

**Parkersburg
High
School**

PARKERSBURG, W. VA.



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Revised Course of Study

OF THE

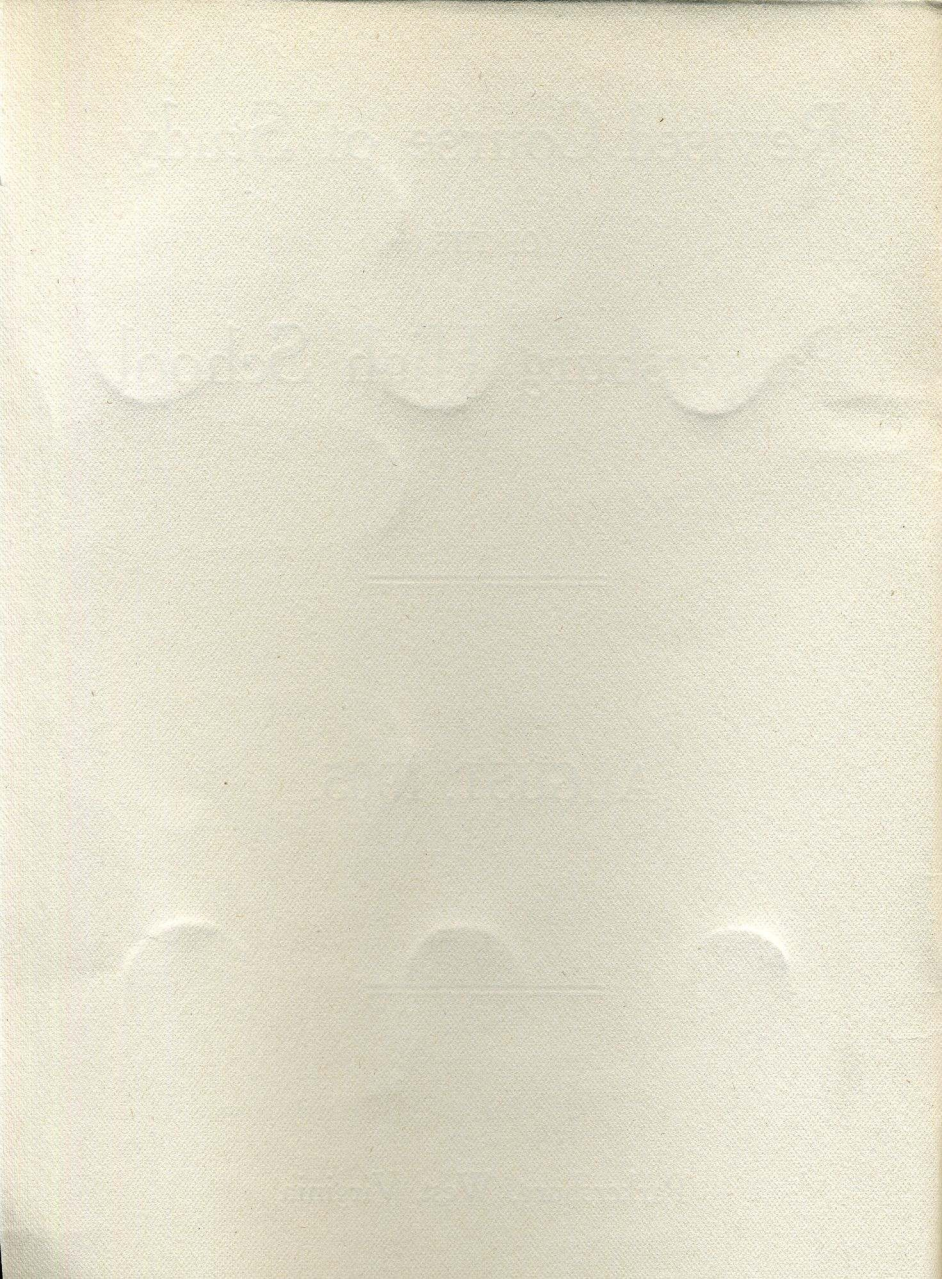
Parkersburg High School



AUGUST, 1905.



