

P2195

Martinsburg High School

*Prospectus*

1905-1906

MARTINSBURG, WEST VIRGINIA





PROSPECTUS

The  
Martinsburg High School

MARTINSBURG, WEST VIRGINIA



“The fear of the Lord is the beginning of knowledge ;  
but the foolish despise wisdom and instruction.”

—*Proverbs 1, vii.*

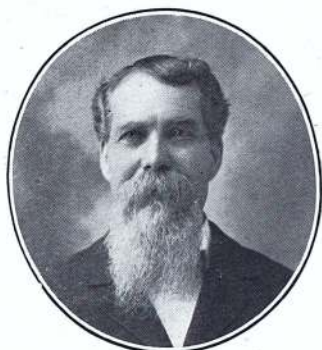
“Right training is better than riches.”

1905

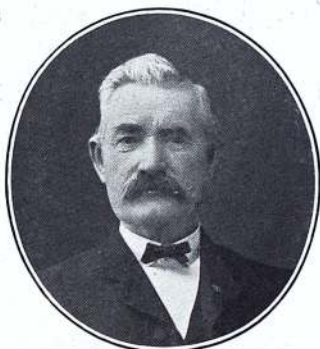
STATESMAN PRINT, MARTINSBURG, W. VA.



DR. CLIFFORD SPEROW



JOHN W. SNOWDEN



A. T. RUSSLER, Prest.



R. K. SEIBERT



J. H. WHETZEL

#### THE HIGH SCHOOL

"The value of a good high school to a community is hard to estimate. It exerts a powerful stimulus for good upon the schools below; it holds up before the young ideals of higher and broader scholarship; it is the gateway to otherwise inaccessible realms beyond; it appeals to the ambition of the young; it is a golden strand in the interest that holds the young to scholarly endeavor."

198620

# Board of Education

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A. T. RUSSLER, . . . *President.*

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*Office of President*—Blondell Building.

*Office of Secretary*—525 West King Street.

*Office of Superintendent*—Stewart Building, South Queen Street.

Office hours, from 1 to 1.30 p. m., and from 4.30 to 5.30 p. m. Saturdays,  
10.30 a. m. to 12 m.

## Board of Examiners

GEORGE W. BRINDLE, . *Chairman.*

LEE SILER                      W. A. CREAMER

Regular meetings of the Board of Education will be held at the Second Ward School Building, West Burke Street, on the second and fourth Mondays of each calendar month, at 7 p. m.

"He must have patience with young people and learners; they will grow to something if we give them time."—*Spurgeon*.

### Instructors

GEORGE W. BRINDLE, Principal  
*Physics and Higher Mathematics*

WILBUR A. CREAMER, Vice-Principal  
*Latin and German*

MISS MARGARET L. FRY,  
*Mathematics*

MISS LUCETTA S. LOGAN,  
*English*

JAY N. FRIES,  
*History and Science*

### The Creed of the Public School

WE BELIEVE in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. We believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. We believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. We believe in the present and its opportunities, in the future and its promise, and in the divine joy of living.

—*Edwin Osgood Grover*.

## Education

*Should develop:*

Love for labor,  
Skill in effort,  
Tenderness of sympathy,  
Joy of appreciation,  
Sensitiveness for the right,  
Alertness of intellect,  
Strength to hold on.

It should give the student a mastery of the printed page and make known to him the message of star, rock, flower, bird, painting and symphony.

It should also help him to find his work, render his meed of service and feel his responsibility.—*William Wallace Stetson.*



# The Martinsburg High School

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## Aim

The aim of this School is to furnish the basis of a solid education; to give thorough preparation for admission to college; to bring the pupil into intimate relation with his environments, both natural and social or spiritual; and, primarily, to mold the pupil's character and give it moral strength and beauty.

## Discipline

Our method is based upon the character and requirements of the individual student. Our aim is to induce the student body to govern itself. Discipline which comes from self-control is of far greater value than that secured by formal rules. Pupils are taught to place a high appreciation on truthfulness, sense of honor and moral purity, and to have respect for themselves and others.

## Departmental Plan

The work of the School is conducted on the departmental plan; that is, each teacher is devoted more particularly to a single subject or line of subjects, so far as it is practical without destroying the unity of the various studies in the courses. In this way teachers become more proficient in their work, and can accomplish much more for the pupil in the same time than was possible when the energy of the teacher is divided among a number of subjects.

Every effort is put forth to bring the instruction and general management of the School to the highest degree of excellence.

## Admission

Students are admitted at any time. A grammar school certificate from our city schools, or certificates of equal scholarship from principals of other public schools of good standing, are accepted for admission to the High School instead of an examination. In all other cases of admis-

sion, an examination in United States history, arithmetic, geography, grammar, physiology, reading and spelling is required, and this test must show a practical knowledge of each of these subjects. Examinations in these branches will be given on the Thursday preceding the opening of school in September.

