

T. M. HOTCHKISS

Monrovia High School

MANUAL AND
COURSE *of* STUDY
1919 -- 1920



MONROVIA, CALIFORNIA

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"There are just two things of supreme importance for us as a people: To win the war for freedom and democracy and to prepare our children for life and citizenship in the new era which the war is bringing on. Let us spare no effort to accomplish both fully and well."

P. P. CLAXTON,
U. S. Commissioner of Education.

These lines were written a year ago. The war for freedom and democracy has been won. The fruits of the victory, however, will depend in great measure upon the work of the schools of the present day. Let us trust this great American institution may be equal to the task.

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General Statement

AIM

The aim of the High School is three-fold: To prepare students for entrance to higher institutions of learning; to provide the fundamentals of an education and a vocational training for those who must leave school at the end of the High School course or before; and to provide the adults of the community instruction in the special lines of school work as far as they care to avail themselves of the opportunities and as far as the facilities of the school will permit.

ENTRANCE REQUIREMENTS

1. Completion of the eighth grade of a grammar school of California.
2. Completion of the eighth grade of schools of other states, if evidence is furnished by the Principal that satisfactory High School work can be done by the applicant.
3. Successful work accomplished in another High School.
4. Others who have reached maturity and desire special work, may be admitted by obtaining permission of the County Superintendent of Schools. This is usually done by the Principal of the High School after application for entrance has been made.

REQUIREMENTS FOR GRADUATION

Requirements for graduation differ with courses pursued and will be explained under the head, "Courses of Study." However, the following subjects are required of all students seeking graduation honors: English, three years; History, one year; Science, one year; and Physical Training, unless excused upon presentation of a doctor's certificate, four years.

Sixteen units are required for the completion of a course of study, one of which may be a "home credit" unit. At least four units should be taken each year.

Department in and out of school, and a proper attitude towards the school and its activities are important factors in determining whether a student is entitled to the recommenda-

tion of Principal and teachers for graduation. Pupils repeatedly guilty of disorderly or dishonorable conduct will not be recommended.

LIFE AIM

The selection of life work is a most important matter and, in these days of severe competition, the earlier in life young people determine on their future vocation the better. If students have a definite purpose in mind, there is a great saving of time and energy in selecting work leading to the accomplishing of that purpose. The selection of studies can be more wisely made if there is a definite end in view. It is exceedingly important that teachers and parents render every assistance possible in this matter until such time as all schools are provided with experts who are trained for this special work.

EQUIPMENT

Southern California is noted the country over for the excellence of its High School buildings and general equipment. In this regard Monrovia ranks well. The extensive campus of over four acres furnishes ample grounds for school purposes aside from agricultural work. The four buildings, adorning the southwest corner of the property, are ample in size and equipment for the needs at this time.

The athletic field provides a place for all types of outdoor sports which our secondary schools are now participating in—such as: football, basketball, baseball, handball and track. In addition there are two good tennis courts which are used extensively by the students.

The High School Library consists of about 1,600 volumes, most of which have been carefully selected to meet the needs of High School work.

The Physics and Chemistry laboratories are well provided with the apparatus necessary for successful work and the equipment for instruction in Biology and General Science is being built up as rapidly as funds will permit.

HOME CREDITS

A system of home credits has been established in the High School and is made extensive use of by the students. The purpose of granting school credit for home work is to develop in

young people a feeling of responsibility in the home duties and a desire on the part of each one to make his contribution to the performance of such duties. No formal statement is made in this manual as to the exact activities for which credit will be granted. This is left to the option of the Home Credits committee, which decides each case on its own merits, a much fairer and more satisfactory way of dealing with such credits. In general, however, this statement may be made: Any work that is creditably done outside of school, in the home, in the garden, in the garage, or, in shop, factory, store, bank, or elsewhere, is given a proper amount of credit.

MARKING

Our system of marking grades is as follows: A, 95-100; B, 90-95; C, 85-90; D, 80-85; E, 75-80; F, failure. College recommendation marks are A, B and C. A distinction is made between recommendation for college and graduation because it is felt that there are those whose work is of sufficient grade to entitle them to be graduated who would be unable to perform the more strenuous work of a college or university.

For promotions from first year to second, at least three units of work must have been completed; from second to third year, seven units; from third to fourth year, eleven units.

SCHOOL TELEPHONE

An extension to the High School telephone is maintained for the use of students. It is expected, however, that this telephone shall be used only at intermissions. It is exceedingly desirable for parents to understand that it is impossible to call students from their classes to answer the telephone, except in emergency cases.

HOME STUDY

The regular work of the High School consists of twenty hours of recitations per week, besides three periods devoted to physical or military training. With the school day of from 9 to 3:15 o'clock, it is impossible for the average student to accomplish the tasks laid out by instructors, without effort outside of the school day. In order to keep the standard of the work as high as it should be, it is the desire of the teachers and

Board of Education that a place and a time be provided for home study, unless the health of the student makes such extra work unwise.

ABSENCE

In the commercial world salaries are not paid, except in rare cases, for time lost. In school, of course, credit cannot be given for work lost unless it is made up; the privilege of doing this is not granted unless a legitimate reason, in writing, signed by a parent or guardian is presented upon the return to school.

STUDENT ACTIVITIES

The students of the High School maintain a student body organization which has charge, under the direction of school authorities, of student affairs. Meetings are called by the president of the organization whenever there is business to bring before the student body. Hours are arranged which do not conflict with the school program.

The usual High School athletics are participated in; musical organizations of both boys and girls are maintained, in voice and instrumental work; interscholastic debating forms part of the outside activities; and a newspaper is published by the students a part of the school year, or a school annual is issued.

A girls' organization known as the "Girls' League" is maintained. Its membership includes all of the girls of the school. General meetings are held once a month, at which time problems especially interesting to girls are discussed. The object of the League is to lead its members to be helpful to each other and to be useful in promoting the best interests of the school and the community.

TEXT BOOKS

Books are furnished to pupils by the school district upon the payment of \$2.00 rental fee. This payment is for the ordinary wear. Careless or wilful injury will be charged against the pupil renting the book.

JUNIOR RED CROSS

Both money and energy of the young people and teachers of the High School have, during the past year, been freely devoted to the needs of the Junior Red Cross. Such activities will be continued this year. Loyal co-operation in all possible ways will characterize this institution.

