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## The Parthenon, January, 1910

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# THE PARTHENON

MARSHALL COLLEGE



HUNTINGTON, W. VA., JANUARY, 1910



## Young Men's Clothes of Nowadays Differ From Older Men's

At least NORTHCOTT'S do.

Its just as natural for young fellows to have different ideas about dress, from older men, as it is for them to differ in regard to sports, entertainment & general ideas of life.

We leave no stone unturned in our efforts to provide clothes that young men endorse.

Suits \$15 to \$35. Overcoats \$15 to \$40. Yes, you can get that Coat Sweater, Foot Ball Sweater, or any style you like, all colors, \$2.00 to \$7.00.

*L. A. Northcott & Co.*  
CORRECT CLOTHES FOR MEN AND BOYS

"Clothes of Class"

Fourth Avenue

## Swell COLLEGE Shoes

AT

### E. P. FROST'S

Lord & Taylor's Onyx Hosiery to Match

The Store of Quality

---

## H. J. HOMRICH,

Fine Watches, Diamonds, Jewelry, Cut Glass  
and Silverware

The Largest, Finest and Most Complete Stock in the City.

Prices Right.

909 Third Ave.

HUNTINGTON, W. VA.

# *A Good Resolution*

---

For the new year would be to make our store your place for the correct comparison of styles and values in all kinds of merchandise that find a temporary lodging place in our departments. We will be better able to serve you than ever this year—greater variety of good things—more to offer in each department and the prices will be strictly in accord with the quality.

*It Makes no difference what you may Select*

---

*It Is Always Worth the Price Asked*

---

We cordially extend an invitation to those desiring merchandise in our line to prepare for our clearance sales which will be a feature of the beginning of the new year—a time when a little money will go a long way in buying serviceable and satisfactory garments and fabrics of all kinds. With best wishes for a Merry Christmas and a Happy New Year we remain,

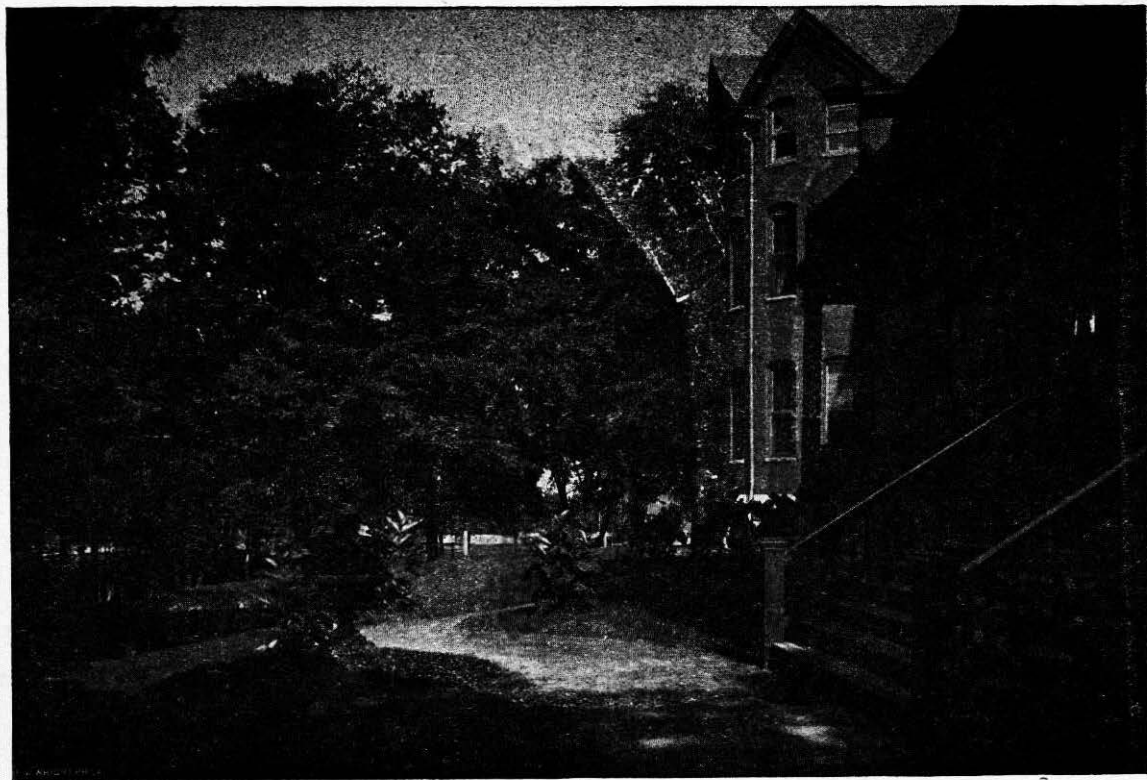
Very Respectfully,

**The Anderson-Newcomb Co.**

**The Big Store**

**Huntington, W. Va.**





CAMPUS IN FRONT OF COLLEGE HALL

# THE PARTHENON

MARSHALL COLLEGE, HUNTINGTON, WEST VA.