Students may enter higher classes on satisfactory evidence—either by examination or certificate—of preparation for the advanced work. If the work of the student, in the classes thus entered, is not satisfactory, he will be assigned to lower classes.

### Promotion

Written tests and reviews are held monthly in all subjects. Thorough examinations, equal in grade to those given for entrance to college, are given on the completion of each subject.

The daily recitations and written reviews count in the ratio of two to one on the final examination, so that no mere "cramming" for examinations can take the place of good thorough work throughout the term.

Students are expected to maintain a standing of from *eighty to ninety-five per cent.* in all studies. Seventy-five per cent. is the minimum grade for *passing* or *continuing* in any subject; a lower standing than seventy-five per cent. may subject the student to re-classification on the merits of his class record.

Reports of the attendance and class records are sent to the parents for inspection at the end of each month. Care is taken to make these reports, as nearly as possible, an exact statement of the pupil's standing in the School, and parents are requested to give them critical attention.

### Home Study

The work of the School is so planned that it is necessary for the average student to spend at least *three hours* in study at home daily, in addition to the study periods at school. A parent may take it as an indication that his child is not doing well in his work at school when this time is not spent at study in the home. The assistance of parents is asked in securing the amount of attention this work requires, thus saving the student from the disappointment which is sure to follow lack of application.

### Roll of Honor

The Roll of Honor should include the names of—(1) all pupils who are perfect in attendance; (2) all pupils who are perfect in deportment, and (3) all pupils who have no scholarship mark under *95 per cent.*, or *excellent*.

### Graduation and Admission to College

Students who satisfactorily complete one of the regular courses will receive a diploma stating the course of study pursued, and conferring the honor of graduation. Students having pursued special studies satisfactorily, or having taken only a partial course, are entitled to a certificate stating the work done and their standing.

The certificate of the Principal is accepted in the place of entrance examinations by colleges that have adopted the certificate system, but no certificate will be issued in any subject in which the pupil has not maintained an average standing of at least seventy-five per cent.

The course of study is now so arranged, and the standard of work required so high, that students completing the College Preparatory Course should have no difficulty in passing an entrance examination to college when required. The object sought by the school is not merely to fit for entrance to the University of West Virginia, but to fit each student in such a thorough manner that graduation itself is evidence of ability to enter, without condition, the college of one's choice.

### Tuition of Non-Resident Pupils

Non-resident pupils are admitted to the High School on the payment of tuition at the following rates:

First year .....	\$1.50 per month
Second year .....	1.50 " "
Junior class .....	2.00 " "
Senior class .....	2.50 " "

Tuition must be paid monthly in advance to the Principal. No deviation from this rule will be made without an order from the Board of Education.

“I will point ye out the path of a virtuous and noble education; laborious indeed at the first ascent; but else so smooth, so green and full of goodly prospects.—*Milton*.”

## Martinsburg High School

### COURSES OF STUDY

COLLEGE PREPARATORY	NORMAL	COMMERCIAL
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#### FIRST YEAR.—Studies Pursued by All Students :

ENGLISH, 5. Grammar; Literature and Composition.  
 HISTORY, 3. Ancient (first half year); Mediæval (second half year).  
 MATHEMATICS, 9. Arithmetic 4, Algebra 5.  
 SCIENCE, 3. Physiology.

#### Special Studies Required for Courses :

LATIN, 5.	LATIN, 5.	COMMERCIAL GEOGRAPHY, 5. (First half year.) COMMERCIAL CORRESPONDENCE, 5. (Second half year.)
Elective :	Elective :	Elective :
DRAWING, I.	DRAWING, I.	DRAWING, I.

#### SECOND YEAR.—Studies Pursued by All Students :

ENGLISH, 5. Literature, Composition and Grammar.  
 HISTORY, 4. Modern (first half year); English (second half year).  
 MATHEMATICS, 7. Arithmetic 2, Algebra 5.  
 SCIENCE, 4. Physical Geography.

#### Special Studies Required for Courses :

LATIN, 5. Cæsar—four books.	LATIN. Cæsar—four books.	BOOKKEEPING, 5.
Elective :	Elective :	Elective :
DRAWING, I.	DRAWING, I.	DRAWING, I.