COURSES OF STUDY OFFERED IN THE HIGH SCHOOL

COLLEGE PREPARATORY

The entrance requirements of the various colleges and universities differ, but the following subjects are demanded by most higher institutions and should be taken, unless a student knows definitely what school he will attend, in which case the subjects indicated in the last catalog of that school as preparatory subjects should be pursued:

English	3 units
History	2 units
(One of which must be U. S. History)	
Science	2 units
(One of which must be Biology, Chemistry or Physics)	
Physical Training	1 unit
Algebra	1 unit
Geometry	1 unit
Foreign Language	2 units

*Three units of one of the following:

Mathematics, including Mechanical Drawing

History

Science

Foreign Languages

*This is not in addition to the above, but two majors of three units each are required for graduation. One of these majors is English; the other may be any of the above subjects aside from English if three units are taken.

COMMERCIAL

English	3 units
Physical Training	1 unit

Three units of one of the following groups: Mathematics, Science, Foreign Languages, History.

United States History and Biology, Chemistry, or Physics must be taken.

First Year—

Arithmetic	1 unit
Spelling and Penmanship	$\frac{1}{2}$ unit
Commercial Correspondence	$\frac{1}{2}$ unit

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Second Year—

Bookkeeping -----	1 unit
(Two periods daily)	
Shorthand -----	1/2 unit
(60 words per minute, accurately transcribed)	
Shorthand -----	1 unit
(75 words per minute accurately transcribed)	
Typewriting -----	1/2 unit
(24 lessons acceptably done)	

Third Year—

Bookkeeping -----	1 unit
(Two periods daily)	
Shorthand -----	1 unit
(100 words per minute, accurately transcribed)	
Typewriting -----	1/2 unit
(60 words per minute)	

Fourth Year—

Advanced Dictation -----	1 unit
Commercial Law -----	1/2 unit
Commercial Geography -----	1/2 unit
Political Economy -----	1 unit

NORMAL SCHOOL PREPARATORY

English -----	3 units
History -----	3 units
(One of which must be U. S. History)	
General Science -----	1 unit
Biology -----	1 unit
Music -----	1 unit
Drawing and Painting -----	1 unit
Manual Training or Household Arts -----	1 unit
Agriculture -----	1 unit
Physical Training -----	1 unit

High School graduates are required to pass examinations in Arithmetic, English Grammar and Composition, Geography, Reading, Spelling or Penmanship, or to complete preparatory courses in these subjects.

The above subjects meet the requirements of the "General Professional" course only. Students desiring to prepare for any of the special courses offered by the Normal School should confer with the Principal in regard to the required preparatory work.

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Fifteen recommended units are required for admission to the State Normal Schools.

HOUSEHOLD ARTS

Required for Graduation:

English -----	3 units
History -----	3 units
(One of which must be U. S. History)	
Household Arts -----	3 units
Science -----	1 unit
(Must be a Laboratory Science)	
Design -----	1 unit
(Emphasis will be placed on the principles of home decoration)	

Gardening -----	1/2 unit
Physical Training -----	1 unit

The State Board has ruled that after July 1, 1920, only such High School courses of study will be approved as require the following for graduation:

Two majors of at least three units each in the following groups:

1. English (in vocational courses one unit of citizenship may be included with two units of English to make one major)
2. Mathematics, including Mechanical Drawing
3. History and Social Science
4. Physical and Biological Sciences
5. Foreign languages (three or more units in one language or two units each in two languages)

MANUAL ARTS

Required for Graduation:

English -----	3 units
Manual Arts -----	3 units
History -----	2 units
(One of which must be U. S. History)	
Science -----	1 unit
(Must be a Laboratory Science)	
Commercial Arithmetic -----	1 unit
Gardening -----	1/2 unit
Physical Training -----	1 unit

The State Board has ruled that after July 1, 1920, only such High School courses of study will be approved as require the following for graduation:

Two majors of at least three units each in the following groups:

1. English (in vocational courses one unit of citizenship may be included with two units of English to make one major)
2. Mathematics, including Mechanical Drawing
3. History and Social Science
4. Physical and Biological Sciences
5. Foreign Languages (three or more units in one language, or two units each in two languages)

A discussion of subjects offered, both required and elective, will be found on the following pages.

Science

NINTH OR TENTH YEAR—GENERAL SCIENCE

The course is an introduction to the elementary facts and fundamental principles of biology, physiography, physics, and chemistry. These facts and principles are important, for the students come in contact with them every day and many of them are vital to their existence. It is also intended to stimulate pupils to intelligently observe objects, operations and conditions about them from a scientific point of view.

The course is designed to help students who are taking science for the first time to determine in which department of science they would like to make further study. For this reason the course is open to first and second year students, except in special cases when permission is obtained from the Principal.

Classroom recitations and discussions are supplemented by experiments to illustrate these facts and principles. The experiments are fully written up by the students, who register their conclusions from the classified results obtained. In addition the class is required to do a definite amount of outside reading from a prescribed list of books.

TENTH YEAR—BIOLOGY

The chief aim in this study is the relation of plant and animal life to the life of man. The chief activities of plants and animals and their structural adaptations are brought out by laboratory work and by trips to the mountains, beaches and museums. In accordance with the Normal School requirements, about one-third of the course is given over to the study of physiology and hygiene. The balance of the time is divided between botany and zoology.

ELEVENTH YEAR—CHEMISTRY

The aim of this introduction to the science of chemistry is to acquaint the student with the scientific method and view-point, as well as with the material of the study. The laboratory work averages about two double periods a week and the equipment is adequate for all needs of an introductory course. Some freedom in choice of experiments is allowed which permits girls

who wish to do so to emphasize the chemistry of the home (soap-making, the action of baking powders, etc.); and boys who wish to know more of the analytical side of chemistry, to follow the lines of their interest.

ELEVENTH OR TWELFTH YEAR—PHYSICS

The study of physics is an introduction to the fundamental facts and principles of the physical world. A careful study is made of the statics of solids, liquids, gases, dynamics, molecular theory of matter, heat, light, sound, magnetism and electricity.

As the student becomes familiar with these important principles, his attention is called to the application of these principles in the practical world. In order to make the subject more vital, visits are made to many industrial plants, where these principles are being made use of.

The basis from which the general physical laws are developed is obtained by means of laboratory experiments additional to regular class-room work. Forty or more experiments are performed and fully written up by the student during the year. Then these laws are applied to practical every-day problems, which are to be solved.

Students devote ten periods each week of the school year to this subject. The course should be taken by those preparing to make further study in science, engineering and mechanics.