VOL. IX

JANUARY, 1910

NO. 4

Published monthly during the school year by The Parthenon Publishing Co., at Marshall College, Huntington, W. Va.  
All contributions and changes in advertisements should be reported before the tenth of the month. Subscription Fifty Cents.

Entered at the Huntington, W. Va. post-office as second class mail matter.

## EDITORIAL

L. J. CORBLY

EDITOR.  
L. J. CORBLY,  
President Marshall College  
MANAGING EDITOR,  
J. A. FITZGERALD, '97

Some of the larger universities of the country show the following enrollments for the fall term, 1909: Cornell, 3,093; Yale, 3,246; Harvard, 3,994; Michigan, 5,200; Pennsylvania, 5,235; Columbia, 6,132.

The Parthenon is indebted to Miss Harriet D. Johnson, professor of Greek in Marshall College, for the abstract of Professor Bennett's article from the Classical Journal, which appears in this number.

At the next election for captain of the football team it might be

well to observe the rule of the large colleges and universities, namely, that no one vote for captain except the players who have made their M's.

So far as we have gathered statistics we find no school where a greater per cent of the total fall enrollment in the Freshman, Sophomore, Junior and Senior years combined belongs to the senior, or graduating class. Yale, which has a most enviable record in this respect, falls below Marshall in this respect.

What can be done about an athletic field for the future. That question grows more serious each year. Can not some definite steps be taken toward this. Looking to

the state legislature for such things is neither hopeful nor wise. The state should not own the athletic field. It should be owned by the Marshall Athletic Association, which association should be so organized and perpetuated that capable management would be assured, for this assures success as nothing else can.

Would it not be well to call a meeting of all the students who are in earnest about "building up" a permanent policy and spirit in behalf of athletics to take some steps looking to the finding of as many fine prospective footballists, baseballists, basket-ballists, &c., for the coming 12 months as possible. It is not easy to begin ahead of time. The "woods" are full of young men and women who will add decisively to these several teams for this and future years. It is always best to have a big squad of promising fellows in all four years of our courses freshman, sophomores, juniors, and seniors, so that we may not only have good players for the current year; but good ones all the way down the line to recruit from from year to year. One of the big university teams of the east will be seriously crippled next year because nearly all the good players graduate this year and proper provision has not been

made in advance for filling their places, while another university, a rival of the first, has looked ahead to see that it had good men in each year of the course coming on.

Student self-government is beyond reasonable doubt, as we see it, the future government of the colleges and universities of the country, and will come just as rapidly as the young men and women of the country who make up student bodies train themselves and equip themselves for this larger and more responsible field of educational work. By this we do not mean that the government of the colleges and universities of the country will be transferred *in toto* from the present governing bodies to the students; that day will never come any more than the entire government of the country will be wrested from, or delegated to, the people *en masse*, the extreme form of democratic government. As we see it the future government of such questions as the following will be placed almost wholly in the hands of the students:

1. Stealing or Cheating in Examinations or Tests.
2. Management of the Details of Athletics.
3. Class Attendance and Non-Attendance.

4. All minor Forms of Student Discipline.

5. Fixing Standards of Student Behavior outside of the immediate Vicinity of the School.

6. Establishing Codes of Honor among themselves and toward the School.

These and kindred phases of college life will go almost exclusively to the student body. Matters of vital interest in policy and in academic organization will necessarily, from the very nature of things, find ultimate authority in the faculty and other officials.

Self-government is taking a strong hold in our larger universities already, and is proving successful. In Harvard it finds expression in the "Student Councils"; in Yale in the "Senior Council", and so on through the various schools.

Let it come, and come as quickly as the conditions will permit.