## COURSES OF STUDY—Continued

COLLEGE PREPARATORY	NORMAL	COMMERCIAL
<b>JUNIOR YEAR.—Studies Pursued by All Students:</b>		
ENGLISH, 4. Literature, Composition and Rhetoric.		
HISTORY, 4. U. S. History (first half year); Civil Government (second half year).		
MATHEMATICS, 5. Geometry—Plane.		
SCIENCE, 2. Geology (first half year); Botany (second half year).		
PUBLIC SPEAKING, 1.		
<b>Special Studies Required for Courses:</b>		
LATIN, 5. Cicero—four Catiline orations.	LATIN, 5. Cicero—four Catiline orations.	BOOKKEEPING, 5. (First half year.)
GERMAN, 5.	BOOKKEEPING, 5.	BUSINESS PRACTICE, 5. (First half year.)
		GERMAN, 5.

**SENIOR YEAR.—Studies Pursued by All Students:**

ENGLISH, 4. Literature, Composition and Grammar (Review).

HISTORY, 1. State History and Government.

MATHEMATICS, 5. Geometry—Solid (first half year);  
Review in Mathematics (second half year).

SCIENCE, 5. Physics.

PUBLIC SPEAKING, 1.

**Special Studies Required for Courses:**

LATIN, 5. Virgil—six books.	LATIN, 5. Virgil—six books.	BUSINESS ARITHMETIC, 5. (First half year.)
GERMAN, 5.	PSYCHOLOGY, 5. (First half year.)	COMMERCIAL LAW, 5. (Second half year.)
	PEDAGOGY, 5. (Second half year.)	GERMAN, 5.

**Remarks**

1. Numerals indicate the number of exercises in a study each week.
2. The recitations are forty minutes in length.
3. Each pupil is required to make an intensive study of some one topic in connection with each branch of study.

"Studies serve for delight, for ornament and for ability."

—Francis Bacon.

## Description of Courses and Methods Employed

Three courses of study are provided, the College Preparatory, the Normal, and the Commercial.

The College Preparatory Course prepares students for literary, scientific and classical courses in college. It also gives a thorough training for those who can not plan to go beyond the high school.

The Normal Course is for those who purpose becoming teachers in the city schools.

The Commercial Course is designed to give a practical preparation for successful business life.

Graduate work may be carried on under the direction of the principal.

### English

The work in this department has two distinct ends in view: the power of correct expression; second, the cultivation of a taste for good literature through some acquaintance with its masterpieces. To accomplish this, the student is required to make a careful study of the form and structure of the language in his grammar and rhetoric; he is given almost daily practice in composition, and is taught to read understandingly and with appreciation the best literature of the language.

*Grammar.*—This subject is taught with a two-fold object in view: to familiarize the pupils with the principles which underlie correct sentence construction, and to give them skill in the use of the sentence as an instrument in expressing their thought. The method used to accomplish these two results is inductive, and might appropriately be called the laboratory method; since every pupil is required to examine carefully every variety of sentence to discover the basic principles of its construction, and then to apply those principles in oral and written expression. To our student, grammar is made not merely a science—knowledge systematized—but an art—knowledge applied.

*Literature.*—The instruction in English Literature aims to open the soul of the student to the influence of a Shakespeare, a Tennyson, a Lowell, and a Longfellow; to look through the author's writings into the mind and heart, and to lead the pupil into a new life of higher ideals; to cultivate a taste for the best literature, and to develop a graceful style of expression.

The masterpieces studied are those required for entrance to college. The study of a selection embraces the following points: reading aloud, memorizing passages, composition upon topics suggested by the selections, description of characters, paraphrasing, derivation and formation of words, diction, structure of sentences and paragraphs, figures of rhetoric, allusions, verse, criticism, etc. The historical aspect of the development of our literature during the last three centuries is strengthened by correlation with the study of English and American history. A course of systematic "Home Readings" is followed in connection with the class work, and oral or written reports on the books read are required of all pupils.

*Composition.*—The subject is taught by the studio method. This method resembles the so-called laboratory and other inductive methods of studying English, in that it contains little theory and provides much practice. The method is distinctly literary, and uses throughout a system of typical paragraph and theme-models derived from particular pieces of literature and from conversations in our daily life. It regards a piece of literature as an organic product, and claims that the first step in learning how to write is to be able to resolve a selection of literature into its elements. These elements are certain units of experience found both in literature and in life as expressed in our conversation. Some of the most important are the description of character, place, personal appearance, mood, mode of life, occasions, retrospective narrative, the situation, forward-moving narrative, and the general reflection. Narration is the form of discourse especially emphasized in the first year, narration and description form the work of the second year, exposition is required in the third year, and argumentation receives especial study in the fourth year.

*Rhetoric.*—This subject is associated with the work in composition and literature. In fact, rhetoric is meant to be the theory of the pupil's practice in composition.

### Mathematics

The instruction in this department is designed to accomplish two distinct results: first, a gradual, systematic development of the reasoning faculties—an increase in thinking power; second, a thorough knowledge of the elementary mathematics, broad enough to satisfy the requirements of college, practical enough to enable the student to master the problems of every-day business life.

