

EUNICE RIGGS, '07,

Young Women's Christian Association,
College Hall

PEARL CALLAWAY,

Class of 1908,

SUSAN SMITH,

Class of 1909

ANNA CAMPBELL,

Class of 1910

R. C. SPANGLER '08,

Young Men's Christian Association

MAMIE SPANGLER '08,
Erosophian Society

MARY SHEETS, '09
Virginian Society

GROVER HAMILTON, '08,
Excelsior Club

ARTHUR TOWNSEND
Zeta Rho Epsilon

J. B. ROBINSON, '08
Athletics

E. R. CUREMAN, '10
Ciceronian Club

ETHEL HOFFMAN, '08
Deutsche Gesellschaft

MANAGING EDITOR,

J. A. FITZGERALD, '97

Through the courtesy of the editors of the Parthenon this number is to be given to the work of the Training Department. It may be of interest, therefore, to our readers, (and to learn a little more of what we are doing) to trace briefly the work of the department since its beginning. We are far from claiming perfection in our work; on the contrary, as the importance of the undertaking grows upon us, our ideals are raised and we are less easily satisfied. But we are glad of this opportunity to give our friends a closer view, be- speaking them sympathy with our purposes and aspirations. In 1902 Miss Cummings was called from Stanford University to organize and take charge of the new department. The remainder of that year

was given largely to arranging for and another teacher, with a partial new normal classes and to laying grading of the children. the foundation for the work of the coming year.

The purpose of the department was two fold; first, to provide a professional training for the Normal teachers which should give psychological insight into the processes of the child mind, familiarity with the best pedagogical presentation of subject-matter and a broad general culture. The second purpose was to furnish practical training in addition to theoretical knowledge and, at this point, was felt an immediate necessity for a model school which should serve as a laboratory, since nothing can take the place of actual contact between teacher and children.

In September 1902 the first model class was organized. Thirteen children met in Miss Cummings class room and an actual beginning was made. There was no attempt at a classified school since there was no provisions for larger numbers or for division into grades. Additional normal classes were also arranged and the seminary, beginning the year previous, was enlarged.

In 1903 applications from parents became so urgent that two rooms were opened, with twenty-two children in attendance and two regular teachers in charge. The next year a third room was added

In 1905 we had four rooms and in 1906 when the new building was opened to the College, the east end was remodeled and assigned to the work of the department. A separate entrance and halls, five grade rooms and an office for the superintendent were included in the new quarters and we found ourselves with a fully developed model school with one hundred and fifteen children enrolled. This year we have added a trained supervisor to our teaching force as well as special teachers in manual training.

A room in the basement is being fitted up for the Manual Arts classes which are enthusiastically carrying on their work.

The number of children has been kept strictly limited, in spite of constant application, on the part of parents, because we believe that this limitation is for the best good of the department.

Two of the rooms are arranged to carry two grades in order to demonstrate to the training classes the possibility of doing good teaching even in schools not wholly graded.

That the model school is fulfilling its purpose and has justified its establishment has, we think, been demonstrated by the results seen in the teachers graduated from the Normal Department.

Some Special Features of Our Professional Training

We have already spoken of our general purpose in the professional training at Marshall College; our curriculum shows that the intention is to include all of the subjects taught in first-class training schools. But there are some special features belonging distinctively to our school which seem worthy of mention.

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. Normal seniors who are experienced teachers are obliged to give to this work a period a day for at least one term. Those without experience must give a period a day, for a year, to observation and teaching. Many gladly spend much more than the required time for the sake of the practice. In addition, all members of the Normal Senior Class are required to visit at least ten schools outside their own, during the year, for the purpose of studying the work of other teachers, their courses of study, discipline and general plan. Ten visits for observation of the class

work in our own school and reports of these visits are also required.

The professional library is unique. We have placed at the command of the young teachers, for study, the best and latest texts to be found in all of the subjects taught in the grades, as well as many of the works of the foremost writers on professional subjects. Seniors are encouraged to consult these books and to acquaint themselves with their contents in connection with each subject as it is discussed in this class in pedagogy, and also to use them for reference and side helps in teaching.

The senior seminary is modeled after the "seminar" of the universities, simplified so as to meet our needs. It is planned to develop the habit of reading, the ability to gather together and logically arrange material for public presentation and the power to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday afternoons. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part.

This discussion includes criticism of the form of the syllabus, the English used, the subject matter and of the opinions expressed.

On alternate Thursdays the current events seminary is held.

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

At the end of the year all seniors must pass a rigid examination upon the work of the year. Many of the students who have gone out from Marshall College have united in saying that this part of their professional training has been more helpful and effective in its results than anything else outside of the actual laboratory work in teaching.

The Model School

The purpose of the Model School as it concerns the normal students, has already been stated. But what of its purpose and advantage in relation to the child?

We aim, first of all, to surround the children with the most favorable conditions for health. The rooms are large, well-lighted, and well-ventilated. To avoid the unwholesome conditions so common in crowded school-rooms, the number is limited to twenty in each room. This insures not only good

air to breathe but freedom and space for work without nervous strain.

At stated times, fresh drinking water is brought to the rooms. Many of the children, at our suggestion, bring their own cups or glasses from home. Parents, as a rule, cooperate with us in encouraging the use of separate cups.

Personal care and attention are given to the bodily welfare of every child, so that physical irregularities may be detected and reported at once to the parents.

Moral health, as well as physical, we try to carefully guard. Every teacher knows the need and the difficulty of precaution in this particular, wherever children are associated together. We demand in our teachers uprightness of character with refinement of manner. These personal elements, constantly observed and copied by the child, are quite as important as pedagogical training. Then we endeavor to have the children under immediate supervision from the time they arrive at the building until they leave it to return home. They are not allowed to wander away by themselves at recess time, or to congregate in basements or cloak-rooms. The different groups have recess at successive periods, so that the older and younger children do not mingle together, for any length of time. Thus, it is our purpose

to exercise constant watchfulness over their conversation, and to be awake to the influence of every child as soon as he becomes a member of our school.

For mental development, it is our aim to use the most modern methods known today in the educational world. This does not mean methods which are still in an experimental stage. While it is true that all methods of teaching which are progressive must be more or less flexible and experimental, yet we aim to follow only those that are based on principles tried and accepted by the leading educators of the country. To this end, Miss Cummings, each year, visits some one of the large normal-training institutions, as Columbia, Baltimore, Chicago, and others. She makes a careful examination of the work in each grade, bringing back the best suggestions from all. These she adapts and applies to the Model School with that skill and ingenuity which have characterized her work in building up this department, from the start. Her supervisor and several of her teachers have studied recently at teachers' colleges, and they intend to do so each summer, that they may do intelligent, up-to-date work.

Miss Cummings and Mr. Corbly have, from time to time, supplied the rooms with appliances and sup-

plies to aid in securing the interest and happiness of the children. A few choice pictures from standard subjects hang on the walls. To these, we hope to make additions each year. Mr. Myers has recently given a charming little photograph which, at the end of the year, will be given to the room where the best art work has been done.

All kinds of modern kindergarten supplies, kept in a cabinet furnished for the purpose, are at the service of the teachers of the first, second and third grades.

Another valuable feature of our school is the model school library, for the exclusive use of the children. With the help of prominent publishers of school books, Miss Cummings has made a splendid collection of books suited to children of all ages. These books range from classic literature of the Greeks and Romans to juvenile histories of our own country. The volumes have been catalogued and placed on the shelves by our college librarian, Mrs. Myers. They are kept in one of the grade rooms and are used for reference by teachers and pupils, or given out to the children to be read at home. The eagerness with which the children come for books daily and the joy with which they go through one after another testifies to the value of this, their own little library.