Parkersburg, West Virginia



High School Faculty

C. W. BOETTICHER, PRINCIPAL,
Instructor in German.

CHAS. L. WILSON,
Latin.

R. H. DEMOREST,
Science.

DORA ROGERS,
English.

ROSA BOSBURY,
Physiology and Arithmetic.

HORTENSE MORRIS,
History and French.

LAURA A. TRESSEL,
Mathematics and German.

ELIZABETH BAILEY,
Mathematics.

NELLIE TAYLOR,
Freshman English.

FLORENCE N. BRYAN
Music.

BESS B. CLEVELAND,
Drawing.

A. E. CASKEY,
Penmanship and Commercial Work.

Board of Education

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STEPHEN DAVIDSON

J. W. SOLLEY.

GEORGE D. HEATON,
Secretary.

J. W. SWARTZ,
Superintendent of Instruction.

The Parkersburg High School is maintained by the Board of Education primarily for the benefit of the boys and girls of Parkersburg and every legitimate means is being used to make it possible for every boy and girl to graduate regardless of circumstances. The High School is the "poor man's university." To those outside the city district, it opens its doors with the sincere desire of being helpful to them. Pupils are admitted to the High School from the 8th year grade by promotion; others are required to satisfy the superintendent of the city schools that they are prepared to enter.

The Superintendent may be found at his office after 8:30 a. m. on Monday, Wednesday and Friday of any week. He will be glad to meet any who must satisfy him of their standing.

As the High School course is arranged the work drops under the Departmental plan and it is hoped thereby to get the most effective teaching at the hands of each instructor and that each line of work will show decided improvement as time goes on. The elective idea obtains in part, most largely in the fourth year.

Graduation. In order to receive the honors of graduation and be entitled to a diploma, each pupil will be required to have 144 credits. A credit is understood to mean one recitation per week throughout the semester or half year. To receive 144 credits in four years it will be necessary to carry 18 recitations per week.

It has been said that "the High School period—from fourteen to eighteen—is the period of change in the life of an individual. It is the period of least sickness and greatest physical growth and development." It can be said also that this is the period of intellectual and spiritual transformation. At this time the pupils become deeply interested in the race, they form ideals for good or for bad, they fall easily into temptations. How important it is therefore that the course of study, the mode of discipline, the character and teaching power of the instructors should be of the highest order possible, "so that the physical, intellectual and moral development of the pupils may not be arrested or perverted, but may be moral, healthful and symmetrical."

There should be united effort on the part of the instructors to make the high school work all contribute to one end, namely: the development of the self-willing honest boy or girl who is to be the tried and trusted citizen of the future. The pupil must be taught to be honest with himself. He can be made to know that dishonest work whether at home or at school brings ruin. No lesson will be so forcible in this connection as the example of the instructors who go about their work with steady, persistent devotion to duty and right living. Let us see to it that in our formal work, our pupils speak good English at all times and in all classes, that their posture be good and that they speak so that they may be heard in all parts of the room. In the written assignments no work save the neat, well executed should be accepted as satisfactory. This applies to blackboard as well as paper.

To the Pupils.

Your work in the High School will require close and diligent application. If the proper attention is given to your High School tasks you will have not only the pleasure of conquest now, but a consciousness of strength to meet the tasks of subsequent life. The manner in which you do your school work, the spirit in which you receive suggestions, the attitude you assume toward your instructors and your classmates are all indicative of what your conduct will be in after life, and may be used as a safe measure of your probable success in life. The habits formed now abide and deepen as time goes on. Your thoughts while in school life crystallize into action upon leaving school.

The following are sometimes given as the chief elements of what constitute an educated person:

1. "Correction and precision in the use of the mother tongue."
2. "Those refined and gentle manners which are the expression of fixed habits of thought and action."
3. "The power and habit of reflection."
4. "The power of intellectual growth."
5. "Efficiency, or the power to do."

To Parents.