Throughout the entire course of Mathematics, principles are taught rather than rules; solutions are expected to be the product of active thought, not mere mechanical operations; great stress is laid on precision



of statement and on beauty of form in written presentation; and wherever desirable, original demonstrations are required.

*Arithmetic.*—This course aims to make students neat, accurate and rapid in the solution of arithmetical problems occurring in the business world. Short methods are taught wherever possible, and much emphasis is placed upon the solution of problems. Every new thought process is developed inductively, followed first by drill with simple numbers and later by problems requiring more thought. Diagrams and drawings to illustrate solutions are constantly required. Much attention is given to mental arithmetic. The course is thorough and complete in every phase of the subject.

*Algebra.*—Much emphasis is placed upon the solution of problems. The aim is to secure accuracy and rapidity in all operations, to lead the pupils to recognize principles rather than processes, and to grasp general truths. The practical application of the equation is especially emphasized. Oral demonstrations are frequently made use of as a class exercise. This course is thorough and seeks to lay a good foundation for success in future mathematical work, or in any work for which a well disciplined mind is essential.

*Geometry.* “The study of geometry is justly regarded as one of the most valuable means of mental discipline. Nothing has ever been suggested which can be regarded as a substitute.”

The course provides for a thorough study of both plane and solid geometry. It is the aim and purpose of the instruction to realize the results indicated in the above quotation. Much attention is given to original work by the pupil. It is far more important for the pupil to think logically and reason wisely for himself than to *learn* the demonstration of many propositions. The instruction is made very practical by the solution of problems in mensuration which are of every-day application.

*Trigonometry.*—This course is designed for students desiring advanced work in mathematics, and while it is especially helpful to the student about to enter the scientific school, it is equally practical for the student who does not enter college. The scope of the work includes the deduction of fundamental formulæ, solution of plane triangles and regular polygons, and many simple applications to the determination of heights and distances.

### Science

The methods used in this department are the same as are used in the best city high schools, in so far as our facilities permit.

In all experimental work, the students are required to take full notes and to make careful drawings of the apparatus used.



*Physiology.*—The course is planned to give a reasonable knowledge of the structure and functions of the various organs of the human body, and their relations to the general laws of health.

*Botany.*—This course aims to give a general survey of the field of botany, and to train the mind in observation, judgment and drawing conclusions, as well as to inculcate habits of orderly and systematic study. Students examine plants, discuss facts in class, make drawings of sections, and write descriptions. Special study is made of the structure and life-history of several typical plants. An herbarium of at least thirty mounted specimens, properly described, named and classified, is required before completion of course.

*Physical Geography.*—The work in physical geography is given by text-book recitations, supplemented by field observations, etc. Special attention is given to climatic conditions and their influence. A study of storm paths by the aid of daily and monthly weather reports, and daily personal observations of local weather conditions are features of the work.

*Geology.*—This subject is studied under the three heads of (1) Structural Geology, (2) Dynamic Geology and (3) Stratigraphic Geology. Special stress is placed upon the dynamic aspect of the subject; i. e., upon the forces that are at work on the earth to modify its surfaces, and the changes which they are producing. The origin and relative value of the native rocks are important phases of the work in this subject. Practical exercises in determinative mineralogy are offered the student. Each student is expected to form a systematic collection of the common minerals and rocks of this section of the country.

*Physics.*—In the class room, emphasis is laid upon the development of physical formulæ, problems, and the physical phenomena of every-day life. The work is inductive, and experiments are selected with a view of developing some principle of physics as well as training the intellectual faculties. A continuous effort is made, throughout the course, to develop habits of personal observation. A careful record of all experimental and laboratory work is required. Supplementing the work of the text-book, students will be required to make special study of certain phases of the subject.

The laboratory work is based upon the National Physics Course and the requirements for college entrance.

The apparatus of this department is complete, and permits the performance of about five hundred experiments, covering all phases of the subject.

## History

History forms a part of the regular weekly work, and is so placed as to give the pupil the most help possible in completing his regular four years of school work. No pupil is graduated until he is judged to have a good knowledge of the related facts required, until he knows how to use a library with real intelligence, and until he is able to show fair powers of reasoning and careful thought in forming judgments. Above all else, the aim is kept in view to have no pupil leave a course of historical study without a greater degree of reverence for life and a deeper love for country.

*Ancient.*—This course, beginning with a short introductory study of the more ancient nations, gives special attention to *Greek* and *Roman* history. Particular stress is given to the features of Eastern civilization which have influenced later and more modern life. In the study of the political, constitutional and literary history of Greece proper, the attention is drawn to the larger Hellenic world, its relations to the mother country, and its importance as the means of spreading Greek culture throughout the world. In the study of Roman history, special emphasis is laid upon its constitutional development, its expansion of territory, and its influence upon the Western world.