Agriculture

Any of the following courses in agriculture will be given whenever there is a sufficient demand:

AGRICULTURE I

A general course in agriculture to acquaint the student with this field of work and to prepare him for advanced courses. It meets the entrance requirements of the Normal Schools and will be accepted in the place of gardening in the Household Arts and Manual Arts courses.

The course consists of a detailed study of the plant structure, habits, growth, methods of propagation and distribution, soil formation, kinds of soil, plant adaptations, fertility of the soil, irrigation and cultivation; also a study of garden and field crops of importance, methods of plant improvement, marketing, plant enemies and diseases. A short time will be devoted to the study of farm animals.

Five recitations and two periods for laboratory per week for the year. One unit credit.

AGRICULTURE II—ANIMAL HUSBANDRY

A study of the origin of the various farm animals, types and breeds, natural and artificial selection adapting them to man's needs, detailed study of anatomy and points, judging, care of, feeds and feeding, comparative results for feeds used and profits netted; marketing, diseases.

Five recitations and two periods laboratory per week for twenty weeks. One-half unit credit.

AGRICULTURE III—HORTICULTURE

A study of the origin and history of fruits, determining factors in fruit growing, factors influencing location, laying out the orchard and preparing the soil, selecting nursery stock, planting, cultivation and irrigation, pruning and care of trees, value of commercial fertilizer, manures and cover crops, protection from frost, enemies and diseases, harvesting and marketing, work of associations, experiments carried on by the state.

Five recitations and two periods laboratory work per week for twenty weeks. One-half unit credit.

AGRICULTURE IV—POULTRY

A study of the origin, development and distribution of poultry; classes, types, breeds and varieties; selecting breed and variety; selecting individual as to age, sex and vigor; indications of laying ability; hatching and brooding; feeds and feeding; housing, sanitation; diseases; killing and dressing; marketing, market classifications; study of the egg, packing, shipping eggs and chicks by parcel post; judging poultry and eggs; poultry as an industry in California.

Five recitations and two periods for laboratory per week for twenty weeks. One-half unit credit.

AGRICULTURE V—FARM MANAGEMENT.

Includes such topics as the growing importance of farming as a business, types of farming, distribution of the capital invested, methods of the production of standard crops, combinations of crops and stock raising, crop rotation, maintaining soil fertility by use of commercial fertilizer, manures and green crops, diversified and specialized farming, relative value of purebred and grade stock, feeds and methods of feeding, equipment for operating the farm, size of the farm, labor problems, marketing the produce, records and accounts, local factors affecting the value of the farm, planning the homestead and equipment, work of the associations.

Five recitations per week for twenty weeks. One-half unit credit.

Commercial Department

The aim of this department is to train the student so thoroughly in commercial subjects that he will be prepared to take his place in the business world and make a success. Special emphasis is placed on accuracy, which combined with speed, makes a valuable asset. An effort is made to teach the student not only shorthand, typewriting, bookkeeping and allied subjects, but to train him to think quickly, accurately and along those lines necessary to success in the commercial world.

In order that our training may be as thorough as possible in all lines, the course is planned to extend over a period of four years, during which time the student is required to take other subjects than those offered in the commercial course, in order that he may have a broader education than he could otherwise secure if he confined his attention entirely to commercial subjects.

ARITHMETIC.

In the study of this subject special emphasis is placed on accuracy. The various forms of business papers are dealt with along with the principles that enter into the computations connected with these papers. Rapid mental work is made a feature of this subject. Text used: Moore & Miner's Complete Arithmetic.

PENMANSHIP.

The arm movement is used. The aim is rather to develop the individuality of the student than to develop a system of penmanship. To develop rapid, easy writing, a great amount of drill is given each day. Text used: Mills' Business Penmanship.

COMMERCIAL CORRESPONDENCE.

In this subject a careful study is made of the arrangement, construction and phraseology of the letter, together with a study of the various types of letters commonly used in the business world. In addition to this, careful drill in the use of punctuation marks is given. Text used: Davis & Lingham, Business English and Correspondence.

SPELLING.

In this subject an effort is made to teach those words that are commonly used in business correspondence and conversation and to give the subject a broad understanding of the use of these words in sentences. A great amount of practice is given in this line. Text used: Atwood's Practical Commercial Speller.

BOOKKEEPING.

This subject is offered for a two years' course. During the first year a study is made of the principles of bookkeeping, together with the commoner forms of business papers, their uses, etc. During the year the use of the cash book, invoice book and sales book are given particular attention, together with the simpler forms of loss and gain statements.

During the second year a further advance is made in the study of the principles of bookkeeping, together with the uses of special books, special columns, advanced work in loss and gain statements and also a brief course in bank bookkeeping. Text used: Miner's Complete Course.

SHORTHAND.

This subject is offered for two years. We aim to teach the student not only the theory of shorthand, for the purpose of enabling him to take up dictation, but to develop those qualities which go to make up a successful stenographer, such as self-reliance, dependability and accuracy. System used: Gregg.

TYPEWRITING.

As accuracy is one of the first requisites for a successful typist, this feature is emphasized particularly, and second to this is speed, for without accuracy there can be no speed. Effort is made to develop neatness also, and this combined with accuracy and speed tends to make the successful typist. Text used: National.

COMMERCIAL LAW.

The person entering upon a business career, or even one who has only a few business transactions, finds it very essential that he know something of the laws governing business transactions, contracts, etc. To this end a careful study is

made of all the various legal phrases which can be taken up in a one year's course. Text used: Huffcut's Elements of Business Law.

COMMERCIAL GEOGRAPHY.

A careful study of this subject enables the student to better understand commercial relations and the fundamental conditions of commercial life.

Mathematics

NINTH YEAR—ELEMENTARY ALGEBRA.

This course attempts to generalize the principles of arithmetic and show the solution of problems of every day life by the aid of these principles. The thoughtful, rather than the mechanical, side of mathematics is emphasized. The equation is the heart of the course, as being the basis of all relationships. The principal topics discussed are: the four fundamental operations of algebra, solution of linear equations, and of systems of simultaneous linear equations, and an introduction to graphs.

TENTH YEAR—PLANE GEOMETRY.

The course deals with the fundamental theorems and constructions of plane geometry dealing with the general problems of plane rectilinear figures, the circle, measurement of angles, regular polygons and their properties, and the measurement of the circle. Applications of these general theorems and constructions are made by solving original problems, including problems dealing with loci.

The chief aims of the course are to teach the student to reason carefully and logically and to prepare for future work in sciences.