Often have the young ladies and gentlemen of Marshall felt that their outing "privileges" as well as certain other liberties asked for by them at times, were *unduly*, (some of them even said *unreasonably*, and a few have gone so far as to use even stronger adverbs) curtailed by the faculty, and instead of taking it for granted that the faculty as a body, or even a majority of them, ruled in

such matters solely in the interests of the students as a body and of the school, they (only a minority of them we are glad to believe) have resented some of these rulings, sometimes sharply, now and then bitterly and in language intended to discourage loyalty and a respectful attitude toward authority. Beyond question they thought they were right, for often we have noted among them students otherwise practically model, such as in student-like bearing in and out of the school and studious habits. Since last June we have gone to the trouble to write the authorities of ten of the best colleges, male, and female, and coeducational, in the country making inquiry along these lines and asking for their codes of rules governing such matters as the following: 1. Absences. 2. Tardiness to class. 3. Unpreparedness for recitation. 4. Leaving a class before it adjourns. 5. Withdrawing permanently from a class. 6. Class "cutting." 7. Individual absences from the city over Saturday and Sunday. 8. Non-attendance on chapel exercises. 9. Leaving the city in groups such as in cases of ball games, glee club appointments, dramatic and other clubs and organizations, picnics, banquets, pleasure trips, &c., &c. 10. Suspensions. 11. Expulsions. 12. Discipline of other kinds than



in 10 and 11. 13. Sickness. 14. our hearing (not intentionally it Public exercises. 15. Addresses, doth appear) last year that no up- lectures, readings, speeches, &c., to-date school made chapel attend- by outsiders. These and many ance compulsory now-a-days. Re- other features of college life and ports show that the vast majority of our *best* colleges require this college work that come to the fore under severe penalties. Even in all schools. In a few instances Yale, supposed to be one of the we have gone on the premises, into most, if not *the* most democratic the schools and learned these an- college in America, makes not on- siders from students, professors, ly attendance upon chapel exer- and others in addition to getting cises compulsory, but also attend- copies of the rules and regula- ance upon Sunday preaching. tions. And in no instance did we find the

We have been very much sur- limitations placed upon student prised, indeed to note among the privileges as few as at Marshall, ten schools the extent to which though we found none where the limitations are placed on these report of student behavior on the things by the faculty and are ap- streets, at theaters, and elsewhere, proved with practical unanimtiy was better than at Marshall. by the students. To illustrate : Some one at Marshall remarked in

### An Ancient Schoolmaster's Message to Present-Day Teachers

From an address by Charles E. Bennett, before the American Philological Association, at the University of Toronto, December, 1908. Printed in the Classical Journal of February, 1909:

So far as ancient literature makes an effective appeal to the modern mind, it is chiefly in the field which De Quincy character- izes as "the literature of power." Here the antique genius is supreme. It has been recognized as such for centuries, and *a priori* reasons can easily be given why it will continue to be recognized as such in the ages that are to come. Homer's majestic epics not only have never been surpassed or even rivaled, but probably never can

be, the same is true of the most perfect products of Greek tragedy; and almost the same of the best of Horace's lyric verse.

In the other field, however,—the field that De Quincy characterizes as "the literature of knowledge"—the Greek and Roman classics exercise a much less decisive and much narrower influence. And yet, occasionally, even in the midst of our latter-day perplexities, we may with profit call these thinkers of the past into council. It is to a case of this kind that I venture to invite your attention now. The field is the perennially interesting one of education, and the witness is Quintilian.

The *Institutio Oratoria* was the ripe product of a gifted teacher, who had himself been trained by the best masters of his day, had practiced in the Roman courts, enjoyed the confidence of several emperors, and had been honored with the highest magistracy. For twenty years he had been the recognized leader among teachers at Rome, when at the age of fifty-eight he set out to put in permanent form the results of his practical experience and his mature reflections on the training of the orator. Clearly we have much to expect from a man so exceptionally fitted for the task he sets himself; nor shall we be disappointed when we come to examine his treatise more closely.

The title of the work, as is well recognized, is somewhat narrower than its contents warrant. Technically it is on the training of the orator; but in reality it is much broader and deeper than its name implies. It penetrates to the root of many of the fundamental problems of education, problems that not merely confronted the Romans of Quintilian's day, but which confront us also, and will confront our children's children. It is this that bears the *Institutio Oratoria*, far beyond the "bourne of time and place" and gives it permanent worth; and it is this fact that has made me venture to make its author the subject of these remarks. What I shall try to do is simply to enumerate some of the elementary truths of education as Quintilian himself has stated them, with true Roman wisdom and practical sense.