The school is the complement of the home. Their relations should be mutually helpful and each should exercise its influence for the good of the boy or girl. The school needs your hearty co-operation and suffers when you withhold your help or when you give cold, mistaken criticism instead of timely counsel or sympathy. You can help if you will take an active interest in the work of your children and insist that it be well done, just as you would insist upon any other piece of work. The course is so planned that it is absolutely necessary for the pupil of the High School to do some study at home. There are seven periods in the school day, four of these will be taken up in recitations, leaving too short a period for the preparation of all lessons at school. If you see little or no evidences of home study, you may take it as an indication that the child is not succeeding well and it would

be timely for you to look into the matter. You can aid us very much in helping the child to be prompt and punctual. This alone will contribute in a large measure toward his success and happiness in after life. A very large per cent of all absence and tardiness is due to carelessness, and can be avoided if looked after somewhat. Promptness and punctuality have a money value in after life. For all absence and tardiness, parents are required to send, on the return of the pupil to the school, written excuses with the date of the absence or tardiness to be excused, assigning good and sufficient reason for such absence or tardiness. Failure to do so brings the child into open defiance of school authorities and will be dealt with accordingly.

Classification of Pupils.

Regular students will be classified as First Year Pupils, Second Year Pupils, Juniors and Seniors. The rank will be determined by the number of credits the pupil has earned. To rank second year requires 36 credits, Junior classification 72 credits, Senior 108 credits, graduation 144 credits.

Promotions.

At the end of each semester credits will be given for those branches in which the pupil secures promotion. The standard of promotion is the ability of the pupil to pursue the same or kindred branches further in a satisfactory manner, measured in per cent, 75. Absence, conduct and application are elements that enter into the determination of the pupil's standing. Examinations will be held at the close of each semester but daily work shall be the chief factor in determining fitness for promotion. The daily work shall count 3-4 at least. Good daily work will usually secure satisfactory results in the examination.

Mathematics.

In mathematics the first 2 1-2 years with the exception of first year arithmetic are required work while the fourth year and also the last half of the third are elective offering Solid Geometry, Commercial Arithmetic and Trigonometry. In connection with Commercial Arithmetic an opportunity will be given to review the principles of arithmetic and to get some knowledge of business forms and business transactions.

First Year.

First Semester—Wentworth's New School Algebra, Fundamental Principles, Special Rules of Multiplication and Division, Factoring, H. C. F. and L. C. M. Fractions to multiplication.

Second Semester—Fractions, completed; Fractional Equations, with problems; Simultaneous Equations with problems; Involution and Evolution.

In the first and second semesters Arithmetic is elective the choice being between Arithmetic and Physiology the first term and between arithmetic and Botany the second term.

Second Year.

First Semester---Theory of Exponents, Radicals. Quadratic Equations, with problems; Simultaneous Quadratic Equations with problems, Ratio and Proportion.

Second Semester---Wentworth's Geometry, Books I and II, with as many original exercises as time and circumstances will permit. Some can do more than others.

Third Year.

First Semester---Plane Geometry, completed with exercises and original work as before.

Second Semester---Solid Geometry, elective, problems and exercises.

Fourth Year.

First Semester---Commercial Arithmetic and Business Forms, elective.

Second Semester---Trigonometry, elective.

Department of History.

Three years are given to History, a subject most delightful in its pursuit and well adapted to broaden the mind and give a wider outlook upon life itself.

Greek and Roman history afford an excellent opportunity for the study of the peoples of antiquity, Medieval and Modern and English History occupy one and one-half year and U. S. History and Civics following in the fourth year make it possible to do some intensive study of our own country and that too in the light of historic knowledge gained by previous study of other nations and peoples. Throughout the course the aim is to study the subject rather than any text hence the pupil is to be encouraged in the frequent use of the library. History work should not only develop the child in general culture and mental discipline but it should develop the power of intelligent thinking upon political and historical subjects that he may be better fitted for the duties of American citizenship.

Second Year.

First Semester--Ancient History; (a) History of Oriental Peoples; (b) History of Greece; (c) History of Rome—Myers.

Second Semester—Medieval—Myers.

Third Year.

First Semester—Modern History, In the Medieval and Modern special attention should be given to the great historical movements such as The Reign of Charlemagne, the Crusades, Feudalism, The Renaissance, The Reformation, English and French Revolutions, The 19th Century.