Our pupils also have access to the college library where Mrs. Myers selects and loans books to them,

In class and group work, we believe that we have a system which is unexcelled for the best development of the child mind. It is based on the principle of the natural growth, under guidance, of the individual child. Instead of restraining and cramping, and forcing, until the children are little machines, all modeled after one pattern, thinking and acting alike, we would have each child free and natural, developing in his own distinct way and retaining his individual personality. The teacher must guide and suggest, strengthening his weak points and helping him to see and correct his own mistakes, but always leaving him free to exercise that originality and love of investigation which forms the very germ of mental growth. We wish to turn out children, not with heads stuffed full of dates and facts, but with the power to reason and think, and with a love for intellectual pursuits.

This kind of development is impossible where large numbers of children are studying the same subject. Free discussion and original thought are only practicable where numbers are small. The larger the class, the more dominating and mechanical must be the control of the teacher.

Just here comes the advantage of group work. With twenty, or less, children in a room and with the help of our normal seniors, we are able to know every child intimately and to give him individual help according to his needs. Often a child who is behind his group in one subject, as arithmetic, becomes discouraged and appears stupid, or even deficient. With special help for a few weeks, his difficulties are cleared away, he brightens up and gains confidence in himself and not infrequently becomes one of the best in his class.

This theory of individual help for weak pupils is by no means original with us. Many of our readers know of the school in Batavia, New York, where this method has been thoroughly tried and proven. In every room, there is a special teacher whose business is to work with any pupil who needs personal help in certain lines. The success of the experiment in that school is beyond question. The advantage of work in small groups and of special help in individual cases is constantly apparent with our children.

It is clear then, why Miss Cummings has so persistently insisted upon limiting the numbers of the Model School. She purposes that each teacher shall have a small number of children under her care, thus making close acquaintance and

individual attention possible.

Before this year, we had six grades. We have now added the seventh, and ultimately we hope to carry the eighth as well.

The various subjects of the curriculum are introduced at that stage in the child's development when his enlarging powers demand those subjects.

Reading is a means to an end. He wants to learn to read because he finds that books have some thing interesting to tell him. The mechanical process, form, intonation, etc., are kept subservient to the thought, as far as possible. The child forms the habit very early, of reading for the purpose of finding or expressing a thought, not simply to repeat words. This may account for the remarkable love of reading which seems to characterize children of the Model School. One mother of a little girl, nine years old, in the fourth grade, remarked recently that she could not keep her supplied with books, that she read every thing she could get hold of. Another in the same group has just finished Hawthorne's "Wonder Book," and is now reading and enjoying selections from literature in a sixth reader. These children represent many others who find reading a delight rather than an irksome task.

Geography and history are begun in the second grade, when the

children take an imaginary trip around the world. A few fundamental points in geography, as, distance, direction, land and water forms, the shape of the earth and position of the continents, are first explained by means of a globe, and the route is traced, step by step, as the trip progresses.

The first stop is at Washington, and by pictures the children see the principal buildings and places of interest. Then New York is visited in the same way. Pictures show the steamer which takes them across the Atlantic. As places of special historic and literary interest are visited, selections from history and literature are read and discussed. For example, in London, they see the Tower, the Parliament Houses, the Bridge, Westminster Abbey, and other places of historic note. In connection with the story of Prince Arthur, a part of the play of King John is read to the children and enjoyed by them. In Hamelin, the story of the Pied Piper is told and read. In Japan and China, they learn about the customs and clothing of the queer people there. Returning home, they cross another great ocean, stop at Honolulu, and then cross their own continent, visiting the largest cities.

Sometimes the whole series of pictures is placed before the children, and they eagerly tell the story

of each. Globes and pictures are used altogether; maps not at all before the fourth year. This presentation of geography and history is original with Miss Cummings. She has used it for four years with remarkable success. The children who began in this way have a general knowledge which serves as a splendid foundation, and they invariably love these subjects after this ingenious introduction. A number of teachers and superintendents have adopted Miss Cummings' plan in other schools.

In the study of French, the Model School has kept pace with the children's schools belonging to large institutions of the country. We offer it in every grade. In the first year, the children learn to count in French soon after they count in English. The work is objective and conversational until the fourth year, when they use an elementary reader. In the sixth grade, they read stories and bits of good French literature.

Arithmetic, we try to make practical and real. It finds its way into nearly every other subject. It also correlates itself naturally with every form of hand work, from the measuring and reckoning of cardboard construction in the lower grades to the mechanical drawing and estimating of proportions and materials in the wood-working class. It is in the fourth year that

we begin to lay stress on drill, the multiplication table, fixing of form, etc.

Our English work is begun in the first year. Stories are read to the children and gradually reproduced by them. In the third year begins original reproduction of stories taken from history and literature, and fundamental forms of English are learned.

Drawing is taught in all the grades and is used to illustrate papers in English, history, geography, literature, and often Arithmetic.

In music, we use the system and books established by the School of Education in Chicago. Melodies introduce note-reading instead of the reverse order.

Possibly some of our readers are asking, "But what of your discipline? Does this spontaneous, natural growth, in which you believe, mean lawlessness, disorder, and confusion in the school-room?"

We answer emphatically. It should not mean this. Our ideal is implicit obedience, and that obedience, not prompted by the physical superiority of the teacher, but by the inner self-respect of the child, which recognizes another respecting self who holds rightful authority over him. With this sense of deference and courtesy in the child, and sincere sympathy on the part of the teacher, conditions are right

for the best kind of discipline. Very few rules need be made, for the pupil learns self-control. He knows that in a discussion, two persons cannot talk at the same time and be heard, that if children leave their seats at pleasure, they destroy the comfort and well-being of the room, that to interrupt another in conversation is rude and ill-mannered. He learns that when he wilfully or thoughtlessly loses control of himself, certain punishments follow, not as appeasers of a teacher's wrath, but as inevitable results of his getting out of harmony with the order of his little community. We aim to make each group resemble a family group in which the individuality and the rights of every member are respected by all the other members; where each recognizes his place and his responsibility in upholding and promoting the welfare of all.

Flora E. Pope.

Drawing and Manual Art for the Seniors

It is the business of education to train every faculty of the mind so that the pupil may become, as far as possible a thinking, self-acting, self-regulating personality, possessed with ability and fine impulses, with the habit of overcoming difficulties and a love for that which is good and true and beautiful.

The aim and purpose of the training department is embodied in the above statement. The part that art and manual training plays in this department is most important. The subjects handled are nature, illustrative and object-drawing; construction in cardboard, paper and wood; swing, clay-modeling, design and color.

The work in nature drawing consists of rendering in outline shade and color, plants, flowers and fruits and studying growth, structure, texture, form, function and color. This is done for the purpose of ascertaining the facts of

truth and beauty contained in them, which, at the same time, the eye is being trained and the hand brought under the control of the will.

This work lays the foundation for all that comes after in the way of drawing, construction and design.

Illustrative drawing is used as a mode of expression by means of which close observation is stimulated and ideas are developed and improved.

The purpose of object-drawing is to teach the facts of form and proportion, distance, quantities and relations as well as to stimulate the imagination. Much emphasis is placed on this subject because of its value both in and out of the arts. It develops accurate and unerring observation and judgment, efficiency in manual skill and realization of the beauty in common things.

Construction calls into use paper and cardboard. The objects made are those suggested by a center, and while these are used as a mode of expression, the foundation is being laid for all the constructive work that follows. The course proceeds from free cutting and tearing of simple objects to the planning and measuring of the most complicated ones. This is followed by the planning and cutting of patterns, and the making of working drawings of simple and

useful objects to be carried out later in the wood-working class. Later, modeling in clay and basket-weaving will be introduced.

Design underlies all of the pictorial and constructive arts; therefore, the class is required to decorate his constructed forms with some simple spot or band. This satisfies the desire for beauty and from this point the student is led on, step by step, to a finer appreciation of form and color, and to greater achievement.

Color is taught in theory and practice by the use of the spectrum, chants, colored objects, colored crayons and water colors. The student is taught how to mix and match tones in art and in nature, as well as divisions, relations, modifications, harmonies and contrasts.