And first of all he emphasizes the importance of beginning aright and of employing only the best teachers from the very outset of education. "Would Philip of Macedon," he asks, "have wished Aristotle, the greatest teacher of the age, to teach Alexander, or would Aristotle have done it, if they had not both been persuaded that the first rudiments of instruction are best imparted by the most accomplished teacher?" How often have I thought of this when

some mediocre Latin scholar has come to me at the end of the senior year and asked for a recommendation to teach elementary Latin, admitting defective knowledge and poor scholarship, but urging the low grade of work contemplated in justification of the application. Let me here record my conviction that a college graduate who has been a poor Latin scholar in college is not fit to teach even elementary Latin. In fact, such a person is conspicuously unfit for such labor, not so much from lack of attainment as from lack of the spirit that a good scholar inevitably takes into the class room and implants in his pupils. Only the lover of accuracy will beget a love of accuracy in his pupils, and without this there can be no scholarship—no really excellent instruction. If education is not to become a meaningless thing among us, it must be taken very seriously; and the prospective teacher must dedicate his whole energy to the profession he chooses. Teaching cannot safely be made a make-shift. Any such attitude involves disaster to the individual who risks the experiment, to the pupils under him, and, above all, to the community, and ultimately to the national life.

One of the burning problems in America in recent years has been the teaching of elementary Latin.

Evidently the same problem was a living one at home in 90 A. D., and it is particularly interesting and, I think, instructive, to note what Quintilian has to say on this subject. To those of us who have often deplored the failure to make a determined, decisive attack upon the paradigm and master them thoroughly at the very outset of Latin study—to such it must cause no little pleasure to note the wise words of Quintilian on this very point. In the fourth chapter of his first book we read these words: "Let boys in the first place learn to decline nouns and conjugate verbs; for otherwise they will never come to an understanding of what is to follow; an admonition which it would be superfluous to give, were it not that most teachers, through ostentatious haste, begin where they ought to leave off; and while they wish to show off their pupils in matters of greater display, they retard their progress."

As to the educative value of grammar in general, Quintilian boldly vindicates it from being the dry and profitless study that it is often alleged to be. And here again his teaching, I think, has a lesson for us today. So far from being arid and useless, the study of grammar contributes richly to the intellectual expansion of the pupil in many ways. The appre-



hension of grammatical relationships involves as serious a logical discipline as a proposition in Euclid, with the added advantage that Euclid is not often directly practical to the everyday man while an apprehension of logical relationship is.

Another fundamental question that has agitated the waters of modern teaching has concerned the function of memory in education. Beginning some twenty years ago, the tendency has since been strong to neglect this important faculty. The new attitude was not without reasons. There had undoubtedly grown up in many schools the practice of learning the words for things instead of the things themselves. The trouble was not, however, that the pupils remembered, but that they did not understand. It seems a serious defect in education for a pupil not to form the habit of incorporating as a part of himself large bodies of the matters he studies. It is not enough, I believe, to apprehend and understand; one must also associate the facts apprehended in such a way as to be able to recall them; and to do this the habit must be cultivated before it is established. "If anyone ask," says Quintilian, "'What is the art of memory?' my answer must be: 'Practice and labor.' To learn much by heart, to go over it again,

daily if possible, this is the secret. For nothing is so much strengthened by practice or weakened by neglect as memory."

Particularly gratifying is Quintilian's plea for a liberal education. To his mind clearly, true education demands that the student should aim to realize himself and to become a well-rounded man. Nor must education be conducted with reference to the eventual financial return it may bring in. "I would not wish I have," he declares, "even as a reader of this work, a man who would compute what returns his studies bring in. But he who shall have conceived, as with a divine power of imagination, the very idea of genuine oratory, and who shall keep before his eyes true eloquence, the 'queen of the world' as an eminent poet calls her, and who shall seek his gain not from the pay that he receives from his pleadings, but from his own mind and from contemplation and knowledge—a gain that is enduring and independent of fortune—such a man will easily prevail on himself to devote to study the time which others spend at shows, at dice, or in idle talk, to say nothing of sleep. And how much more pleasure will be secure from such pursuits than from un-intellectual gratification! For Divine Providence has ordained that the more honorable occupations

are also the most pleasing." Could one find anywhere a loftier idealism? I doubt it. Nor to Quintilian's mind is education solely for the individual. To him it is not merely a means of self-realization. Its ultimate purpose is much higher and nobler. With a true Roman sense of the majesty and supremacy of the state, he emphasizes the final function of education—the making of useful citizens, who shall conserve and propagate the inheritance of the fathers. Do we today, I wonder, always see as clearly and as steadily the connection between education and the state?