Second Semester—Montgomery's English History by topics. Important because of the light it throws on American History.

Fourth Year.

First Semester—Hart's United States History. Intensive study of some particular period with

an investigation of authorities and sources and with a view to teaching students something of historical method.

Second Semester—Fiske's Civil Government and Constitutional history. (a) A study of the Thirteen Original Colonies preceding the Revolution; (b) Period of Confederation; (c) Study of the Constitution of the U. S.; (d) State governments with special reference to West Virginia; (e) county government; (f) Township and City government.

References: Johnston's American Politics and Statesmen Series.

Department of English

Throughout this course there is an excellent opportunity to give the student a practical knowledge of the fundamental principles of English composition. The work in this department ought to bear the character of pleasure. The one great purpose should be to cultivate a taste and love for good reading.

In the study of literature the masterpieces will be taken up first hand, and not studied in the light of what some one says about them. Maps, pictures and works of reference are to be used as aids. Selections are to be memorized by the students. The subjects for composition should grow out of the regular work, from the literature read, from the lives of authors and from the experiences and observations of every day life.

The inspiration of the helpful, creative teacher will lead the child to produce with pleasure original productions of literary worth.

First Year.

First Semester—Mother Tongue Bk II, taking chapter 7, 8, 9, 10, 11, 12, 13, 14, 15, 27, 28, 29, 30. After completing chapter 30 begin the text book work with chapter 57 and carry the same forward rapidly enough to keep interest at maximum. Composition and theme work once a week as suggested on page 319 of text.

Second Semester—Part I of Newcomer's American Literature and as much of Parts I and II as is necessary to make clear the historical side of the American classics read.

Irving's Alhambra.

Bryant's Thanatopsis.

Hawthorne's Twice Told Tales.

Longfellow's Evangeline.

Whittier's Snow Bound.

Memory selections for both semesters.

Old Ironsides—Holmes.

Psalm of Life—Longfellow.

The Boys—Holmes.

The Eternal Goodness—Whittier.

Second Year.

First Semester—Continuation of the composition and theme work of the Freshman year.

Emerson & Lockwood, chapters VI, VII, VIII, X.
Gray's Elegy.

Coleridge's Ancient Marines.

Addison's The Rogers de Coverly Papers.

Second Semester—Emerson & Lockwood chapters IX, IV, and use I, II and III as reference material.

Shakespeare's Merchant of Venice.

“ Julius Caesar.

George Eliot's Silas Marner.

Tennyson's Princess.

Memory selections for the year:

Prayer of the Nations—Holland.

Each and All—Emerson.

Crossing the Bar—Tennyson.

Oh, Why Should the Spirit of Mortal be Proud—Knox.

Third Year.

First Semester—Scott & Denney's Composition and Literature, first six chapters.

Shakespeare's Macbeth.

Macauley's Essay on Addison.

Burn's Cotter's Saturday night.

Second Semester—Scott & Denney completed.

Webster's Oration on Adams and Jefferson.

Goldsmith's The Deserted Village.

Emerson's Essays: Self Reliance, Compensation.

Carlyle's Essays on Burns.

Memory selections for the year:

Nature---Longfellow.

Now---Mackay.

Longing---Lowell.

The Heritage---Lowell.

Fourth Year.

First Semester---English Grammar (elective). Any text may be used and pupils are expected to do quite thorough work.

Special attention should be given to Etymology.

Halleck's English Literature, elective both terms.

College Requirements, elective both terms.

NOTE: Rhetorical work to be a part of regular English work and under the direction of Head of English Department.

Foreign Language Departments.

Each student elects Latin or German at the beginning or the Freshman year said election to continue for two years, at the beginning of the Junior year same privilege of choice is extended under same conditions of continuation. Under this arrangement it is possible for a student to take 4 years of Latin, 4 years of German or 2 years of each.

Latin.

First Year.

First Semester--Collar & Daniel, first fifty lessons.

Second Semester--Collar & Daniel, completed.

Second Year.

First Semester--Allen & Grenough's Cæsar, one book, and prose composition.

Second Semester--Cæsar completed, and two lessons per week in prose. Latin Grammar to receive attention throughout the year.