All of these arts assist in relating school life to the home life and both to the community.

We hope, as the department develops, to add other courses which will greatly increase its value, a value already appreciated by those who have shared in the opportunities offered.

E. E. Myers.

Manual Arts

Probably no subject in the curriculum has made more rapid advance in the last twelve years than that of hand work, or manual training. Twelve years ago, it was

taught in comparatively few schools and in most of those, as an experiment. Now, it has a permanent place in normal and public schools all over the country. More than this, it has occasioned the establishment of numerous craft schools for the teaching of manual arts only, and for the training of teachers as specialists in that line. Today, every school that would keep abreast with the progress of modern education, must offer to its pupils some of the various forms of hand work.

In spite of the fact that this branch of school work has been so widely adopted, there seems to exist considerable misapprehension as to its purpose and value. If asked why children in elementary and high school grades are taught wood-work, clay-modeling, sewing, cooking, cardboard construction, textiles, etc., many would reply that these occupations amuse and interest children, or that pretty and useful articles are made, or that the foundation is laid for trades, or that children thus learn to respect labor. Now, while these results do follow the teaching of manual arts, yet all of them together would not justify the place that the arts occupy in our school system. That place could have been gained only because manual training fills a need in the intellectual development of the child, and

hence is founded upon an educational principle.

This principle is two-fold. First, it runs parallel to and is closely interwoven with psychological development. Note the never-ending activity of a normal child. His strongest instinct is for constant change in the conditions and objects about him. He pulls his play things apart to make them different, to construct something new. It is this constructive or creative activity in the child that makes hand-work the natural and adequate means of stimulating and directing mental growth. In learning to control material, to create something, to make it different from any other that has ever been made, to make it beautiful or useful, to overcome difficulties, the mind becomes alert to direct the hands and to devise ways of bringing about the desired end. In other words, the mind expresses itself through the work of the hands. The two are inseparable in all natural development. The writer has seen, more than once, a backward, dull child wake up in arithmetic and other studies because of the impetus his mind received in working out a problem in wood. Then, the satisfaction experienced from having made his ideal tangible and real, is an incentive for another effort, a little more difficult and hence requiring still more mental activity.

The second aspect of the educational principle upon which manual training rests, relates to social and economic life. The child becomes acquainted with materials and processes which, since the age of primitive man, have served to perpetuate the life of the race, in furnishing food, shelter, and clothing. In his own efforts, he experiences some of the struggles through which man has passed. In other words, he gains a knowledge of society first-hand, rather than accepting facts which have been thought out and prepared for him by some one else. More than this, the part that he plays is not a passive, but an active part. As a member of the home, of the school, of the community, he gains a certain power of initiative; and he comes to know his place and his responsibility in the social and economic world. A generation ago, the home supplied this element of education, in the domestic occupations necessary to family life. As modern facilities have, little by little, taken the place of the spinning wheel, the loom, the axe, and the candle, it has fallen to the school to furnish the child with hand work, thereby reinforcing mental training with the training of eye and hand, and at the same time gradually adjusting him to his social environment.

It is clear, then, that the manual arts have not been thrust upon the

school system by reformers of education. Like all innovations which have genuine value and permanence, they are inevitable; they have made their way in, to answer a psychological demand, to fill an educational need. Their rapid advance is proving, beyond a question, their right to remain.

The first classes in manual arts in the Model School were begun last September, at the beginning of the fall term. The work was placed under the supervision of Mr. Myers, with the assistance of the grade teachers and the normal seniors. Courses were offered in paper cutting, cardboard construction, Wood-work, and sewing, and the children were allowed to choose the subjects which they wished to take.

Paper cutting is especially adapted to young children and was given to those in the first, second, and third grades. After a story has been read to children, they long to give expression to the mental picture they have formed. This they do by cutting or tearing the various forms out of paper. The variety and originality of the objects made, show how each little mind is working in its own peculiar way. The work was varied by the making of articles of doll furniture from cardboard, and by sewing in the third grade. The children there pieced a small bed-quilt for

the doll-house which was to be made later.

The work done in cardboard construction laid the foundation for the other forms of hand work which were to follow it. This class was made up of the older children. Among the articles made were folios for English and art papers, picture frames, calendars, telephone cards, and match-scratchers. The work involved careful measuring, folding, cutting, pasting, and decorating. This is fundamental to the later work in wood where exactness in measurement and in estimating of proportions, is necessary.

In wood, the boys began with simply a knife, ruler, and sand paper. But every article made, was carefully planned, and a working drawing was first made upon paper. This often involved mathematics and laid the foundation for future work in physics and mechanical drawing. During the first term, five or six articles, as, a key-rack, pencil-sharpener, pin-tray, scissors-holder, match-box, and calendar-easel were made, each a little more difficult than the preceding one. All were decorated with simple designs. The boys were very enthusiastic in the work. Often, at the end of two hours, they would beg to stay longer, or to take their wood home to finish.

Two classes in sewing were or-

ganized for the girls. Bags were made, simple ones at first, then more and more complicated. They have been constantly in use by the children since. The making of these necessitated learning the various kinds of stitches; and the improvement made by many of the children was remarkable. This work was followed by the making of needle-cases. Before the end of the term, the class had completed many attractive articles to be used as Christmas gifts.

At the beginning of the present term, Miss Cummings presented the children with a pretty doll, which they call "the school doll." This doll forms the center of interest in nearly all the classes. The sewing class is making a complete ward-robe for her, including underclothes, house dresses, street costumes, party gowns, and outside wraps. The girls cut their own paper patterns and by the time the doll is dressed, each one will be able to make clothes for her own doll, and by enlarging the patterns, garments for herself.

It was found desirable this term to form a class in wood, for the younger boys, in the third, fourth, and fifth grades. This class voted to make a doll house for the school doll. Original plans were offered by each boy and discussed by all. Records were made of proportions, materials, and different parts of the

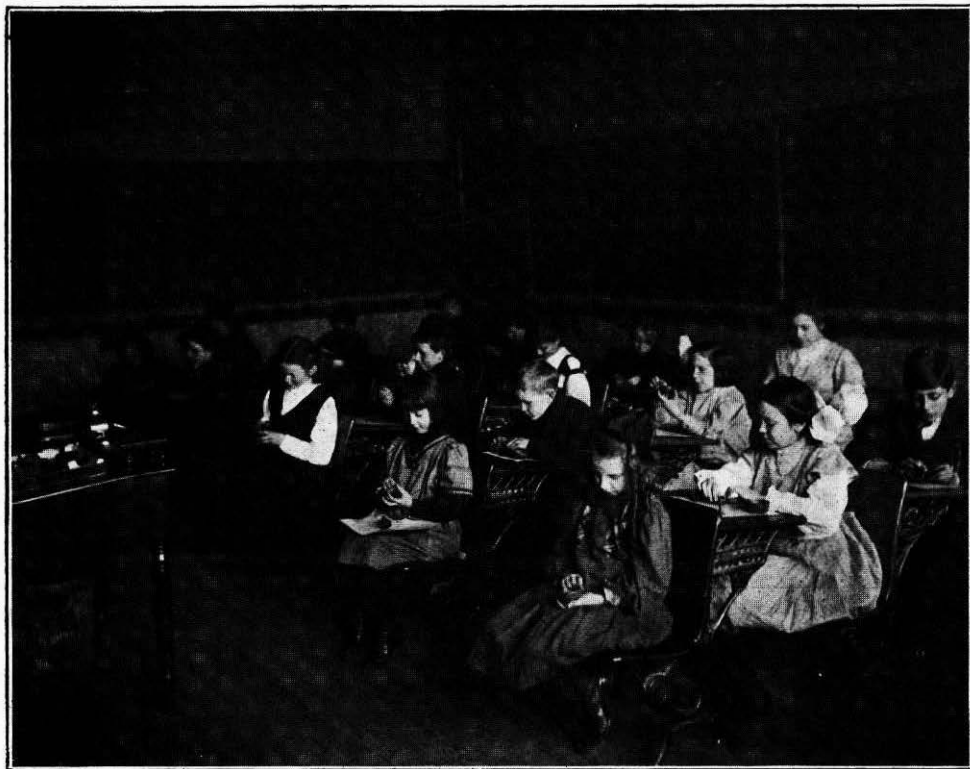
house. all this bringing into use, writing, arithmetic, spelling, and English, as well as observation of architecture. The frame work is now being put together, and the enthusiasm of the workers is at a high pitch.