In another connection, he warns against premature specialization. Only the well-rounded man, the one already master of many things may safely undertake to specialize in oratory. Hence I have small doubt that Quintilian would accord scant approval to the narrow specializing tendency so strong among us at present. Our colleges are full; we have large faculties of able and devoted men, but I often ask myself whether the existing academic spirit is as good as it was a quarter of a century ago before our broad application of the elective system (if that is not dignifying our prevailing practice with too respectful a designation),—before the broad application of election had become so firmly root-

ed among us. Is not the tendency today to neglect the admirable Hellenic ideal of individual realization, and to make one's studies merely so many tools for the subsequent career of activity contemplated, neglecting everything that does not seem to contribute immediately and directly to that end? Experience makes me think there is a real danger here; one, too, that not merely threatens us, but actually surrounds us on all sides. Quintilian tells us that it threatened the society of his day as well. "Why," asked the impatient Philistines of his time, "should the prospective orator learn geometry? Why learn music? Why learn anything outside the strictest limits of his professional calling?" Quintilian's answer, given in the spirit of his master, Cicero, is that the object is not to train up some mediocre orator, but the best. It was an ideal he had before his mind; and to produce such a man the broadest possible training was indispensable.

It is extremely interesting also to note the emphasis which Quintilian lays on early home influences. He deplors the effect of too much parental indulgence, charging Roman fathers and mothers with themselves corrupting the characters of their children. "We enervate their very in-

fancy with luxuries," he declares. "Our excessive fondness weakens all their powers, both of body and mind. We form their palates before we form their speech. They grow up in sedan-chairs; if they touch the ground, they hang by the hands of attendants supporting them on either side. We even encourage their saucy utterances by bestowing a smile and a kiss." A recent writer has suggested that here in America there may just possibly be traces of a similar state of affairs, which he characterizes as "a case of too much parent." But I have already drawn so many parallels between ancient and modern life that I hesitate to dwell at length upon another. Quintilian urges that the teacher, in imparting instruction, must constantly take account of the individual peculiarities of the pupil. In other words, he recognizes that all teaching is simply constant skilful adaptation. I have elsewhere called attention to what seems to me a dangerous inference, likely to be drawn, and certainly not infrequently drawn, in connection with modern pedagogy; and I may perhaps not be departing too far from my theme if I say again that teaching is not the application of a method, but that, as Quintilian reminds us, it is constant adaptation to the problem momentarily in hand. It is the very reverse of anything and everything mechanical. It therefore does not submit to the definite formation of a method capable of general application. The two essentials of a teacher are a knowledge of his subject and skill in this momentary adaptation. Accordingly, when I note the prodigious emphasis often laid upon "method" in preparation for the profession of teaching, I feel warranted in saying that such emphasis is of doubtful wisdom, since it involves the assumption that knowledge is of less account than method, and that method either necessarily carries with it capacity for the skilful adaptation requisite in teaching or is even superior to it.

Quintilian abounds in copious illustrations, and is especially happy in the freshness and aptness with which he undertakes to enforce some vital truth. Sometimes the comparisons are quaint and homely, as where he says: "For as narrow-necked vessels reject a great quantity of the liquid that is poured upon them, but are filled by that which flows or is poured into them by degrees, so it is for us to ascertain how much the mind of boys can receive, since what is too much for their grasp of intellect will not enter their minds, as not being sufficiently expanded to receive it." Now and again there are frequent embodiments of truth



in quasi-proverbial form, as where he says, "Nature will have nothing accomplished quickly; difficulty lies in the path of every noble achievement." Or, again, when he says, "Let the Motto be, First, flawless accuracy; then flawless speed."

You have borne patiently with me in these observations on the old Roman schoolmaster. It is refreshing to find the eternal verities of education stated and emphasized by him as admirably as has ever been done. It is a pleasure to contemplate the thorough idealism of the man himself. Born and living in an age when luxury was rife and when material standards were claiming, as never before in Roman history, the adoration of men, Quintilian boldly preclaims

the value of education for its own sake and for the sake of the state, and protests against making it merely the means of sordid worldly advantage. It was in the winter of 1415-16 that Poggio Bracciolini discovered at St. Gall, in Switzerland, the first complete manuscript of Quintilian's famous *Institutio*. Till then only fragments of the work had been known. Poggio and his fellow-humanists, we are told, greeted the new discovery with the greatest enthusiasm; and we may well recognize that they had full reason for so doing, for the world cannot afford to lose the utterances of those simple, sincere souls whose vision of truth is clear and steady, and whose hope and faith are fixed on what is spiritual and enduring.