Third Year.

First Semester--Allen & Grenough's Cicero, two orations against Catiline, and prose composition.

Second Semester--Four orations against Catiline completed, Pompey's Military Command, and any one of the other orations. Prose.

Fourth Year.

First Semester--Virgil, three books.

Second Semester--Virgil, three books.
Prose Composition.

German.

In German the aim of instruction should be:

- (1) Correctness of pronunciation.
- (2) A reading knowledge of German prose of ordinary difficulty.
- (3) Some facility on the part of the student to express himself.
- (4) A knowledge of the principles of German Grammar.

First Year.

First Semester—Short systematic course in pronunciation; writing German from dictation; memorizing colloquial sentences. Joines-Meissner's Grammar, Lessons I to XII. *Marchen and Erzählungen*, Part I.

Second Semester—Continue work of previous term, Lessons in Grammar XII to XXXII omitting English-German exercises. *Marchen and Erzählungen* Part II.

Second Year.

First Semester—Finish Part I of Grammar. Review Lessons I to XII. Read a story by Storm or Gerstacker. Sight reading. "Gluck Auf" may be read in this year if so desired instead of Immensee.

Second Semester—Review Grammar through Part I. A story by Hillem or Heyse and one by Wildenbruch. Easy narrative may be used with profit.

Third Year.

First Semester—Part II of Grammar. A classical play by Schiller or one of Freytag's "pictures" to be read. Historical prose may be taken.

Second Semester—Pall's German Composition. Use Part III of grammar as reference only. A play by Schiller or Lessing.

Fourth Year.

First Semester—German composition. Rapid reading of more advanced modern and classical texts. Exercises based upon the reading and writing of short themes

taken from or related to the text. Sight reading. Read one play by Lessing or Goethe.

Second Semester—Composition. Two short classics by Goethe.

French.

French is offered as an elective the Senior year of High School. It is planned to do the work of Chardenal's Complete French course and read:

“Une Semaine a Paris.”

“La Poudre aux Yeux.”

“Douze Contes Nouveaux”

Select two.

The aim is to give the student practice enough in reading French to enable him even after one year's work to take up an interesting French book and read it by himself with pleasure.

Science Department

Physiology.

This subject is an elective the first term of the first year. Experiments will be performed with illustrative material. Overton is used as a text.

Botany.

The second term of the first year Botany is taken up as an elective. The aim of this work is to give the pupils a complete view of the plant kingdom, how the plants live and their relations to their environments, germination, pollination, seed dispersal, etc.

Physical Geography.

Davis' Physical Geography is used as a basis of recitation. Class room notes, explanations and additional assigned reading supplement the text. A number of class field excursions may be made with profit if properly conducted. A collection of lantern slides will be made so that various physical conditions may be illustrated in the class room. This work is taken the first half of Sophomore year.

Zoology.

Study as many types of the animal kingdom as time will allow. Burnet as a text.

Physics.

Physics is a required study throughout the Junior year. It will be taught in an inductive and deductive manner. There will be laboratory and class room work.

The equipment of the laboratories is such as to enable the pupils to do much individual work. The experiments will be of such a nature as to make them mathematical in their results rather than phenomenal. Note books will be kept and will be carefully considered when the pupil's standing is made up. Neat, careful, intelligent work is required of every one. The aim shall be to develop the powers of observation and to cultivate the habit of scientific thinking, Hoadley's Physics is the text for class preparation but the pupils will have access to a large number of other authors.

First Semester--Study general Properties of Matter, Mechanics of Solids, Mechanics of Fluids and Heat.

Second Semester---Magnetism, Electricity, Sound and Light.

Chemistry.

The work of chemistry is elective in the senior year. Here by means of recitation, problems, experiments and individual work under the supervision of the instructor the pupil develops a thorough knowledge of the principal facts and theories of chemistry. The Laboratory notes are made a basis of class room discussion and afford material for quizzes and serve as an index to the pupil's knowledge of the subject.

Peters is the text used for class work but other books of reference will be kept at hand. The latter portion of the year some work will be done in qualitative analysis.

Geology.