The children in the first and second grades are making furniture of cardboard for the house. Tables, chairs, bedsteads, mantels, and other furnishings are already finished. Some of these will be supplanted later by furniture made of wood. The size of the rooms in the doll house determines the size of the furniture, so that all will be in proper proportion. Wall paper will be designed by the children for decorating the rooms when the house is finished.

The older boys in wood are now undertaking a difficult problem in the shape of a sand wheel. It is made on the same plan as the overshot water wheel, the difference being that sand is the propelling force instead of water. In preparation for this work, the boys were given a lesson by Mr. Peck of the physics department in the college, on the principles of the overshot, the undershot, and the turbine wheel. With Mr. Myers, they also visited the planing mill, taking their order for material with them. With the help of Mr. Morrow, the owner, they learned how to make out an order. They were taken

into the engine room where they saw the different processes by which wood is prepared for use in the commercial world. The work of this term will be of great value to the boys, not only in control over the mechanical processes, but in the new steps taken in mathematics, mechanical drawing, and physics.

Clay-modeling, another line of hand work, was offered this term to all the children above the third grade, both boys and girls. Only a beginning has been made at the present time, but these classes promise to be among the most valuable of any yet started. Clay is the best possible medium to awaken in children an interest in art and history. It gives excellent opportunity for originality and freedom of expression. Thus far, the children have been getting acquainted with the material by modeling a small bowl into the shape that they like best. Later they will study the various clay utensils that have been and are now useful and necessary to people. This will include Indian pottery, Greek vases, ancient and modern porcelain. The clay will serve a most important purpose as illustrative of subjects the children are studying in history, literature, and English. It also offers excellent opportunity for work in decoration and applied design. At present, the material used is a pli-



CLAY-MODELING IN ONE OF THE GRADES IN THE MODEL SCHOOL

able moulding wax, made for this purpose. Next term, when the children have gained some skill, we hope to use the regular clay and have some of the best articles glazed and fired.

It is our intention, also, in the spring, to add another form of the arts, that of textiles. It will include the designing and weaving of rugs for the doll house, the decoration, by stenciling, of curtains, and possibly the making of baskets. No kind of handwork correlates more naturally than textiles, with all the subjects of the curriculum and with the other manual arts.

We are exceedingly fortunate in having Miss Purdy here to introduce this branch into our school. Indeed, we cannot speak too highly of the value of her help throughout this department. With the best training afforded by the leading craft schools, and long experience in elementary school work, she unites a most pleasing personal manner with children. Surely her efficient help and with eager, wide awake boys and girls, the department of Manual Arts should gain a firm footing in this its first year.

Before closing this article, the writer would express sincere appreciation for the confidence and co-operation manifested in this undertaking, by the parents of our pupils. The encouragement given by them, directly and through the

children, has been of great assistance to us.

Last term Mr. Myers arranged a little exhibit of the children's work, to which we invited the parents. Their response and interest were most gratifying. We hope, before the close of the year, to have another exhibit, which shall show that marked progress has been made. The work in manual arts thus far, confirms us in the conviction that it has come at the right time, and that it must be carried on steadily and with enthusiasm, if we would see the best development of the Model School.

FLORA E. POPE.

The General Value of Manual Arts

"Every task, however simple, sets the soul that does it, free."

The prime object of manual arts is to develop the activities of the children; consequently a fair proportion of time should be given to these social occupations, since they cultivate an active rather than a passive attitude of mind which is the aim of all true education.

Working in small groups to express thought with their hands, the children cultivate habits of industry and a power of initiative and thoughtfulness as well as intelligent co-operation with others which will be a source of great pleasure and usefulness to them at

school, in the social and in the business world. Special care should be taken to so relate the handicrafts to the history, geography, mathematics, literature, and nature study that the children will find it necessary to turn to books for help by reading along the line of thought they are pursuing in this work.

The instruction in the manual arts as in other studies of the curriculum should be adapted to the needs of the pupils. The guiding thought which should determine the making of a course of study in these arts should be the result of a close observation of the child. The guiding thought for teaching it should be obtained in the same way. The normal child will tell by his actions what things appeal most strongly to him and will thus indicate to the teacher the lines along which he should work, in order to accomplish the greatest results in the given time. The time has come to earnest teachers when "A little child shall lead them."

During the first year of school life the material for study should be based upon immediate experience since the instincts and activities of the children centre largely around the home.

Our interests for the most part arise out of our needs and our efforts to supply them. As the children come to the primary grades from the various homes, it is a dif-

ficult task to so group them that each child can do his best work in reading, spelling, language, writing and mathematics. Their hands have been active in play at home. The first problem that confronts the teacher is to furnish suitable occupation for these busy hands. The modern teacher turns to the manual arts as a solution of the problem since they furnish a basis for the natural all-round development of the child. The children can best learn to work together in construction work, the simplest processes of which are new to most of them. They need not only to realize the pleasure of satisfying the play instinct, but, also, of doing things in response to conditions in real life.

The home is a natural starting point from which to lead out into the study of the common industries of providing food, clothing and shelter. In every community a large per cent of its people are engaged in some form of these occupations.

Wood, being a material which offers resistance, is a very interesting medium in all grades as it furnishes an opportunity for strong physical as well as mental expression. The wood work should begin with the making of a play house in the first grade, with the assistance of the older children. The needs of the individual groups or

for their study will determine the problems in wood for the other grades.

Clay is the best possible medium to awaken in little children an interest in art and its development. It is so plastic a material that it does not tire the weakest hand, and it serves as a medium of self-expression for the child without conscious effort. Unconsciously also through the use of it he learns self control.

The industries of a community affect its social life and its social life in turn its history. The textile industry as studied from the invention point of view, allowing the child to develop his own problems as the race has done, is a choice subject for illustrating this relation of social life and history.

The wool industry dates back to prehistoric man. The patience, care and skill necessary for its manufacture have ever exercised a strong influence upon civilization. In the study of textiles the children gain experience in the arts of basketry, spinning, dyeing, designing, weaving and sewing which are the fundamental processes in the making of clothing and household fabrics.

LELIA PURDY

Our Industrial Exhibit

Marshall College is ever seeking ways in which to make herself more

valuable to the State, and ever seeking to ally herself more closely with the social and industrial activities of this community. The states are generally classed as being either industrial or agricultural.

West Virginia is primarily an industrial state hence an industrial education is both advisable and necessary for the advancement of our industrial life. As a foundation for this education a collection of specimens from every industry that is capable of display, is being brought together in what will be known as the Marshall College industrial exhibit. These exhibits show the stages from the raw material to the finished product as well as the various processes in the manufacture.

The geographical department considers the physical feature involved in production as related to commerce. As the work progresses these exhibits will be made more valuable to the students by addresses given by practical men engaged in these various industries, which will explain the processes in the manufacture. Mr. Henry Ensign of the American Car and Foundry Co., has given a most interesting talk before the mechanical drawing class, on the car building industry. He dealt particularly with the making of car wheels, explaining pattern making, core making and casting, showing how the

with the children, the New-comer has found them refreshingly natural, studious, and truthful, not afraid to own a wrong and inclined to confide in older friends who are sympathetic and reasonable, as well as in those of their own age.