The text-book is used as a basis of the work, and as much collateral reading is required as can be done profitably by young pupils. Much of the work is necessarily work of instruction, for the pupil has to be taught how to read and study history advantageously to himself. The attempt is made to have the students (1) gain a clear knowledge of the outline of the history of the period covered, (2) learn how to fill in this outline intelligently, and (3) fill it in with as great a degree of completeness as can reasonably be expected. Each pupil is required to make an independent and detailed study of some assigned or chosen subject.

*Mediaeval and Modern.*—The plan of work is the same as in Ancient history. This course will give direction to wide reading, will require the use of a note-book, and will include map-drawing and a considerable amount of written work in the form of reports on reading. Special attention is given to the Crusades, Renaissance, Reformation and French Revolution.

*English.*—The course in English history is chiefly concerned with the struggle for liberty, the development of learning, the rise of industrialism, and the influence of European—and particularly of English—thought and progress upon the growth of America.

*American.*—This course presumes previous study of this subject, and so will be in the nature of somewhat advanced work. The work is based



upon a text-book supplemented by collateral reading, exercises in historical geography and the preparation of written topics, with frequent reviews.

*Civil Government.*—The course of instruction in civil government includes a careful study of the Constitution of the United States, of the State, and of the government of the county and city. The problems of municipal governments are discussed and the duties of public officers examined. The course is designed not only to give the students a thorough grasp of the subject, but also to develop in them a deeper love for our government and a higher appreciation of their duties as citizens.

*State History.*—This course presents a brief survey of the growth and development of the State, social, political and industrial. Attention is called to her historical characters and their influence upon the State and nation. Special effort is made to develop a strong love for State.

### Ancient and Modern Languages

*Latin.*—Although this course in Latin is designed to meet the needs of students preparing for entrance to college, yet experience has shown that it has great educative value for all high school students, in that the study of Latin affords excellent mental discipline, and is a means to the better understanding of the English language, since a large per cent. of our words come from the Latin.

The dominant aim in the Latin teaching is to secure in students the power to translate and to read with interest and facility. With this end in view, expressive reading of the original, word-study, sight-reading, and composition, both oral and written, form a part of all courses. In the earlier courses, the common forms and rules of the language are fixed by unremitting drill in the use of these forms and rules. In the later courses, more time is given to the literary and historical phases of the subject. In all courses the aim is to make Roman life and thought interesting to the learner.

During the first year, stress is laid upon three points: The study of forms with correct and accurate pronunciation; the writing of short sentences in Latin, with the marking of long vowels; and the reading of easy Latin.

The second year Cæsar forms the basis of the instruction. Careful attention is given to grammatical, geographical and historical points, and sight-reading is carried on regularly with constant practice in prose composition based on the text.

Six orations of Cicero are read the third year. Prose composition is a regular feature of this year's work. A distinctive feature of this course is the study of Roman Political Institutions and Laws at the time

of the Republic, with the topography of the Forum, the Capitoline and Palantine hills.

The fourth year, <sup>six</sup>four books of Virgil are studied. Prosody and poetic usage receive due attention, and some study is given to the poems on their literary side. Latin prose composition and drill on syntax are still features.

*German.*—The object of this course is to give the student the power to read German works in the language itself, and to prepare the way for a future fluent and accurate use of the tongue in speaking or writing. To accomplish this end, students at the outset are drilled very carefully in pronunciation and in the grammar of the language. Frequent exercises in sight reading, composition and conversation are features of the work. To encourage reading from interest in the literature, easy texts are early recommended for home reading. The memorizing of short narratives and a few of the best-known poems and songs is another means of securing interest in this language.

During the first year, the work consists of a careful drill upon pronunciation, the memorizing of colloquial and idiomatic expressions and sentences, the rudiments of German grammar, the translation from English into German and German into English of a great number of exercises designed to fix in the mind the principles of grammar, and to give the pupil readiness in reproducing the natural forms of expression; and the reading of easy prose and poetry.

The second-year work consists of a continued study of the grammar, practice in reading the language, translating easy connected English into German, the reproduction orally and in writing of easy variations of the texts read, the reading and study of standard pieces of German literature.

### Commercial Studies

*Commercial Geography.*—The necessity for instruction in this subject is apparent to any one who has given thought to the industrial evolution of the last decade. A new order of things has come about, and the school must recognize the condition and adapt its course accordingly, if it would make the best of its opportunities. The school must bring its pupils in touch with this new industrial development, if they would enter intelligently into the commercial life of the world.