This study is an elective the last half of Junior year. Tarr is used as a text including a study of the geology of the neighborhood.

Astronomy.

Young's lessons in astronomy with some study of uranography and the use of the telescope will be given as an elective last half of senior year.

Art.

Drawing and music are elective in the High School and classes will be formed to accommodate the largest number desiring to take these lines of work.

Commercial Law.

This will be an elective the second term of the Senior year chief stress being placed upon the law of contracts. The commercial branches that are offered are not for the purpose of giving the pupils any preparation for mercantile pursuits alone but because of the materials furnished for close study and discrimination.

Library.

The pupils of the High School enjoy the very best of library advantages. With the completion of its new Carnegie Building and the union of city library and school library, a rare opportunity is offered for reference work and general reading. The building is easy of access to High School pupils and has some 11,000 volumes from which to select helpful reading material. The High School instructors will aid you in giving references and in suggesting best books to be read.

A free lecture course will be maintained in connection with the High School and for the benefit of the same. The Y. M. C. A. will conduct a lecture course of the best talent in the country for which tickets will be sold at a nominal price.

School hours are from 9 a. m. to 12 m. and 1:30 to 4 p. m.

Your High School will prepare you to enter college and the work done will receive full credit. It is much cheaper to do the work at home than to go away to some preparatory school.

The tuition for pupils, non-residents of the district, is \$2.00 per month, payable monthly in advance to the Secretary of the Board who will receipt for the same. File your receipt with the Superintendent so that you may be entitled to go forward with your work.

The last half of the Senior year a class in Psychology will be formed if enough pupils desire the work to justify the organization of a class. This work offers a splendid opportunity for the study of self, for more careful reflection and for a clearer distinction in the expression of differences in mental states. Halleck's Psychology will be used as a text but no great amount of time is to be used in the study of any definitions. The object and aim will be to put the student in closer touch with his own inner self to the end that he may better understand his own feelings and be enabled thereby to control his own will.

Tabulated View of Course of Study for High School

Year	Term	Mathematics	History	English	Foreign Language	Science	Art
I	1	<i>Arithmetic</i> 5 <i>Algebra</i> 3		English Grammar 5	Latin or German 5	<i>Physiology</i> 5	<i>Music</i> 1 <i>Drawing</i> 1
I	2	<i>Arithmetic</i> 5 <i>Algebra</i> 5		Composition and Literature 5	Latin or German 5	<i>Botany</i> 5	<i>Music</i> 1 <i>Drawing</i> 1
II	1	<i>Algebra</i> 5	Greek and Roman 5	Literature and Composition 3	Latin or German 5	Physical Geography 3	<i>Music</i> 1 <i>Drawing</i> 1
II	2	Plane Geometry 5	Medieval 3	Literature and Composition 4	Latin or German 5	Zoology 3	<i>Music</i> 1 <i>Drawing</i> 1
III	1	Plane Geometry 5	Modern 3	Literature and Composition 3	Latin or German 5	Physics 4	<i>Music</i> 1 <i>Drawing</i> 1
III	2	<i>Solid Geometry</i> 5	English 3	Literature and Composition 3	Latin or German 5	Physics 4 <i>Geology</i> 5	<i>Music</i> 1 <i>Drawing</i> 1
IV	1	<i>Commercial Arithmetic</i> 5	U. S. History Civics 5	<i>Eng. Gram.</i> <i>Eng. Lit.</i> 5	Latin or German 5 <i>French</i> 5	Chemistry 4	<i>Music</i> 1 <i>Drawing</i> 1
IV	2	<i>Trigonometry</i> 5	U. S. History and Civics	<i>College Requirements</i> 5	Latin or German 5 <i>French</i> 5	<i>Chemistry</i> 4 <i>Pedagogy</i> 4 <i>Com'l Law</i> 5 <i>Astronomy</i> 5	<i>Music</i> 1 <i>Drawing</i> 1

Figures following the studies indicate the number of recitations per week and count as so many points per term toward graduation.

In order to graduate the pupil must have 144 points credit which means that he must carry at least 18 recitations per week. Subjects in italics are elective.

☛ *Physical Geography, Zoology and chemistry should be elective—mistake in printing.*

A Closing Word.