One year of plane geometry is required for those who expect to enter any university and should be studied by those who plan to take physics and mechanical drawing.

ELEVENTH YEAR—ADVANCED ALGEBRA.

The course consists of a review of the topic of elementary algebra, with more difficult applications. In addition, the course covers the use of determinants of second and third orders, graphic interpretation, solution, and theory of quadratic and irrational expressions, roots, radicals, exponents—positive and negative—complex imaginaries, theory and solution of simultaneous quadratics, logarithms, ratio, proportion, variation, progressions, the binomial theorem, and other theories as time allows.

The aim of the course is to prepare students who plan to study in the fields of science and engineering.

TWELFTH YEAR—SOLID GEOMETRY.

The topics included are relations of lines and planes to space; the properties of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; the mensuration of solids, original propositions.

TWELFTH YEAR—PLANE TRIGONOMETRY.

The course consists in the development of the general trigonometric ratios, with their applications, as used in the solution of the right triangle; the theory and practice of logarithms and the use of logarithmic tables; development and proof of general trigonometric formulae, leading to the solution of trigonometric equations.

Trigonometry is the basis of surveying and much advanced work in science and engineering.

Domestic Science

At present three days a week are given to this work, two of which are given over to practical work, or the actual cooking of the particular food or foods studied on the preceding day.

In general the outline of the work covered in one year is as follows:

- I. Air (in its relation to fire, etc.)
Fuels (reading of gas meters—computing cost, etc.)
Water (in its relation to health.)
- II. Vegetables, Fruit:
 - (a) Canning vegetables not in season all year.
 - (b) Canning fruits.
 1. Without sugar.
 2. With corn syrup.
 3. With thin sugar syrup.
- III. Salads and Dressings:
Dressings made from corn and peanut oils.
- IV. Soups (Cream, vegetable, etc.)
- V. Cereals.
- VI. Fats and Oils:
 - (a) Relative digestibility.
- VII. Sugar.
- VIII. Protein Foods:
 - (a) Meats (study of cuts.)
 1. Attractive ways of preparing cheaper cuts of meat.
 - (b) Fish
 - (c) Nuts
 - (d) Beans (As meat substitutes)
 - (e) Cheese
 - (f) Eggs—Omelets, custards, etc.
 - (g) Milk

Pasteurization

Sterilization

Modification of cow's milk for infant's food.

IX. Batters and Doughs:

- (a) Flour
- (b) Leavening agents
 - Cream of tartar
 - Phosphate and alum powders
 - Yeast—chemistry of its action
- (c) Quick breads—muffins, biscuits, etc.
- (d) Yeast breads (extra credit is given for making bread at home.)

X. Beverages:

Tea, coffee and chocolate (their use and abuse.)

XI. Sandwiches—School lunches for children.

XII. Cake and pie making.

XIII. Digestion:

- (a) The digestion of the various foodstuffs studied during the year.
- (b) The necessity for well-balanced meals, suitable food combinations, and simple, wholesome and nutritious food is emphasized.

XIV. Desserts:

- (a) Simple gelatine desserts.
- (b) Frozen dishes.

During the year each class is given the opportunity of planning, preparing and serving at least one simple, economical meal.

(Second Year)

Preservation of Foods:

Study of bacteria, yeasts and moulds.

Food Adulteration:

Pure food laws,
Chemical Preservatives,
Detection of simple, common adulterations.

Laundering:

Removal of stains,
Setting and restoring of colors,
Washing, ironing, etc.

Household Cleaning:

Cleaning appliances,
Chemistry of cleaning.

The House:

Sanitation,
Plans,
Decoration.

The students keep books in which they collect house plans, pictures showing rooms decorated in good taste, illustrations of good taste in furnishings of all kinds.

Dietetics:

Caloric system,
Balanced menus,
Meals.

Invalid and Infant Diet:

Care and feeding of children,
School lunches,
Invalid cooking.

Hygiene:

1. Public—

Danger in drinking cups,
Danger in public toilets, etc.,
Garbage and sewage disposal,
Water supply,
Clean food supply—milk, vegetables, fruits, etc.,
Flies, etc.

2. Personal—

Diet,
Bathing,
Care of teeth and eyes.

First Aid—Emergencies:

Fainting,
Poisons,
Drowning,
Burns, etc.

Household Management:

Plan of work,
Labor saving devices,
Division of income,
Serving of meals for stipulated sums,
Marketing.

Domestic Art

FIRST YEAR—(SEWING)

In the first year a complete set of undergarments is made and a simple wash dress. These garments take in the fundamental stitches, making of various seams, plackets, etc.

SECOND YEAR.

Making of kimono or bathrobe.

Making of simple wash suits, wool or silk dresses.

Table runners, dresser scarfs, pinecushions or other things for girls' rooms.

Senior girls make graduation undergarments and often their graduation dresses.

English

It is the aim of the English department to inspire a love for good literature, and with the co-operation of all the other departments in our school, to teach the correct use of English, both oral and written.

NINTH YEAR

FIRST SEMESTER

Composition two periods per week.

Class Study: The Iliad, The Odyssey. Ballads and Songs of Nations. Reports upon "The Lady of the Lake," "The Lay of the Last Minstrel," "Marmion," "Sohrab and Rustum," "Horatius" and "Virginia."

SECOND SEMESTER

Composition two periods a week.

Class Study: "Snowbound," "The Cotter's Saturday Night," "Midsummer Night's Dream," "Stickeen," "The Story of a Thousand Year Pine," and other nature tales by Enos Mills, "Ivanhoe."

Written report upon outside reading, selected from University of California requirements.

TENTH YEAR

FIRST SEMESTER

Two periods a week, Ward's "Sentence and Theme."

One period a week, American Literature (Long's American and English Literature.)

Oral reports upon Longfellow's "Tales of a Wayside Inn," "Courtship of Miles Standish" and other poems; Whittier's "Tent on the Beach"; poems by Lowell, Emerson, Bryant, Holmes, Poe and Riley.

Class Study: "The Deserted Village," "The Ancient Mariner," "The Prisoner of Chillon," selections from "Childe Harold," "Tam O'Shanter" and "The Merchant of Venice."

SECOND SEMESTER

Original descriptions of characters and faces from literature and from life. Daily diary of incidents, scenes and faces. American Literature continued.

Class Study: "Julius Caesar"; Classic Myths, with reports upon Lowell's "Rhoecus," "Prometheus," "Shepherd of King Admetus," Tennyson's "Tithonus," Longfellow's "Masque of Pandora," Kingsley's "Heroes"; Hawthorne's "Wonder Book" and "Tanglewood Tales." Schurz' "Essay on Lincoln" and Lowell's "Essay on Lincoln."