## ORGANIZATIONS

THE REPORTERS

NEW LIGHTS ON OLD FACTS  
WORKED OUT BY THE  
'10 CLASS

"I never did like poetry until I read Walter Scott's *Evangeline*."  
—Miss Senior.

"I never could bear 'Charles Dickens' until I read his 'Last of the Mohicans.' Now I think he is

my favorite author."—Miss Senior  
No. 2.

Dr. ——— on *imitation*—  
"If a man takes his shovel and goes out to hoe corn, his little son will very likely take his little toy shovel and go out to help him."

—  
"The 'War of the Roses' was the

cause of the Transition Period in Greece."—Miss Senior.

### EROSOPHIAN NOTES

The first meeting for this term was well attended. Several new names were presented for membership. We are glad to see so much interest taken in society work. The new officers for this term are: President, J. M. Chapman; vice-president, Ross Wilson; secretary, Betha Plymale; assistant secretary, Thos. B. Earle; treasurer, L. V. Starkey; critic, Herbert P. McGinnis; reporter, Lucy Wilson.

New students should not put off joining one of the literary societies, for every program of both the Virginians and the Erosophians has something interesting and worth their while.

On account of the afternoon work of the normal seniors the society will meet at three o'clock again this term. As this is a good term for excellent work in everything else, we hope that our society meetings may be made better also.

The Erosophians were disappointed to find that the Virginians refused to renew the inter-society contests; because the best productions of both societies are brought out in this way. And the meetings of the entire year seem to have a new interest and life in them which it is almost impossible to have when there are no contests to look forward to.

LUCY WILSON,  
Reporter.

### V. L. S. NOTES

The Virginian Literary Society met in its regular meeting in the Virginian Hall on Friday, December 10, 1909. The following officers were elected for the Winter Term of 1910: President, Stanley Brinker; vice-president, Elizabeth Prichard; secretary, Hila Callaway; treasurer, C. W. Ferguson; reporter, Isabelle Gordon; program committee, Pearle Huey and Beulah Wilson.

ISABELLE GORDON,  
Reporter.

## FROM THE DEPARTMENTS

THE OBSERVER

### GRADES FOR 1908-9

Through an oversight the Parthenon has failed to make a report

of the three best records of students during the year 1908-9. These records are those of Misses Jenny Lind Hobbs, Mamie North-

cott and Pearl Bromley. One wonders where the young men were. To Miss Hobbs went the first and second prizes, worth \$35 and \$15, offered by the Garland-Biggs-Wilson Co. of this city, she having made the highest average for the entire year, and also for the Spring term. Miss Hobbs is from Summers county, West Virginia; Miss Northcott from California, and Miss Bromley from Huntington.

The record of each follows:

MISS HOBBS

F-08 Jr. Eng. AA  
F-08 Sr. Eng. AA  
F-08 French I AA  
F-08 Geom. I AA  
F-08 Mediaeval Hist. AA  
W-09 Jr. Eng. AA  
W-09 Sr. Eng. AA  
W-09 French II AA  
W-09 Geom. II AA  
W-09 Mod. Hist. A  
S-09 Sr. Eng. AA  
S-09 French III AA  
S-09 French IV AA  
S-09 Geom. III AA  
S-09 Geology AA  
14 AA's, 1 A

MISS NORTHCOTT

F-08 Latin IV AA  
F-08 Hebrew Hist. AA  
F-08 Com. Geog. AA  
F-08 Piano Tues. & Fri. A  
F-08 Hist. Music Wed. AA  
F-08 Soph. Drawing A  
W-09 Manl. Arts B

W-09 Latin V AA  
W-09 Algebra IV AA  
W-09 Geology AA  
W-09 Physics II AA  
W-09 Mod. Hist. A  
S-09 Latin VI AA  
S-09 Latin VII AA  
S-09 Algebra V AA  
S-09 Physics III AA  
S-09 Manl. Arts BB  
12 AA's 3 A's, 1 BB, 1 B.

PEARL BROMLEY

Jr. English I B  
Jr. English II A  
\*Jr. English III AA  
Latin VI AA  
Geometry I AA  
Geometry II AA  
Chemistry I AA  
Chemistry II AA  
\*Chemistry III AA  
Geology AA  
\*Botany AA  
\*Hebrew History A  
Roman History AA  
10 AA's, 2 A's, 1B.

FORESTRY FIELD TRIP

Having spent several weeks in the study of trees, the members of the forestry class were eager to vary the technical study of the class room by a trip into the country where the trees themselves could be observed. The things we saw gave us a splendid review of the principles we had studied and discussed.