Surprise and regret has been expressed by many citizens not only of this city but of other cities that so few pupils of our schools complete the entire course of study and especially that the per cent of boys in the graduating classes is so small. Unfortunate, indeed is this state of affairs nor for the school and its management so much as for the boys themselves. It is a fact not to be ignored that each year, the demand for graduates of High Schools and colleges is becoming greater. The standards of admission to our medical and legal schools is such as to require a High School diploma or its equivalent even the business world measuring as it does your worth by a monetary standard recognizes that High School training pays. You may not spell so much better; you may not make mathematical computations with any greater rapidity but you will be fitted much better for the real problems of real living. Today with the Public High School it would seem that our boys and girls ought to avail themselves of the advantages that make life richer and nobler than it could be otherwise.

1. The High School completes and symmetrizes the work begun in the elementary schools.

2. It holds out educational advantages that will result in the selection and training of leaders in academic, professional and industrial life.

3. It makes possible the college, professional or technical training regardless of the boy's or girl's means.

4. It stimulates the elementary schools by furnishing a large number of teachers.

It seeks to maintain political equality and active sympathy among all classes.

6, It contributes toward the forming of its notions of idealism and morality.

Dr. Stanley Hall, a man of national reputation upon school work has put the matter in good form when he says that "I am quite sure that the high schools were not established for the specific purpose alone of preparing pupils for higher institutions of learning, but also for the fullest training of the youth for a period of four years. The high school course should be viewed in its relation to the child's fullest development, and it should be regarded as a means for the greatest mental training and the highest discipline of character—the perfection of the individual. When these ends have been attained the pupil has been prepared for his place in society, and at the same time there has been nothing lost in the way of breadth and depth of culture. If a child thus educated and trained is not fitted to enter college or university according to the standards erected, then these institutions should change their standards and prepare to take the product as they find it. The teachers of the high school

should be teachers of the youth, teachers of boys and girls, and not of subjects.”

With the standard before us and understood by you, come, let us help you to realize most out of this period of life. You pass this way but once.

Text Books in Use.

MATHEMATICS.

New School Algebra—Wentworth.
New Plane and Solid Geometry—Wentworth.
Arithmetic—White.
Commercial Arithmetic.
Trigonometry.

HISTORY.

Greek and Roman—Myers.
Medieval and Modern—Myers.
United States History—Montgomery.
Civics—Fiske.

ENGLISH.

Grammar—Mother Tongue Bk II.
American Literature—Newcomer.
Literature and Composition—Scott and Denney.
English Literature—Halleck.
English classics—To be selected.

LATIN.

Collar & Daniel—First year.
Caesar—Any Text.
Cicero— “ “
Virgil— “ “
Grammar—Allen & Greenough.

GERMAN.

Grammar—Joines-Meissner.
Marchen and Erzählung—D. C. Heath & Co.
Wilhelm Tell---Henry Holt & Co.
Jungfrau von Orleans---Henry Holt & Co.
Storm's Immensee---American Book Company.
Hoher als die Kirche---D. C. Heath & Co.
Iphigenie---Ginn & Co.
Herman and Dorothea---Henry Holt & Co.

FRENCH.

Chardenal Complete French Course.
Selection of reading texts.

SCIENCE.

Physiology---Overton.

Botany---Gray.

Physical Geography---Davis.

Zoology---Burnet.

Physics---Hoadley.

Geology--.Tarr.

Chemistry---Peters.