The New-comer was glad to find a class of sincere and helpful training students, many of them having had successful experience previous to coming. The help which they are able to give to children, who have fallen behind the group through illness, is often invaluable.

Not the least among pleasant impressions was that made by the grade teachers of the model school. Without exception, they have shown a kindness and courtesy, which testify to the general spirit of culture and refinement which prevades the whole school.

Another gratifying feature was found in the art work of the model school, supervised and taught by Mr. Myers of the college. Mr. Myers has the spirit of the true artist, and his work is thoroughly progressive. His art studio, which is headquarters for the training teachers, is a large, well lighted room, equipped with all the apparatus required for carrying on art and constructive design work.

To sum up, the general impression of the New-comer was that while the educational and business element is pronounced, yet more

marked than this is the ethical and spiritual tone which pervades the whole institution and which is the keynote of all true progress.

LELIA PURDY.

From a Former Student

The normal graduate of 1902 is surprised at the remarkable differences which exist between the training department of that year and of 1908. If healthful growth is a criterion of success then Marshall's training school is unqualifiedly successful and deserving of the praise, interest and sympathy of every educator in the State. When the training department was first organized in the Spring of 1902, 7 girls and 4 boys, normal seniors, deemed themselves fortunate to secure the excellent professional training given by Miss Cummings in the classes it was possible for her to conduct that year. Then, too, the pedagogy seminary was invaluable with its semi-monthly hours of inspiration and development. Supt. Garrison, of Sistersville, and others of that class are evidences of the faithful work done that year by teacher and pupil.

The student of that year leaves, mingles with his fellow teachers in the growing educational activity of his state and returns in the winter of 1908 to visit his alma mater. He has heard of fine progress, etc., but the half has not been told him.

Where in 1902, but a single room was devoted to this work, now he finds an entire section of the building given up to it. The department has its own entrance, corridors, five class rooms, a manual training room, an office for the superintendent, and a large hall for the seminary meetings. Now there is a model school in which 100 children are busily working. This school is divided into five parts under the supervision of Miss Pope and over each section is an experienced critic teacher of special training. Here the normal seniors have an opportunity to observe and help. What a difference! In 1902 this school was just being planned.

Then there was no professional library, now there is a good one and also a library for the children. The seminary work has been extended. The current events seminary has also been added. The professional work has been increased as Miss Cummings is enabled to devote a great portion of her time to teaching additional classes since Miss Pope has been made her assistant and supervisor of the model school.

Another feature—most up-to-date—has been inaugurated and successfully begun—drawing and manual art classes. Two afternoons in the week the children are at work under the direction of Prof. Myers and Miss Pope and

here again the normal senior class does practice and observation work. Several have already entered for courses in manual arts under Prof. Myers.

What an opportunity for the training of West Virginia's teachers! In 1902 there was one teacher! Now there are seven. This faculty has developed a spirit of work, the effect of which is felt throughout the department. Its highest recommendation, perhaps, lies in the fact that progressive superintendents, all over the state, are sending teachers to visit the school and to gain suggestions whenever possible.

The Teachers

The work of the teachers in the training department should speak for itself. The articles, in this issue of *The Parthenon*, treating of the several departments, show our present organization and plans, and voice, to some extent, our future hopes and aspirations. We add a brief outline showing the training and experience of each teacher.

ANNA S. CUMMINGS,

Supt. of Training Department.

Graduate of Colby University; post-graduate University of Chicago and Leland Stanford University. Eleven years in executive position and six years in normal school work.

FLORA E. POPE,

Assistant and Supervisor of Model School.

Oberlin College; graduate of Chicago University. Four years' executive work, two years of teaching in the Chicago University Elementary School and one year of normal school experience.

E. E. MYERS,

Department of Art.

Ada University, Mt. Union College, Cincinnati Art Academy, Harvard University and New York University. Several years' experience as portrait painter, and six years' experience in normal school teaching.

LELIA PURDY,

Sixth Grade.

Graduate Chicago University, with general diploma and textile diploma; Chicago Academy of Fine Arts, Columbia University and several summer schools. Teaching experience in all of the grades, University of Chicago School of Education and the Academy of Fine Arts, Chicago.

CLARA M. REED,

Fifth and Seventh Grades.

Sistersville High School, Marshall College Normal School. Teaching experience at Sistersville, W. Va.

MARION F. GREENE,

Fourth Grade.

Lynn (Mass.) High School, Bradford Academy, Mass., Evanston High School, Foster Hall, Chicago.

GARNET SLIGER,

Second and Third Grade.

Graduate of Marshall College; Summer School Chicago University. Experience in Central City Public Schools.

HARRIETT FERGUSON,

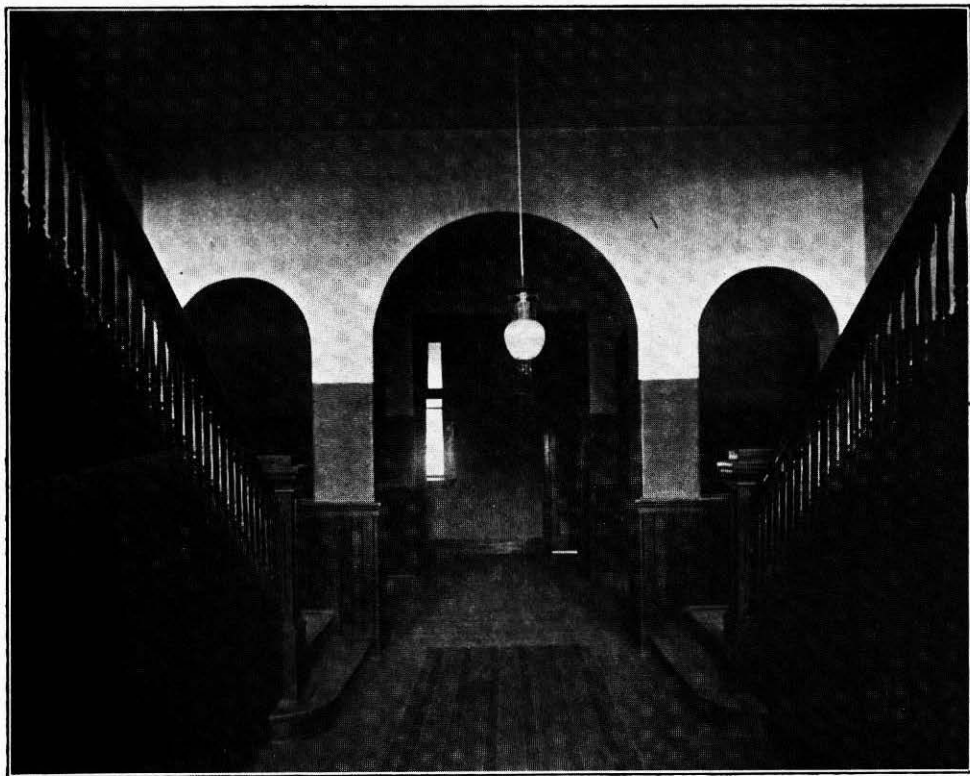
First Grade.

Public schools of Ohio. Four years' training at Marshall College.