The course as taught includes the following: *First*, the general principles of commerce as governed by topography and climate; *second*, the principles of transportation; *third*, the great products of the earth—where they go, why they go and how they go; *fourth*, the various nations of the world—what the people do, and why they do so. Thought questions



that require independent research and investigation on the part of the pupil are a prominent phase of the work. The text is supplemented by required readings of standard works on commerce, history and geography.

*Bookkeeping.*—The work in Bookkeeping aims to give a definite knowledge of the general principles of double entry, and to familiarize the pupil with ordinary business papers, office practice and business procedure.

The course of work in detail calls for thorough drill in journalizing, posting, making out statements, trial balances, balance sheets, and the various books used in bookkeeping. Careful instruction is given to writing commercial papers and business forms, such as notes, drafts, checks, receipts, orders, etc., that are essential to actual business. After the student has completed the theoretical work he is started into business for himself. He is furnished with capital, check book, notes, drafts, receipts, deeds, mortgages, leases, insurance policies, invoices, articles of agreement, account sales, bill heads, bill books, pass books, ledger, day book, cash book, invoice and sales book, etc., and is started in actual business on his own resource. Thus the student is trained for business life.

The student is always required to perform his work with *neatness, accuracy and dispatch.*

*Commercial Arithmetic.*—Special attention is given to this subject. Special stress is given to those parts which are of the greatest use in business. He is thoroughly drilled in rapid and accurate addition, short business methods in subtraction and multiplication, United States money, common and decimal fractions, denominate numbers, the making of invoices, percentage and its applications, commission, trade discount, profit and loss, stocks and bonds, taxes, insurance, duties and customs, interest, promissory notes, partial payments, true and bank discount, exchange, equation of payments and of accounts, account sales, partnership, bankruptcy, general average, banking, etc.

*Commercial Correspondence.*—In this course students are instructed in everything connected with the form, arrangement and manner in which business letters should be written. Letters are required to be written upon every subject with which he is likely to come in contact. These letters are carefully criticised, corrected and rewritten.

*Penmanship.*—The aim of the teacher is to teach a handwriting adapted to the needs of business men. To this end the student is trained to produce good, legible characters with rapidity. To do this, constant practice is required. Written work at all times must be the best effort of the writer, and should conform to a plain, neat and business-like style.

Students are also trained in a neat, accurate and fluent style of making figures. Flourishes and displays of any sort are not tolerated.

*Spelling.*—This subject is a part of the daily work of each student. The words used in this work have been selected with two considerations in view; first, that the word be in common use, and second, that it be one liable to be misspelled. Words once misspelled by a student are reviewed and rewritten until they become fixed in mind.

*Commercial Law.*—A knowledge of this subject is essential to a successful business career. We take up only such subjects as will be of interest and use in ordinary business life, such as contracts, negotiable papers, agency, partnership, corporations, bailments, guaranty and suretyship, insurance, personal property, real estate, etc.

### Course in Declamation and Public Speaking

Regular instruction in the theory of good public speaking and drill and practice in it, are attempted during the Junior and Senior years. In preparing for it, much reading aloud is required in connection with the English work of the first two years, and some reading will be continued through the last two years.

The members of the Senior Class are required to prepare orations or essays and give them in public. The merit of these productions, both in composition and delivery, will be counted in making up the standing in scholarship for the year.

Each pupil is expected to declaim one selection, or its equivalent, each month during the Junior and Senior years.

### College Entrance Requirements in English

OFFICIAL LIST FOR 1906-1908

- I. *Required for Careful Study*—
  - Burke's Speech on Conciliation.
  - Macaulay's Essay on Addison.
  - Macaulay's Life of Johnson.
  - Milton's Minor Poems.
  - Shakespeare's Julius Cæsar.
  
- II. *Required for General Reading*—
  - Addison's Sir Roger de Coverley Papers.
  - Coleridge's Ancient Mariner.
  - Eliot's Silas Marner.

Irving's Life of Goldsmith.  
 Lowell's Vision of Sir Launfal.  
 Scott's Ivanhoe.  
 Scott's Lady of the Lake.  
 Shakespeare's Macbeth.  
 Shakespeare's Merchant of Venice.  
 Tennyson's Gareth and Lynette, Launcelot and Elaine, and  
 Passing of Arthur.

### Course in Literature

Based on College Entrance Requirements, 1909-11

#### FIRST YEAR

*Required for Reading.*—One from each of the following groups:

I. Coleridge's *The Ancient Mariner*, Macaulay's *Lays of Ancient Rome*, Lowell's *Vision of Sir Launfal*.

II. Scott's *Ivanhoe*, Dickens's *Tale of Two Cities*, Mrs. Gaskell's *Cranford*.

*Suggested.*—Narratives in both prose and poetry by various authors, for example, Scott, Cooper, Tennyson, Hawthorne, Longfellow, Whittier, Stevenson and Kipling, and a good translation of the *Iliad* or the *Odyssey*.