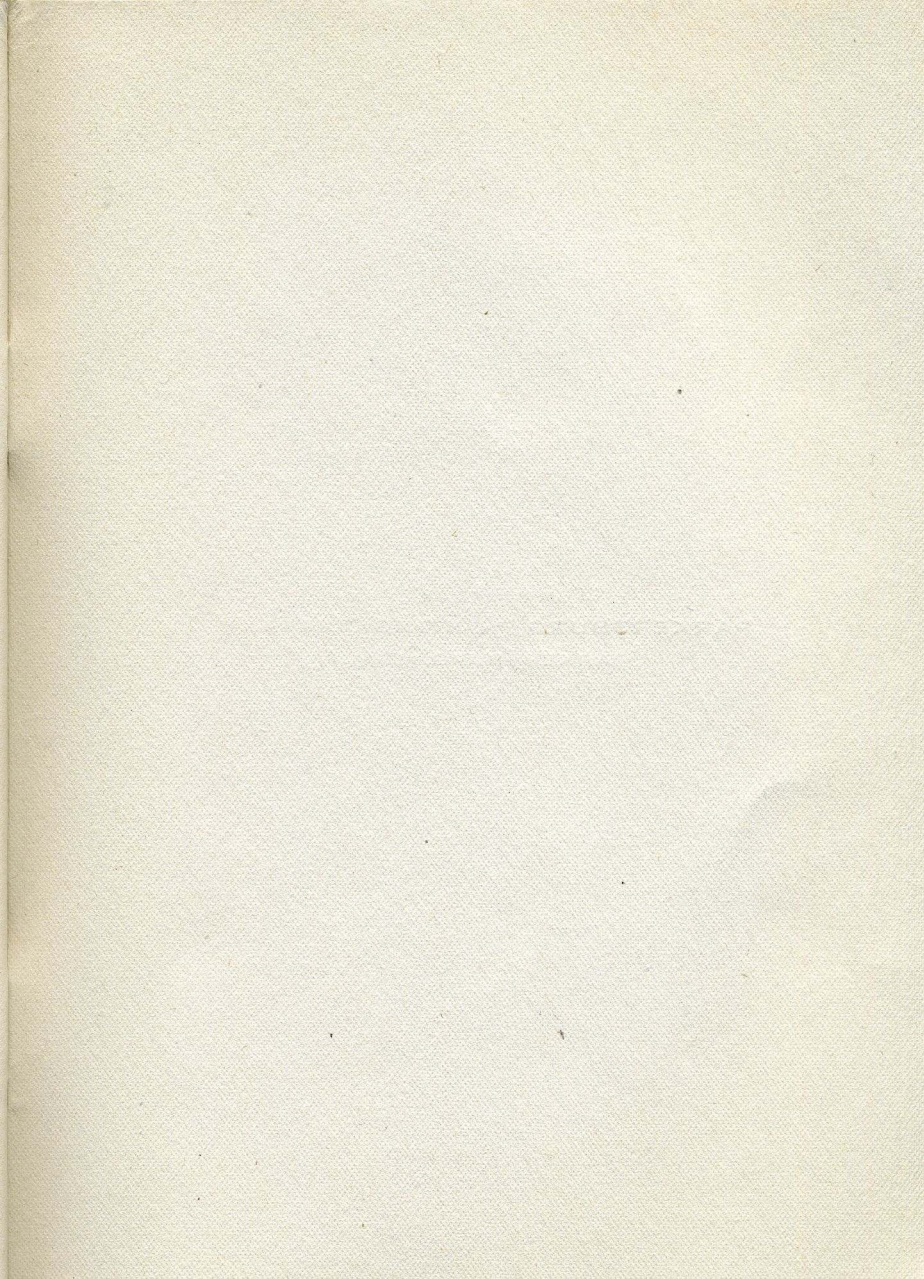
Astronomy---Young.

Commercial Law---William & Rogers.

Seniors

Class of 1905.

Bartlett, Blanche B.....	1313 Market Street
Butscher, Josephine M.....	118 Sixth Street
Clinton, Estelle.....	E. Seventeenth Street
Connolly, Gertrude.....	11 Park Place
Curry, Ada B.....	1211 Market Street
Curtis, M. Forest.....	9 Park Place
Dils, Rebecca L.....	963 Market Street
Jones, Georgia A.....	1006 George Street
Kerns, M. Edith.....	1234 Lynn Street
Kerr, Bondie.....	1607 St. Marys Avenue
Musgrave, Nuna.....	407 E. Twelfth Street
Neal, Virginia.....	1007 George Street
Smith, Lucy.....	1710 St. Marys Avenue
Stutler, Lena G.....	Vienna, W. Va.
Weyer, Ada.....	1027 Avery Street
Pendleton, Daniel M.....	1703 Park Avenue



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