At nine o'clock, Dec. 14, we started south by Sixteenth street, thence west by Eighth avenue, and thence south to the hills by Fourteenth street.

Before we reached the street, our attention was directed to the ridges of bark on the limbs of the sweet gum which stands just inside the Sixteenth street gate. This peculiarity distinguishes the sweet gum from all other trees. Though we had passed this tree so many times, most of the class had never noticed its peculiarity.

On Fourteenth street we came to a swamp, once a river course, in which the soil is very rich and moist. As a result of excessive moisture, the trees have grown shallow lateral root systems. Being insecurely anchored in the soft soil, many trees have been overthrown by the wind. The roots of a red maple gave another illustration of the influence of too much moisture. These roots, in order to get sufficient air, have formed what are commonly called "cypress knees." A white maple tree whose trunk has received a wound now contains a white fungus growth which has consumed much of the heart of the tree.

Just beyond the swamp, we found a wire fence fastened to a live tree. The wire is covered by the growth of the tree and two strands are broken because of the

acids of the tree rusting the wire. The tree is knotted and decayed and contains fragments of nails and wire. For this reason, it is of no value for lumber.

We soon came to a flat which is crossed by a small rivulet. A large sycamore growing on one side has several roots extending across the rivulet. These roots since being exposed to light and air have taken the characteristics of the stem. The root hairs have disappeared and the bark contains chlorophyll. This shows the power of plants to adapt themselves to their environment. We noticed also that the sycamore protects its buds in a very clever way. The base of the leaf petiole is cup shaped and fits neatly over the bud. The cup part and often a greater portion of the leaf remains on the tree through the winter thus protecting the bud from freeze.

On the bank of Four Pole creek stands another large sycamore from which a large limb has been broken. A hole has rotted in eight inches or more and will soon reach the heart of the tree. Proper pruning would have removed this danger.

Most of the trees we saw stand apart from other trees. As a result, their branches are spread out and the trunks are of little value. Isolation has also given the wind an opportunity to bend the trees

and break their branches.

Next we observed a white maple which is split for several feet. This was caused by two branches of the same size growing out together. If one had been removed, the tree would not have split.

We noticed the umbled fruit of the green-briar and observed that the leaves break off leaving about one-fourth inch of the petiole as a protection to the bud.

By this time we had come to the forest proper. The forest lies on the low hills north of Four Pole Hill about one mile south of Huntington. We halted on a bench 825 feet in altitude on the slope of one of the 900 feet hills. We were 325 feet above the Ohio river and 175 feet below the summit of Four Pole hill. The forest faces the west with a steep slope.

At this place the underlying formation is sandstone. It crops out in many places and numerous fragments are scattered over the ground. The soil is a sandy clay. The slope being steep and drainage good, the soil is compact and dry. Humus is lacking. This year's fall of leaves has not yet decayed and pasturing, erosion, and fire have prevented the accumulation of humus from former years.

On account of erosion and lack of leaf cover and humus, native herbs cannot grow on this soil. This warns us that we must pro-

tect our forests if we are to save our tender herbs and keep out the tough persistent weeds. The forest has no underbrush.

Though there are plenty of veterans to furnish seed, no seedlings give promise of a new crop. Erosion and lack of leaf cover and humus makes it impossible for seedlings to grow. Oak predominates. Next in order come beech and red maple. Though there are tolerant species, as the beech, the trees grow sparsely. Besides the species already named, the forest contains locust, sour wood, gum, paw-paw, wild cherry and hickory.

There are trees of all ages except the seedling age. The average diameter of the veterans is slightly above two feet. The trees average about fifty feet in height. The tallest trees grow lower in the valley as a result of the humus washing down from above. Though the soil is good, conditions do not favor the growth of anything. The forest is unhealthy. The veterans are broken and decayed. The poles are few in number and too small for any value. The standards have been cut away. There are no salables trees. Fungus, pug knots, dead tops, broken limbs and hollow trunks show the unsound condition and foretell the death of the forest. Traces of the Gael insect are plentiful. On one side of the hill all the tree tops are

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dead as a result of repeated fires. A few mulleins are the only green objects. The soil is bare and will probably never grow any kind of crop. No effort is being made to utilize the land.

In one corner of the forest we saw several hogs penned. By eating the acorns, rooting up the soil and gnawing and running over the seedlings, they make the growth of trees impossible.