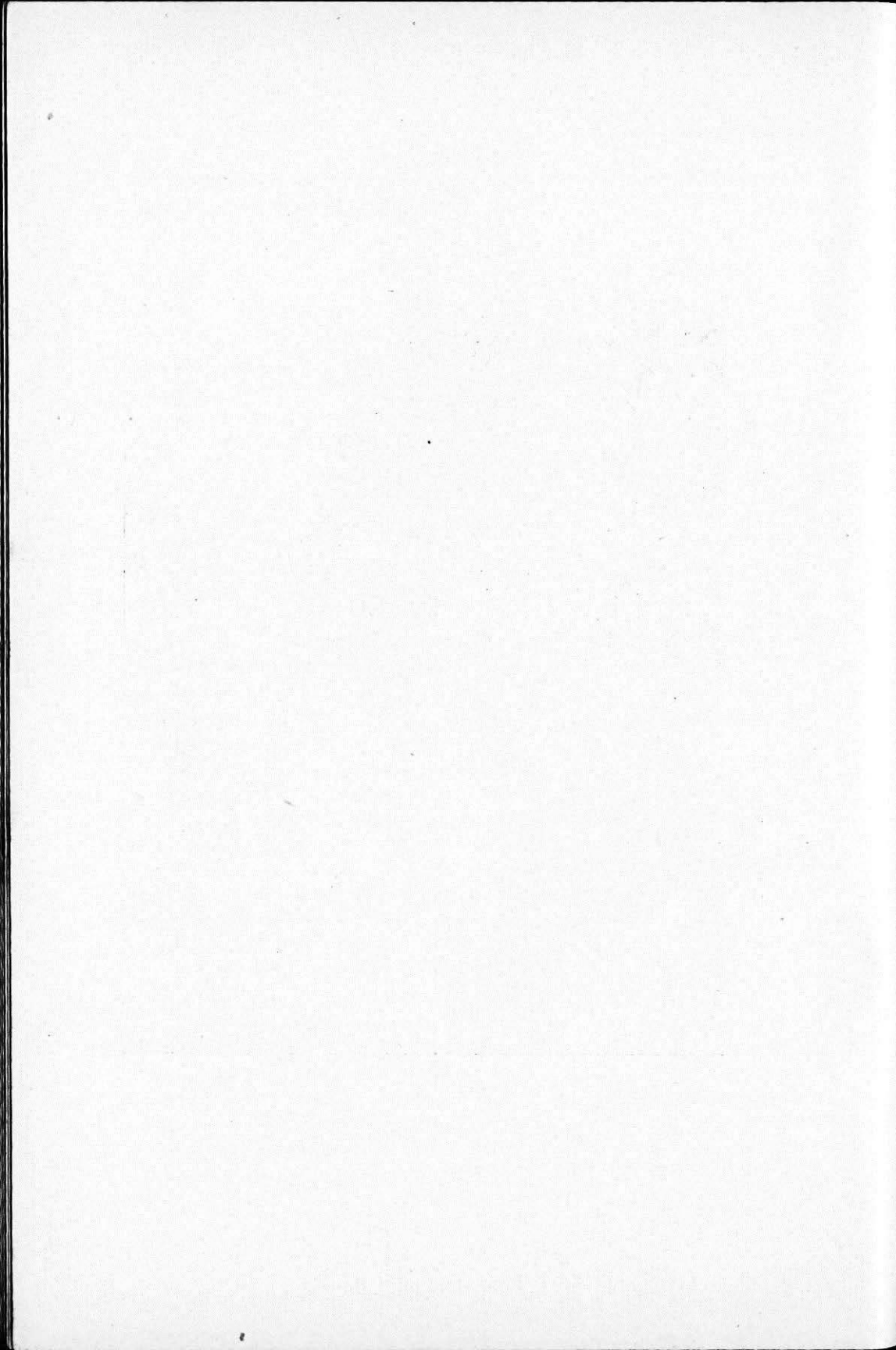
JULIA RYAN,

Assistant in Art.

Maysville, Kentucky, public schools. Marshall College Art Department.



STAIRWAYS AND CORRIDORS OF THE MODEL SCHOOL



At Last

NORMAL DIPLOMAS HAVE BEEN RECOGNIZED BY THE STATE AFTER YEARS OF INDIFFERENCE TOWARD THE WORK OF THE NORMAL SCHOOL AND ITS BRANCHES.

Both branches of the state legislature now in session at Charleston, W. Va., have just passed what is known as "Senate Bill No. 16," or the Normal School Bill, a very important clause of which reads as follows: "The State Superintendent of Free Schools shall prepare suitable diplomas to be granted to the students of the normal department of the state normal school and its five branches who have completed the course of study and discipline prescribed by the regents, which diploma, HEREAFTER ISSUED, shall be equivalent in all respects to a first grade certificate for a period of FIVE YEARS."

At the expiration of the "five years" of course the holders of these normal diplomas, if they have taught successfully, may, under our present law, procure a state certificate without examination,—and if they have not taught successfully, or at all, they can not expect a state certificate without examination, and should not have it.

College Hall

As if to protect ourselves against a like danger from wintry blasts which have left sorrow and death in their wake we draw the dark mantle about us as we make our monthly report, for like a gentle shepherdess at the head of her tender flock our honored and beloved leader, adviser, counsellor and friend has been stricken at her post and her comforting voice hushed for all time to us as students and followers. Room 16, where we always went for help and advice, the scene of our brief after-dinner prayer services where we grew nearer to each other, to our leader and to God, is closed, and quiet and dark. The sainted woman, whose like we shall seldom if ever see again, and who so lately administered our needs with a freedom from bias most rare in this prejudiced world, the noble occupant of that room, has left it and other scenes of her magnificent labors forever. We pass that door in hushed tones and with quiet footstep, gliding hither and thither with a feeling that something sad, something very deeply affecting the life of the hall has happened. At table, in our rooms, at our rest, on the campus, even on our strolls outside the grounds there is an ever-present sense of something

affecting the very atmosphere of the Church of this city, were simple, the institution. There is a loneliness even in our young hearts; such it is as when a clear, steady, dependable light has suddenly gone out and left the reader alone in the dark.

Mrs. Laura J. Means, for the past 4 1-3 years preceptress of College Hall, fell seriously ill on Tuesday, January 28, of what proved in a few days to be pneumonia, to which she fell a victim about midnight just one week later—February 4. From the first she had a trained nurse, later two of them, but even these with the medical aid of Dr. Vickers, could do little more than alleviate pain and minister otherwise to personal comforts. Few knew of the severe blow that had fallen upon College Hall until the next morning, when the news was quietly carried from room to room—a dreadful shock to every one, for but few knew how ill our beloved preceptress was. School was adjourned till Thursday. A brother and his wife had been with their sister for a few days.

Late in the afternoon the body in a beautiful casket was transferred to the college parlors where, after 6 o'clock dinner, the funeral services were conducted. These, under the direction of Rev. Mr. Townsend of the First M. E.

Church of this city, were simple, quiet, and most fitting, consisting of two short Scripture readings, two prayers, and two hymns by a college quartet composed of Mrs. Parrott, Miss Pope, Dr. Haworth and Mr. J. R. Robinson.

The flowers were especially beautiful, in perfect harmony with both the character of the woman in whose honor they were given and the spirit that pervaded the funeral ceremonies.

In charge of relatives the body was taken to the home of a sister in Fairmont where it remained till Saturday morning the 8th when it was removed to Grafton for interment beside husband and child. The last sad rites were conducted by the Woodmen's Sisters and the burial was at 3 o'clock, Saturday, February 8.

Mrs. Means was somewhat frail of body, but was a woman of fine mental poise, of unusual reserve force, of truly remarkable powers in reading and estimating human character, a power to which she owed in a large measure her success in handling girls. In the essentials of Christian character and Christian culture her equal is seldom met; while a consistent and earnest member of the more conservative class of Christian believers, she was, as well, broad minded, liberal, and exceptionally charitable in her judgments of her fel-

low men and of human conduct. Calm, cool, conservative in word and in act in the most trying situation, in practically full command of herself at all times, discipline and counsel with her were safe and effective. In devotion to duty and loyalty to superiors, co-workers, and the institution in which she was a very responsible official we have never seen her superior, very seldom her equal. With a zest, a heartiness, a whole-souledness, an unselfishness, and a gentle but decided dignity she stood for the interest, the school, and the people which and whom she had engaged to serve, stood for them and with them, never complaining, never criticising, never practicing duplicity, but loyal in the smallest detail, and what was most beautiful and rare, always the same in word and in act whether with or absent from those concerning whom she spoke.

has lived and labored and loved simply, sweetly and successfully. She has left us beloved by all who knew her, and having wrought well passes to the reward of the diligent, the faithful, the true and the good.