#### SECOND YEAR

FIRST HALF.—*Required for Reading:* One from each of the following groups:

I. Irving's *Sketch Book*, Lamb's *Essays of Elia*, Bacon's *Essays*.

II. Browning's *Selected Poems*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, Palgrave's *Golden Treasury* (first series) Book IV, with special attention to Wordsworth, Keats and Shelley.

*Suggested.*—Descriptive literature by various authors; for example, Hawthorne, Lowell, Gray, Goldsmith, Poe, Blackmore, Burroughs and Irving.

SECOND HALF.—*Required for Reading:* One from each of the following groups:

I. Addison's *Sir Roger de Coverley Papers*, Bunyan's *Pilgrim's Progress*, Part I, Franklin's *Autobiography*.

II. Shakespeare's *As You Like It*, *The Merchant of Venice*, *Twelfth Night*.

#### JUNIOR YEAR

FIRST HALF.—*Required for Reading:* One from each of the following groups:



I. George Eliot's *Silas Marner*, Goldsmith's *The Vicar of Wakefield*, Hawthorne's *The House of Seven Gables*.

II. Goldsmith's *The Deserted Village*, Palgrave's *Golden Treasury* (first series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper and Burns; Pope's *The Rape of the Lock*.

SECOND HALF.—*Required for Reading:* One from each of the following groups:

I. De Quincey's *Joan of Arc* and the *English Mail Coach*, Emerson's *Essays* (selected), Ruskin's *Sesame and Lilies*.

II. Shakespeare's *Henry V*, *Julius Cæsar*.

#### SENIOR YEAR

FIRST HALF.—*Required for Careful Study:*

Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*, and Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*.

SECOND HALF.—*Required for Study:*

Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*, and Shakespeare's *Macbeth*.

## Information and Rules Relating to the School

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### Classification

The High School consists of four grades, designated as follows: First Year Class, Second Year Class, Junior Class and Senior Class.

### Election of Course

Each pupil, upon admission to the High School, is required to select one of the prescribed courses of study to be pursued while he remains in the School, and no departure from the course so selected shall be made without the request of parent or guardian and the consent of the Superintendent.

### School Hours

School hours are from 8.45 a. m. to 12 m., and from 1.45 to 4 p. m., with a recess of ten minutes during the forenoon session.

### Admission to Grounds

Pupils are not admitted to the grounds before 8.20 in the morning and 1.25 in the afternoon, nor are they allowed to collect upon the streets in the vicinity of the school building.

### Attendance of Pupils

Pupils are expected to be present promptly at the opening of school each morning and afternoon session. Pupils not in their places at 8.50 a. m. and 1.50 p. m. shall be marked absent or tardy.

When any pupil shall have been tardy twice in a week, or four times in one month, or when he shall have been absent two days in one week, or three days in one month, without reasonable excuse, rendered in writing to the teacher, the case shall be reported by the teacher to the Principal, who shall suspend such pupil, without favor or exception, until satisfactory excuse shall have been rendered to the Superintendent by

the parent or guardian of the same, and assurance given of greater punctuality or more regular attendance on the part of the pupil in the future.

Any pupil who shall leave school, at recess, or at any time before the regular hour for closing, without the consent of the Principal, or who shall be guilty of truancy, shall be promptly suspended, and shall not be permitted to re-enter his class until the parent has seen the Superintendent, and from him secured a written permission for the pupil's reinstatement.

### **Absence From Recitations and Examinations**

Every absence from recitation shall be counted as zero in determining the recitation record of the pupil. A zero coming from absence due to illness or other reasonable cause may be removed by the pupil's making up the recitation lost.

Absence from any regular or appointed examination or test, except for sickness or other causes deemed satisfactory by the Principal, shall be considered sufficient reason for placing such absent pupil in the next lower class, or excluding him from school.

### **Reduction in Grade**

Whenever any pupil in the High School continuously falls below the prescribed standard of scholarship, the parent or guardian will be informed of the deficiency, and if prompt improvement is not then made, such pupil will be reduced to a lower grade or class.

### **Important to Pupils**

It is of the greatest importance to high school pupils that they early learn to give attention to the following matters:

1. The high school pupil must take upon himself the greater part of the responsibility for his work. If he is not earnest or persevering in his efforts, he is not fit to undertake the work of the high school.

2. The average pupil will need from three to four hours of study at home. Failure to observe this amount of time in study at home is certain to result in the pupil's failure at school.

3. The pupil who fails to appreciate the importance of steady application and mastery of his daily work from the very beginning of his course, may expect that he will soon be lost.