Oral and written reports of addresses, lectures, or sermons heard by the students.

Written report of one of the following: Washington's "Inaugural of 1789," Jefferson's of 1801, Wilson's "Inaugural," Webster's "First or Second Bunker Hill Oration," Schurz' "True Americanism," Grady's "New South," Hay's "America's Love of Peace."

Written report of one work of fiction and one book of travel, selected from University of California list of outside reading.

ELEVENTH YEAR

FIRST SEMESTER

One period a week, original short stories, after analysis and discussion of models in "Prose Specimens."

One period a week English Literature. History and development of English Novel.

Class Study: "The Vicar of Wakefield," "Silas Mariner"; modern speeches included in Gauss' "Democracy Today."

Reports upon three works of fiction selected from University of California list for outside reading.

Poetry of Chivalry: "The Vision of Sir Launfal" and "Idylls of the King."

Oral reports upon all the Idylls not studied in class.

SECOND SEMESTER

The Informal Essay.

Class Study: "Sir Roger de Coverley Papers." Reports upon Grayson's "Adventures in Friendship," or "Adventures in Contentment"; Crothers' "The Gentle Reader"; Irving's "Sketch Book," or "Bracebridge Hall"; Lamb's "Essay"; Stevenson's "Virginibus Puerisque." Reports upon essays in current magazines.

The Formal Essay.

Outside reading with reports on one of the following: Macaulay's "Essay on Clive"; Macaulay's "Hastings"; one

of Emerson's essays; one of Ruskin's; James' "On Life Ideals"; Jordan's "The Voice of the Scholar"; Gayley's "Idols of Education"; Tyndall's "Address to Students"; Briggs' "School, College and Character"; Woodrow Wilson's "The Spirit of Learning"; "The Training of the Intellect"; "What Is a College For"; "When a Man Comes to Himself."

Class Study: Milton's "L'Allegro," "Il Penseroso" and "Comus."

Original tableaux or illustrations for "L'Allegro" and "Il Penseroso."

TWELFTH YEAR

FIRST SEMESTER

Three written briefs and class debates. Original speeches upon topic assigned. Public speeches reported for newspaper publication.

Class Study: "Masterpieces of Modern Oratory" (Schurter.)

Expository writing after models in "Prose Specimens" upon argumentation, persuasion and literary, art and dramatic criticism.

Oral reports from current magazines.

Class Study: Carlyle's "Essay on Burns."

Outside Reading: One essay on biography, science, or ethics selected from University of California lists.

SECOND SEMESTER

The History of English literature, with reports upon selections by representative authors of each period.

Class Study: "The Prologue" of "The Canterbury Tales," "Macbeth," "Hamlet."

Outside Reading: "King Lear" or "Anthony and Cleopatra," or "Coriolanus," or "Henry V," or "Richard III," or "King John."

The Elegy.

Class Study: Milton's "Lycidas," Arnold's "Rugby Chapel" and "Thyrsis"; Gray's "Elegy in a Country Churchyard."

Reports upon Shelley's "Adonais," Tennyson's "In Memoriam."

The Ode.

Class Study: Odes by Dryden, Wordsworth, Shelley, Keats, Tennyson, Longfellow, Lowell and Bayard Taylor.

The Sonnet.

Class Study: Sonnets by Shakespeare, Milton, Wordsworth, Byron, Keats, Lowell and other American poets.

Class Study: Browning's "Rabbi Ben Ezra," "Andrea del Sarto" and "My Last Duchess."

SPECIAL COURSE

All students failing to pass satisfactorily occasional tests in oral and written English and those who prove to be deficient in their spelling in the written work of any department in the school will be obliged to take a course in grammar, orthography and etymology.

Languages

LATIN

The aim of this department is to make the study of Latin of practical worth.

Latin is the mother of languages. Ninety per cent of all the words in the English, Italian, French, Spanish and Roumanian languages are derived directly from the Latin language.

To have a thorough understanding of any one of these languages a knowledge of Latin is necessary. Professor Schevill, head of the Spanish department at the University of California, expresses his opinion of the subject in these words: "Students who wish to specialize in any one of the Romance languages and literatures can have no adequate knowledge or appreciation of the subject without a good Latin foundation." Professor Chinard, head of the French department, says: "Of all the languages, Latin is the one which has the greatest educational value."

The student who intends to take up a modern language in the last two years of his High School course will find two years of preparation in Latin will give him a great advantage over the student who has not had such preparation.

Latin gives the student thorough training in the use of the English language. His vocabulary is necessarily enlarged, for the daily translation of Latin into his own language compels him to discriminate between the value of words and to construct sentences in a logical way.

A four years' course is offered in the High School. Throughout the course special emphasis is placed on the close relationship between Latin and English languages. This, in part, is accomplished by the collecting of derivations, mottoes and phrases found by students in their English reading, newspaper headlines and advertisements to which the study of Latin has attracted them.

The socialized recitation is also used as a strong factor in developing independent thought, alertness and power of discrimination in attacking a problem.

First Year—Smith's Latin Lessons.

Second Year—Beason and Scott, Second Latin Book.

Third Year—Cicero, Allen and Greenough.
Fourth Year—Virgil's Aeneid—six books—Knapp.
Grammar—Allen and Greenough.
Composition—D'Ooge.

SPANISH

The aim of the two years' course is to give the student a working vocabulary and to make him familiar and sympathetic with the customs and people of the Spanish-speaking countries. To accomplish this the direct method, modified to meet the needs of the average student, is used. As soon as the Spanish is acquired, the English is dropped, as far as practicable, in classroom conversation and instruction. Students are required to keep a well-arranged notebook in Spanish containing working rules in grammar, from which they write original sentences, proverbs, dictation and original compositions. In every way possible emphasis is placed on the importance of learning to think directly in the language.

Pronunciation is learned while acquiring class room and social expressions, proverbs, name words and the present indicative of a few common verbs.

El Metodo Directo, Book I, by Hall, is introduced and used the remainder of the year. This contains many oral and written exercises in Spanish with no translation from English to Spanish. Future imperative, progressive and perfect compound of verbs introduced.

The imperfect and preterite of verbs. Dictation from fables and short stories is begun.