Of the various compositions on the subject named below which were handed in recently by the class in Junior English, the one given herewith seemed to the editor the best.

Why I Came to Marshall College

By C. C. Myer, of Tyler County

The time has come when a man without an education can not hope to hold his own with the educated man, nor is he of so much value to the world. In every walk of life, the man of learning, of culture, of refinement, has the advantage of the illiterate, the coarse, the unrefined. From the first class are chosen the leaders in every field of action, social, commercial, or political; and it is they who have made, and are yet making, this country what it is. From the trained mind came forth our whole scheme of government, and by the trained mind it is being run on to a glorious success.

Mrs. Laura Means has not only not lived among us and served us and Marshall College in vain, she lived and served so faithfully, so loyally, so nobly, so lovingly and so well that she leaves with us a heritage of womanly virtues rich in an exceptional degree, the rarest and best of heritages woman can bequeath to young people. She leaves every one who came in touch with her model life happier and better for having met her. She

What boy has not the ambition to be one of those men who make things go? What boy has not the ambition to be a leader and a guide?

"Faith without works is dead:" some of those elements that will so is ambition without action. It better equip me for the active duties of the race before me, is this ambition that has brought me to Marshall College—ambition I selected Marshall College to be something, to do something, rather than some other school because it offers exceptional advantages to students, opportunities not found in other secondary schools of this state. We have good buildings, good surroundings, and, above all, a good faculty. We have for our instructors men and women whose qualifications can not be questioned, and whose influence is of the very best.

Coming to Marshall is not the fulfillment of that ambition; it is only a means for the accomplishment of an end. By diligence I hope to gain some of those qualities that go to make up a man,

of the very best.

ORGANIZATIONS

THE REPORTERS

Y. M. C. A.

Behold, we are at last in dream-land! We have been dreaming for some time of a hall for the Christian organizations and finally our dream has come true. We are now to be found comfortably housed on the third floor.

Mr. Hood, secretary of the Y. M. C. A. of Amherst College, was a welcome visitor to our association January eighteenth and nineteenth. His main purpose was to further the mission cause.

C. H. Nuttle, Y. M. C. A. interstate secretary was with us February fourth and fifth. He was well pleased with the work of our association, and helped us make plans for the future.

Bible and mission study constitute the principal part of our work; and, since we deem Bible study the most important, we have been putting all our energies into this work, resulting in five progressive classes. As a result of the visits of Mr. Hood and Mr. Nuttle, we are now preparing to give the following

courses in mission study: Aliens as Americans; Effective Workers in Needy Fields; The Price of Africa; and The Uplift of China.

Who belongs to the hand-book committee? It is time to get busy. Let us get to work and keep pace with the organizations of other schools along this line as well as others. We must have a hand-book that will be interesting and valuable to all, who make this school their home next year.

Y. W. C. A.

By means of the Torrey meetings the prayers of the faithful were answered when twelve of the girls in the Hall made profession of faith in Christ, thus leaving but six of our number who are yet outside the fold. Surely, we have received a blessing.

George C. Hood, state secretary of missions for the Y. M. C. A., addressed the girls in the interest of the student volunteer movement on January 18.

For the evening of February fourteenth, the association secured Walter Bradley Tripp, of Boston, to give his monologue, "Martin Chuzzlewit" from Dickens. Mr. Tripp was remembered with pleasure by the large number who heard his interpretation of "The Tempest" last year and a large audience

was equally pleased with this reading.

The Y. M. C. A. reception to the Y. W. C. A. which was to have been given on Saturday evening was postponed out of respect to the memory of Mrs. Means.

Deutsche Gesellschaft

The deutsche Gesellschaft held its regular meeting January 23rd, with the newly elected officers in their respective places. On account of the Torrey meetings and the absence of the basket ball team the attendance was not as large as usual. Roll call found several delinquents. At the close of the business meeting a short but interesting program was rendered:

Vocal Solo—"Du Bist Wie Eine Blume," Virginia Callison.

Reading, Flossie Cox.

Autobiography, R. C. Spangler.

Miss Stevenson then talked for half an hour on Dresden illustrating different attractions of that city with post-cards and pictures. The remainder of the evening was spent in singing German songs and playing German games. Much more interest is being manifested in these meetings and the committee is working on an especially strong programme for the next meeting February 15, 1908.

Senior Notes

On January the twenty-seventh there was a meeting of the Senior class called by the President, Mr. Hamilton. The purpose of this meeting was to hear the final report of the class pin committee and decide definitely on the pin. At last a class pin has been selected, one which pleases every member of the class and one that all feel very proud of. Every one expects to do his part to make the class day exercises in June the most successful ever held here.

The members of the Senior class still number about fifty-five. Not so many by about fifteen as during a former year, but the '08's put quality before quantity.

The Junior Class

L. M. Holton has joined us after teaching a successful term of school at Griffithsville, Lincoln Co.

We welcome C. C. Henson of Kanawha Co., and W. A. Riffe of Raleigh Co., former members of our class.

Misses Stella Riggs and Henrietta Calloway, two popular young ladies of the class, were the guests of Miss Effie Corbly, of Central City, February the second.

Miss Bessie Gall is able to resume her studies after an illness of two weeks.

Congratulations to the boys of our class who helped to bring victory to the basket-ball team on its recent tour.

The Mirabilia board is working faithfully, and will soon be able to give a definite report.

Excelsior Club

The winter term opened with two vacancies in our club. J. R. Davis and D. F. Moore, two of our strongest members did not return to school after the holidays. John Brackman and Woodyard Pool have been elected to fill the vacancies. While we regret losing two of our charter members, we feel that we have chosen two worthy young men to fill their places.

For various reasons the Excelsior boys have changed their place of meeting from a room on the third to one on the second floor. Here we are surrounded by literary talent. The Senators are in our rear; the Ciceronians are on our right; and the Current Events Club meets in a room west of ours. We are, indeed, surrounded by a very wholesome atmosphere, and a new spirit seems to have entered into our work. The boys become so enthusiastic that, occasionally, two or three are seen on the floor talking at the same time.

The wisdom of changing our headquarters was fully demon-

Young Ladies of Marshall College

Isn't it about time to be thinking about those Commencement gowns? We have a gorgeous showing of delicate, tasteful, appropriate, white dresses, and you ought to see them. Nothing like them has ever been shown here. We are just opening them up. We will be glad to show them to you whether you wish to buy or not. We are proud of them.

The 4th Ave. Valentine Store

Ladies Garments

The following is a summary and line-up of the game:

Marshall 11, Ronceverte 11.
 Spruce 1 f Horton
 Smith r f Parrott
 Myer c Ross
 Foster, W r g Lear
 Foster, J 1 g Turner

Field baskets: Ronceverte—Parrott 3, Ross 1. Marshall—Spruce 3.

Goals from free throw—Ronceverte 5, Marshall 5.

Fouls called. Ronceverte—Horton 2, Lear 3, Turner 6; Marshall—Spruce 2, Smith 2, Myer 2, W. Foster 2, J. Foster 5.

Time of halves, 20 minutes.

Referee, Crotty of Marshall.

Umpire, Reynolds of Ronceverte.

The next game was played with the Allegheny Collegiate Institute at Alderson. We arrived in Alderson at 12 M. The afternoon was spent resting for the hard battle that was awaiting us that evening. The game was called at 8 p. m. The Marshall boys went upon the field with a look of determination upon their faces, for they knew that the honor of Marshall was at stake. Our boys led the first half by a score of 9 to 4. It was then that Alderson realized that she would have to play ball. At the end of the second half, the score stood 12 to 12. The tie was played out, Myer's batting the ball. Foster's guarding and Spruce and Crotty's

goal throwing had tied the score. Now they were to be called upon to carry the laurels from the hall. The game continued with increasing interest for about ten minutes. Several times the ball rolled upon the enemy's goal but failed to score. Finally by a brilliant play from Spruce the winning goal was made. Marshall had won. Eight strong voices made the hall ring with Marshall's yell. This was followed by a yell from our fair supporters, the A. A. girls who had cheered us on to victory.