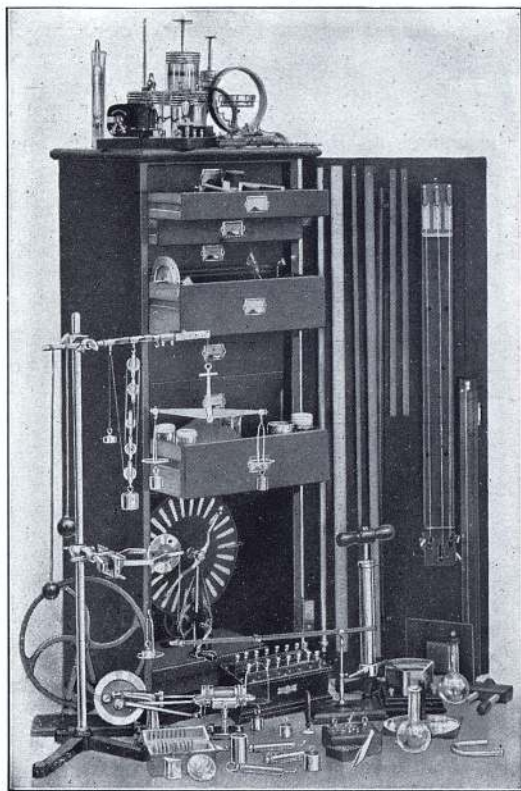
### To Parents

1. If you wish to satisfy yourself thoroughly as to the work and character of the School, visit it while in actual session, rather than at the close of a day.

2. Parents will greatly assist the pupil to make his school course a success if they insist upon regular hours for study, free from all interruptions. Have your boy or girl make a business of school.

3. The school and home should co-operate. Parents may aid greatly by the spirit which prevails in the home with regard to the school work. Respect for the school on the part of the parent is one of the most essential features in the success of the school work.

4. Parents are urged to confer with the teachers and Principal concerning the progress and discipline of their children.



OUR CROWELL CABINET OF  
PHYSICAL APPARATUS

## Authorized Text-Books

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### High School List

*English*—

Kavana and Beatty's Composition and Rhetoric.  
 Watkin's American Literature.  
 Howes's English Literature.  
 Southworth & Goddard's Composition and Grammar.

*Classics*—

Editions selected by Principal.

*Mathematics*—

Ray's New Higher Arithmetic.  
 Fisher and Schwatt's Rudiments of Algebra.  
 Fisher and Schwatt's Elements of Algebra.  
 Milne's Plane and Solid Geometry.  
 .....Trigonometry.

*Science*—

Steele's Hygienic Physiology.  
 Hoadley's Physics.  
 Crowell's Manual of Experiments in Physics.  
 Davis's Physical Geography.  
 .....Botany.  
 .....Geology.

*History*—

Meyers's General History.  
 Montgomery's American History.  
 Larned's History of England.

*Latin*—

Collar and Daniel's First Year Latin.  
 Allen and Greenough's Latin Grammar.  
 Allen and Greenough's Cæsar.  
 Allen and Greenough's Cicero.  
 Greenough and Kittredge's Virgil.  
 .....Latin Composition.



*German—*

Joynes and Meissner's German Grammar.  
 Seeligmann's Altes und Neues.  
 Storm's Immense.  
 Schiller's Wilhelm Tell.

*Bookkeeping—*

William and Rogers's Inductive Course.

*Civil Government—*

James and Sanford.  
 .....State Government.

*Commercial Correspondence—*

Williams and Rogers.

*Commercial Law—*

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*Commercial Geography—*

Redway.

*Drawing—*

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## High School Calendar

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### School Year of 1905-1906

#### FIRST TERM

Entrance and Delinquent Examinations, Thursday, prior to opening of School.

School opens first Tuesday of September.

Thanksgiving Recess, Thursday and Friday, 30th November and 1st December.

Christmas Vacation, Friday, 22d December, three p. m., to 2d January, 1906, at eight a. m.

Mid-Year Examinations begin Monday, 15th January.

First Term ends Friday, 19th January.

#### SECOND TERM

Second half-year begins Monday, 22d January.

Subjects for Graduating Essays due Principal from Seniors, Thursday, 1st February.

Outlines of Graduating Essays due 15th to 22d February.

Washington's Birthday, Thursday, 22d February. (Holiday.)

Graduating Essays due 15th to 30th March.

Easter Vacation begins Thursday, 12th April, three p. m.

Easter Vacation ends Tuesday, 17th April, eight a. m.

Decoration Day, Wednesday, 30th May.

School Examinations begin Thursday, 31st May.

Baccalaureate Sermon, Sunday, 3rd June, eight p. m.

Commencement, Thursday, 7th June, at eight p. m.

School Year ends Friday, 8th June.

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"Training is everything; the peach was once a bitter almond; cauliflower is nothing but cabbage with a college education."—*Mark Twain*.