All verb forms, touching lightly on the imperfect subjunctive. An elementary reader is used for oral and written reproduction. Escrich's Fortune; Howland's Zaragueta; Alarcon's El Capitan Veneno are read. Grammar, Composition and Notebook work are continued. A Spanish Composition Book is partly completed and the above stories are reproduced orally and in written form.

Dictation is given once a week from R. Torres' Pictorial Spanish Course, short stories, invitations, business letters, etc., and used as subject matter for class conversation.

Each pupil gives several oral reports during the year, the basis of which is the Pan-American Bulletin in Spanish or some other reliable Spanish periodical. For variety and information,

each pupil makes one of a series of reports in English on travel in Spain or other Spanish speaking countries.

Some translation from English to Spanish and from Spanish to English is required during the last half of the year.

FRENCH

Two years of French are offered. In the first year there are about sixty lessons in "Fraser and Squair's Shorter French Course," with conversation and composition based on it. This is supplemented by the reading of easy French prose.

In the second year "Fraser and Squair's French Course" is completed. This is supplemented by "Francois' Introductory French Prose Composition," and the study of four or five French classics. A French play is presented by this department during the year.

History

ANCIENT HISTORY

Ancient History is introduced by a discussion of the meaning of civilization and a brief survey of the events in Oriental countries which prepared the way for the development of the Greeks. Then follows a study of prehistoric civilization in Greece, the development of the city-state, the rivalry of the leading cities, and the final blending of Greek art and ideals with those of the Orient in the Empire of Alexander. Emphasis is laid on fine arts, manners, customs and ideals, biographies and concrete examples of modern adaptations of Greek ideas.

Roman History includes a study of the political and economic development of the republic, and the rise and fall of the empire. Emphasis is laid on the struggles of the common people, extension of territory, value of Roman law and organization, rise of Christianity, barbarian invasions and the Empire of Charlemagne.

Study of the text is supplemented by the making of outlines and maps to emphasize important developments or events. Considerable time is spent in the study and discussion of current events and simple problems in community civics.

MEDIEVAL AND MODERN HISTORY

Modern history in the first semester covers the period from the Empire of Charlemagne to the Peace of Westphalia. Emphasis is laid on Feudalism, the Church and its influence, commerce and the towns, the development of modern nations and the Renaissance.

The Age of Louis XIV. is followed by the study of the enlightened despots, the constructive work of the French Revolution and Napoleon, the making of modern Germany and Italy, and of present-day conditions. Emphasis is laid on industrial and social changes, and the growth of democracy and world solidarity.

Supplementary reading with frequent reports is required, also a notebook consisting of maps, outlines and reports. Much time is given to the discussion of current events and the relation of past developments to present day problems.

ENGLISH HISTORY

The course deals with the history of England from its beginning to the present day, with emphasis on the development of English institutions, political, social and religious. Supplementary reading, with reports, both oral and written, is required, as well as the preparation of maps dealing with the period studied. A magazine, containing topics of interest concerning Great Britain and her international relations, is used once a week in order to promote the habit of good reading, connect past events with present and furnish the student with an accurate knowledge of the present-day world.

AMERICAN HISTORY AND CIVIL GOVERNMENT

AMERICAN HISTORY

Emphasis is placed on the development of those social, political and economic factors in the life of the nation which show how prevailing conditions and institutions have come about. Supplementary readings, with reports both oral and written, are required. An attempt is made to acquaint the student with historical works, develop accuracy of judgment and originality of thought. Maps are prepared by the students in connection with the course.

CIVIL GOVERNMENT

About twelve to fourteen weeks of the year are devoted to the study of our governmental system, local, state and national.

In connection with both of these courses, a weekly magazine is used to connect past events with present, and to vitalize, for the student, the political system of our nation, as well as to furnish him with an accurate knowledge of present-day events and problems.

Music

INSTRUMENTAL MUSIC

Dr. Claxton, United States Commissioner of Education, has classified music as "an indispensable subject in the modern elementary and high school curriculum, for it trains for the leisure activities as well as for vocational."

Not until recent years has instrumental music appealed to High School authorities as worthy of adoption as a part of High School work. It is now recognized, however, that wherever possible, pupils should be encouraged in the development of musical talent, and the most effective means is the school band and orchestra, under the direction of teachers qualified to give instruction on all the instruments of modern orchestration.

Progress in music in this country in recent years has in great measure been due to the tours of excellent orchestras and bands from the large cities. More attention has been focused upon instrumental music. The influence upon the community is felt by the ability of our young people to perform ensemble in the church and social community activities. Frequently talented pupils are discovered and developed in the school who otherwise would not have had an opportunity to obtain the foundation for a musical education.

In order that the instrumental work in the High School may be well done, the school employs two special teachers, each one day a week, to give instruction upon the string, brass and reed instruments. Wherever possible, class instruction is given and the pupil secures credit in proportion to time spent as for any other subject in the curriculum. The instrumental work is elective and, should the instruction interfere with the required work of the school, the pupil is required to make up deficiencies.

Several instruments that are generally so expensive that parents will not purchase until proficiency has been acquired, are furnished by the school.

The Langey and Rollinson instruction methods are used for general instrumental work, supplemented with other modern studies when necessary. The graded course for violin consists of Hohman Wohlfahrt Op. 45, Books I and II, Kayser and Kreutzer studies.

VOCAL MUSIC

SIGHT SINGING

Notation; vocal expression with special emphasis upon the three elements: melody, rhythm and harmony. Ear training. Material to be used: "Harmonia: Songs We Like to Sing," "Lyric Song Series II" and all material available. One unit credit for course.

ORGANIZATIONS

Girls' Glee Club, Boys' Glee Club, Girls' Chorus, Boys' Chorus, Mixed Chorus, Girls' Octette.

Special attention given to breath control, voice placement, phrasing, pronunciation, enunciation, interpretation. Best unison, two part, three part and four part songs available. One-fourth credit for each organization. Combination of Music Appreciation and any of the above, one-half credit given.

VOICE APPRECIATION

Separate classes for boys and girls. Basis of this work, Shakespeare's "Art of Singing." Breath control and voice placement—the important elements considered; later attempting studies of more difficult type for application of fundamental principles.

"Concone Studies" used for boys' classes; "Lutgen Studies" used for girls' classes. Standard songs of easy grade and acceptable range used; interpretation through standard songs. One-fourth credit for each or combined with Music Appreciation one-half credit given.

HARMONY

Review of keys; signatures; intervals. Study of tonic, subdominant, dominant and dominant seventh chords and their inversions; simple analysis; cadences; sequences; embellishments in major and minor keys. Simple work with secondary chords; much ear training; constant application of this work at keyboard. Harmonization of simple melodies in connection with the above. Simple transposition. Reference to standard works for examples. One unit credit.