Line-up and record of game.

Marshall 14, Alderson, 12
 Spruce r f Johnson
 Crotty 1 f L. Dixon
 Myer c Boon
 Foster, J r g C. Dixon
 Foster, W 1 g Smith

Field baskets: Marshall—Spruce 1, Crotty 1, Myer 1, W. Foster 1.

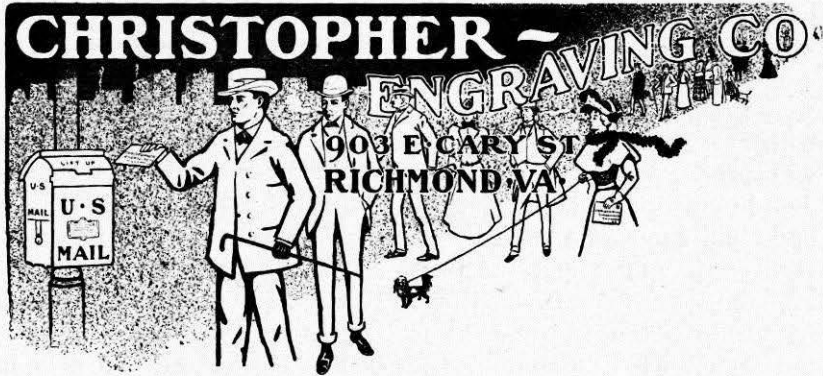
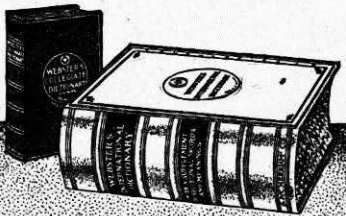
Alderson—Johnson 1, Dixon 1, Boon 3.

Goals from free throws—Spruce 6, Dixon 2.

Fouls called. Marshall—Crotty 3, Myer 1. J. Foster 2. Alderson—Johnson 1, L. Dixon 1, Boon 2, C. Dixon 2, Smith 1.

Referee, Franklin of Marshall.

As a general rule the members of a defeated institution have for the victors a sort of a vague unde-

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finer feeling of jealousy which leads to cool treatment. But not so with the Allegheny Collegiate Institute. After the game, the Marshall boys were invited to the college parlors where a very, very pleasant hour was spent. A scheme was introduced by which every one had an opportunity to talk a short time to each of the others and thus new acquaintances were made, ties of friendship woven, and new names learned never to be forgotten. Refreshments were served, good-bys were said and the boys left with good will in their hearts for the A. C. I.

Previous to this time they had received an invitation to the Alderson Academy, in North Alderson. So on the next day at 10:30 o'clock they found themselves seated in the neat and comfortable parlor of the dormitory of that school. It was so arranged that in every first chair was a boy, and in every second chair a girl. This seemed agreeable to all concerned; and when it was announced that every boy was to move to another chair, some moved freely, others reluctantly; some smiled others frowned, but all enjoyed themselves. Why shouldn't they? At the game on the preceding night, the A. A. girls (and boys) had given their hearty support to the M. C. team. When victory seemed doubtful they cheered our boys on to success;

when the game was won they gave a yell that filled the visitors' hearts with gladness. How could a boy fail to enjoy himself in such a crowd as that? A dainty course of refreshments was served which was appreciated by all. An hour was spent with this light-hearted group then some one—not the referee who was busily engaged—announced that it was time to go. After each boy had received a pennant and had said good-by to all they took their departure leaving behind them their best wishes for the future of the school individually and collectively. It is whispered that the referee has asked the members of the basket-ball team to petition the M. C. faculty that he be allowed to accompany the team on its trip to Alderson next year.

The third and last game was played at Hinton on the evening of January 25. The opposing teams met in the skating rink at 8:30 p. m. The superiority of Marshall's team work was too much for the Hinton team. Our boys threw goal after goal until at the end of the first half the score stood 18 to 0. The second half was played and the score stood 30 to 4.

Marshall 30	Hinton 4
Spruce.....r f.....	Sweeny
Smith.....l f.....	Bess (Rife)
Myer.....c.....	Riley

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Foster, J. . . . r g. Chummy
Foster, W. . . . s g. Plumley

Field baskets; Marshall—Spruce
8, Smith 2, Myer 1, Foster, J., 1,
Foster, W., 2, Hinton—Riley 2.

Goals from free throw, Marshall
2, Hinton 0.

Time of halves, 20 minutes.

Referee, Franklin of Marshall.

Timekeeper, Brackman of Mar-
shall.

Manager Crotty is planning for
a series of games to be played in
the Majestic rink. It is hoped that
he will succeed.

W. W. POOLE.

Baseball

Now that the smoke from the
gridiron battles has cleared away,
with the complete disappearance of
that filmy vapor formed by the
question of an All-South West Vir-
ginian team coming in too direct
opposition to the beliefs of some
football critics, the more artistic
and scarcely less exciting features
of basket-ball and base-ball are be-
ing indulged in.

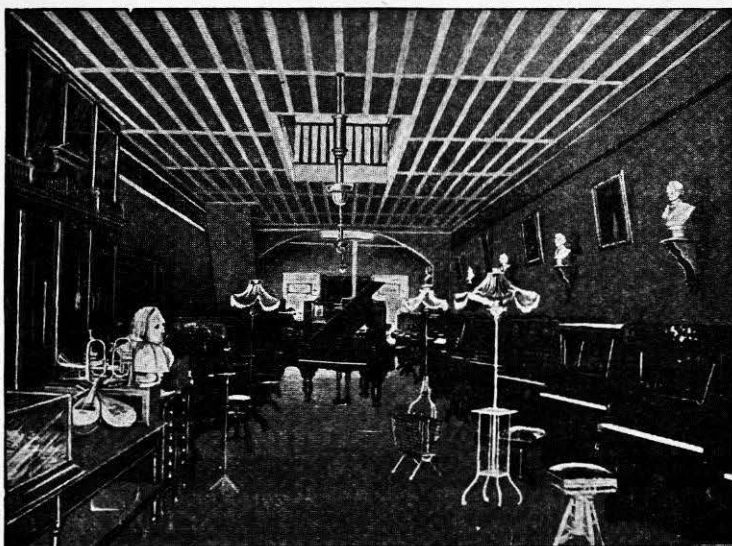
So far our boys have done brill-
iant work in all basket ball games
played, their record equaling that
of the foot ball team last fall. In
all games played the boys have
carried off honors individually and
as a team. Captain Smith has so

tirelessly and persistently practiced
his team that they have been able
to play their opponents off their
feet in a short time. He is not a
man that does things by halves and
to see him play proves that he prac-
tices his maxim "if you want a
thing done well do it yourself."

While base-ball is only in its
embryonic stage it bids fair to be-
come the most successful year Mar-
shall has ever had. The past two
years class teams have been organ-
ized and games between classes
played. This has served to de-
velop an abundance of excellent
material for a college team this
year. At a recent meeting of the
boys Charlie Reynolds, '08's star
second baseman was elected captain
with G. L. Hively, manager.
These live gentlemen have wasted
no time in arranging a schedule
and now have the games for the
Spring term well on the way.

There will probably be some
thirty-five or forty boys out for
base-ball which will necessitate at
least four teams and will give all a
chance for the game.

The present sunshiny weather
has caused the tennis enthusiast
to look laughingly toward the
tennis courts which means that
along with the rest the tennis club
will be provided with two well
kept courts.



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