Though all we saw told of waste and impending timber famine, we take an optimistic view and believe that, with proper steps, West Virginia may yet be one of the foremost states in timber production. Forestry should be emphasized in the schools. The state should get possession of as much timber land as possible. The cutting and exporting of timber should be regulated by the state. Taxes on timber land should be collected only upon production. Our coal and oil will soon be exhausted but, by the exercise of wisdom, West Virginia's timber will last as long as the hills themselves.

RUSSELL SAYRE

#### A WASHINGTON LETTER

Every citizen of the United States ought once in his life at least to visit the national capital. A great deal of money is being spent to make it worthy of this

great nation and the money which is being spent is your money. You ought to come here and take a look at your investment. It is a great satisfaction to look at these beautiful buildings and to reflect that they all belong to you.

At a recent meeting of teachers representing the schools and colleges of the middle states and Maryland, Commissioner Macfarland in his address of welcome stated that every citizen contributed about a cent, I think it was, to the expense of the capitol. President Moffat of Washington and Jefferson College in his reply said that he was quite aware that every time he bought a suit of clothes or purchased anything for that matter he was contributing to that purpose through our tariff system, but he was surprised to learn that it was only a cent a year.

Come to Washington, but don't come at inauguration time. The great cost of accommodations more than makes up for the reduced rates on the railroads. We arrived last March, through circumstances beyond our control, just at that time. Had it not been for kind friends of the sort that always have room for one more, we would have fared ill. The only thing really worth seeing is the inaugural parade. On account of the crowds it is practically impos-

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This may seem a rather strong assertion but we believe it and extend to you a cordial invitation to visit us and judge yourself whether or not we are right.

### Hats For Schoolwear

We would call your special attention just now to our millinery department. Our displays embrace the most attractive shapes for early fall wear ever shown in millinery at such moderate prices.

All the approved styles as well as many new ones, then we make hats to suit every individual taste and requirement. Don't wait till next week to get the new hat but come today.

sible to see this from the sidewalk, and it is courting pneumonia to sit on the open grandstands. If you have friends who weeks before have engaged rooms or windows in a hotel along the line of march, you will be all right.

Of course everyone must visit the capitol, the library, the white house and the monument before they do anything else, but I want to call your attention to a place which might be overlooked but which has great educational interest—the Smithsonian Institution and the National Museum. The former is housed in an old, rather weatherworn but picturesque stone building in a park just south of Pennsylvania avenue and bordered by Seventh street. The biological collections here are very fine, but what will interest the average person most is the childrens' room, on the first floor to the rear. In the center is an aquarium with a fountain splashing in its midst, and around the walls are glass cases containing exhibits especially arranged to fascinate and interest a child. With each exhibit is a tablet with an entertaining story about the specimens.

The National Museum in a red brick building nearby contains almost everything conceivable. One of the most striking is a beautiful model of a Chinese junk, presented by the late Empress-Dowager

of China to Mrs. Roosevelt.

In former times the Patent Office was a place of great interest on account of the models of all sorts of inventions which were exhibited in glass cases in the corridors. This has been done away with now, but the most interesting models are to be found in the National Museum. One can see the first telegraph and telephone, the first cotton gin, and the first form of nearly every important invention of modern times. There is also an interesting antiquarian collection. Former students of industrial geography will be interested in the model of Heros' engine, dated 200 B. C., of Newton's "tea kettle on wheels," the first suggestion of a locomotive. There is the huge cylinder of the first steam engine ever used in this country, a Newcomen engine which pumped water out of a copper mine in New Jersey before the revolution. There are models of the "Rocket" and Trevethicks' locomotive and of the "Tom Thumb," the first engine to haul passenger in the United States. On the wall hangs the original driving wheel of the "De Witt Clinton" of which a picture is to be found on the wall of the physics laboratory at Marshall. Most interesting of all is the original first locomotive of the Camden and Amboy Railroad, dating from



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the early thirties. She is in working order and went out to Chicago in '93 under her own steam. I suppose she is somewhat like the boys' jack-knife—not much of the original engine left in her after so many repairs, but one can see just what the old engines were like.

When you are through with the museum, take a Seventh street car, north-bound, and get off at the McKinley Manual Training School, at the corner of Seventh and R streets. With its machine shops and carpenter shops, its blacksmith shop with a little anvil and forge for each boy, its dress-making department, its cooking school, its studios and laboratories it is well worth a visit from anyone interested in education. If you are from Marshall, you can count on a hearty welcome in the physies department on the third floor.

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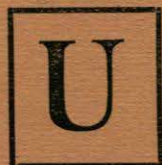
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