MUSIC APPRECIATION

Simple form, rhythm, melody, harmony emphasized; well known examples used to illustrate each. Special attention to

the beginning of music exemplified through folk-song; study of orchestra, lives and works of following composers as examples: Grieg, Rubenstein, Chopin, MacDowell, and all American composers of standard worth; Verdi, Puccini, Wagner, Debussy and Ravell. Library references to above. Illustrations through voice, piano and victrola. One-fourth unit credit. Given two days a week.

Mechanical Drawing

The study of Mechanical Drawing aids in developing the reasoning powers, as do other branches of applied mathematics, strengthens inventive and constructive ability and tends to develop in the pupil the love for systematic, precise and neat work which will always add to the desirability of his services in any capacity.

The material is so grouped that courses of varying duration—one, two or three years, may be arranged.

In general the following lines of work are dealt with: Lettering, Geometric Construction, Working Drawings, Orthographic Projections, Isometric and Cabinet Projections, Free-hand Shop Sketching, Drafting for Sheet Metal Work, Machine Shop Drafting.

Twenty-four plates are required for a year's credit.

Manual Training

FIRST YEAR—WOOD WORKING

Use and care of tools.

Study of materials,

Fastening agents and methods,

Staining and finishing.

The last piece of work to be made must be the equivalent of one of the following furniture projects: Morris chair, library or study table, magazine rack, bookcase, etc. Time, five periods weekly—one year—one-half unit.

Class demonstrations should form an important feature of the wood-working department.

1. All the different woods are discussed and samples are inspected,

(a) As to their commercial uses,

(b) As to their characteristics,

(c) Veneers; sawed; rotary; sliced.

2. Principles of construction are taught, covering the subject of joinery, furniture and manufacturing.

3. Machinery is made a practical subject of study, including the different kinds, the principles of construction and operation; various machines and the methods for transmission of power.

4. Stains are taught and illustrated in various forms, including water, oils, aniline and other dyes; and spirit stains caused by chemical changes.

5. Polishes, both by varnish and wax.

6. Furniture is made a subject of special study, with special reference to the principles of design and proportion. The subject of "Period Furniture" is introduced to create a desire for better designs.

7. A working and familiar knowledge of tools, including their names,—both as a whole and in parts, the principles of cutting tools and a complete demonstration of all tools used.

MACHINERY

1. Special precautions are taken to prevent accidents in the use of the circular saw, the jointer, buzz planer, etc.

2. Special instruction is given in the principles involved in the use of such machines as the jointer, circular saw and planer.

SECOND YEAR—WOOD TURNING

1. Wood turning is taught and practiced in all of its forms including straight, cylindrical, angular grooves, square grooves, curved grooves, beads, face-plate work, inside turning, etc.

2. Projects: mallets, chisel handle, rings, boxes, etc.

3. Wood working. Advanced cabinet work. Projects: davenport, extension table, bookcase, buffet, office desk, roll-top desk, etc.

Five periods weekly for one year, one-half unit credit.

Each student is to give, if demanded, one-third of the time to the school for the building of lockers, tables, chairs, etc.

JUNIOR RED CROSS WORK

During the past year many bedside tables, refugee tables and canes were made in the department. The demand will not be so great this year, but requests have been made for some refugee articles, which will be furnished.

Physical Education

The physical welfare of young people during the High School age is of great importance. In many ways this is a critical period in body as well as mind, and the course has for its object the building up of those who need it and the protection of those who possess good health. Individual corrective exercises based on physical examination is an important part of the work.

Two hours a week in the physical training classes are required of all students unless excused upon the recommendation of a physician. The girls of the school may have a doctor's examination twice a year if they desire it, and must do so once a year to play match games of any kind.

GIRLS' COURSE

1. Individual corrective work.
2. Setting-up work, marching, deep breathing, balance boards.
3. Simple folk-dancing once a week.
4. Dumb-bells.
5. Games.
6. Mat work, sitting work.
7. Bar-bells.

BOYS' COURSE

Athletics may be substituted by the boys for physical training work, but before engaging in athletic contests a statement from a physician that the pupil is physically fit for such activity is required.

Military training meets all physical training requirements. It consists of drills and lectures on the infantry drill and field service regulations and includes instruction in semaphore and wig-way signaling and in the care and use of the rifle. Regular target practice with guns furnished by the government is required as a part of this work.

Military training is not offered as a war measure, but because it develops a strong physique, personal efficiency and respect for proper authority. It inculcates in the individual the habits of promptness, neatness, quickness of decision in emergencies and it teaches the subordination of personal interests to the best interests of society in general.

Text of Books in Use

ADOPTED LIST

NINTH YEAR

Author	Title	Publisher
Newcomer, Andrews	Twelve Centuries of Poetry and Prose.	Scott, Foresman & Co.
Briggs & McKinney	First Book in English	Ginn & Co.
Chew	High School Speller	Allyn, Bacon
Smith	Latin Lessons	Allyn, Bacon
Webster	Ancient History	D. C. Heath
Atwood	Practical Commercial Speller.	Ginn & Co.
Moore, Miner	Practical Business Arithmetic (Rev. Ed.)	Ginn & Co.
Mills	Business Penmanship	American Book Co.
Davis, Lingham	Business English and Correspondence	Ginn & Co.
Hawkes, Louby, Touton	Complete School Algebra	American Book Co.
Clark	General Science.	

LIST NOT NECESSARY TO ADOPT

Author	Title	Publisher
Pocket Classics	Midsummer Night's Dream	Macmillan Co.
Home-School Library	Alhambra	Ginn & Co.
Silver Series	Ivanhoe	Silver, Burdette
Pocket Classics, Church	Story of Illad and Odyssey	Macmillan Co.
Riverside Ed.—Mills	Story of a Thousand Year Pine	Houghton, Mifflin
Riverside Ed.—Muir	Stickeen	

ADOPTED LIST

TENTH YEAR

Author	Title	Publisher
Gayley	Classic Myths	Ginn & Co.
Claxton, McGinnis	Effective English	Allyn, Bacon
Long	Outlines of English and American Literature	Ginn & Co.
Warren	Elements of Agriculture	Macmillan Co.
Duncan, Beck, Graves	Prose Specimens	D. C. Heath
Chew	High School Speller	Allyn, Bacon
Newcomer, Andrews	Twelve Centuries of Poetry and Prose	Scott, Foresman Co.
Allen & Greenough	New Latin Grammar	Ginn & Co.
D'Ooge	Latin Composition (Complete)	Ginn & Co.
Beason and Scott	Second Latin Book	Scott, Foresman Co.
West	Modern World	Allyn, Bacon
Gregg	Shorthand Manual	Gregg Co.
Miner	Complete Course in Book-keeping	Ginn & Co.
Miner	Blanks, Sets 1 to 8 (Bookkeeping)	Ginn & Co.
Cutler-SoRelle	Rational Typewriting (Rev. High School Ed.)	Gregg Pub. Co.
Cole and Lewis	Harmonia	Silver, Burdette
Wentworth, Smith	Plane Geometry	Ginn & Co.
Hunter	Civic Biology	American Book Co.
Ward	Sentence and Theme	Scott, Foresman Co.

TEXT OF BOOKS IN USE

(Continued)

LIST NOT NECESSARY TO ADOPT

Author	Title	Publisher
Home-School Library	Julius Caesar	Ginn & Co.
Riverside Edition	Merchant of Venice	Houghton, Mifflin
—C. Schurz	Abraham Lincoln	Houghton, Mifflin

ADOPTED LIST

ELEVENTH YEAR

Author	Title	Publisher
Gayley	Classic Myths	Ginn & Co.
McPherson-Henderson	First Course in Chemistry	Ginn & Co.
Claxton, McGinnis	Laboratory Exercises to Accompany First Course in Chemistry	
Long	Effective English	Ginn & Co.
Duncan, Beck, Graves	Outlines of English and American Literature	Allyn, Bacon
Gauss	Prose Specimens	Ginn & Co.
Newcomer, Andrews	Democracy Today	
Cheyney	Twelve Centuries of Poetry and Prose	D. C. Heath
Gregg	Short History of England	Scott, Foresman Co.
Gregg	Shorthand	Scott, Foresman Co.
Miner	Speed Studies	Ginn & Co.
Miner	Complete Course Book-keeping	Gregg Pub. Co.
Cole & Lewis	Blanks, Sets 1 to 8 (Bookkeeping)	Gregg Pub. Co.
Hawkes, Louby, Touton	Harmonia	Ginn & Co.
Fraser & Squair	Complete School Algebra	Ginn & Co.
Hall	Shorter French Course	Silver, Burdette
Kinne, Cooley	All Spanish Method (First Book)	Ginn & Co.
Allen & Greenough	Foods and Household Management	D. C. Heath
Knapp	New Latin Grammar	World Book Co.
Cutler-SoRelle	Virgil's Aeneid	Macmillan Co.
Warren	Rational Typewriting	Ginn & Co.
Allen & Greenough	(Rev. High School Ed.)	Scott, Foresman Co.
Warren	Elements of Agriculture	Gregg Pub. Co.
Warren	Cicero	Macmillan Co.
Warren	Farm Management	Ginn & Co.
Warren		Macmillan Co.

LIST NOT NECESSARY TO ADOPT

Author	Title	Publisher
Standard Eng. Classics	Stias Marner	Ginn & Co.
Standard Eng. Classics	Sir Roger de Coverley	Ginn & Co.
Standard Eng. Classics	Vicar of Wakefield	Ginn & Co.
Guerber	Contes et Legends	American Book Co.
Gregg	Shorthand Reader	Gregg Pub. Co.
Gregg	Shorthand Beginners' Letter Drills	Gregg Pub. Co.

ADOPTED LIST

TWELFTH YEAR

Author	Title	Publisher
Gayley	Classic Myths	Ginn & Co.
Claxton, McGinnis	Effective English	Allyn, Bacon

TEXT OF BOOKS IN USE

(Continued)

Author	Title	Publisher
Duncan, Beck, Graves Shurter	Prose Specimens Masterpieces Modern Oratory	D. C. Heath Ginn & Co.
Newcomer, Andrews	Twelve Centuries Poetry and Prose	Scott, Foresman Co.
Allen & Greenough	New Latin Grammar	Ginn & Co.
Knapp	Virgil's Aeneid	Scott, Foresman Co.
Ashley	New Civics	Macmillan Co.
Muzzey	American History	Ginn & Co.
Fraser & Squair	Shorter French Course	D. C. Heath
Francis	Beginner's French	American Book Co.
Umphrey	Spanish Prose Composition	American Book Co.
Black & Davis	Practical Physics	Macmillan Co.
Forrester & Wagley	Foods and Sanitation	Row, Peterson Co.
Warren	Farm Management	Macmillan Co.
Wentworth, Smith	Solid Geometry	Ginn & Co.
Wentworth, Hill	Trigonometry	Ginn & Co.

LIST NOT NECESSARY TO ADOPT

Author	Title	Publisher
English Classics Standard Eng. Classics Riverside Ed.	Hamlet Carlyle's Essay on Burns Lowell's Commemoration Ode	D. C. Heath Ginn & Co.
Silver Series Halvey Alarcon Merino Labiche & Martin Eschrich Alarcon	Macbeth L'Abbe Constantin Zaragueta Colomba Le Voyage de M. Perrichon Fortuna El Capitan Veneno	Houghton, Mifflin Silver, Burdette American Book Co. Silver, Burdette Ginn & Co. Ginn & Co. Ginn & Co. American Book Co.

Class of 1919

SCHOLARSHIP HONORS

First—Dora Imogene Golder, Aleata Woodward
Second—Virginia C. Blythe, Marie Eleanor Maxwell
Third—Frank B. Richardson

UNITED STATES SERVICE ROLL

Sergeant Theo. C. Gibson, Fifty-fifth Ammunition Train.
C. A. C., A. E. F.

CLASS ROLL

COLLEGE PREPARATORY

Joseph T. Ainley	Thelma Agnes Laird
Henry Ewin Baker	Paul J. Langlie
Virginia C. Blythe	Marie Eleanor Maxwell
Henry G. Caldon	Emily Ellavera Nelson
Fred P. Dillon	Frank B. Richardson
Henry G. Fisk	James R. Roth
Theo C. Gibson	Kent A. Sawyer
Dora Imogene Golder	Rupert L. Smith
Ruth Leone Hallock	Francys LaVerne Tate
Julia Hayes	Lewis H. Williams
	Aleata Woodward

NORMAL SCHOOL PREPARATORY

Wanda Marie Backus	Anna Bateman Taylor
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HOUSEHOLD ARTS

Mary Dell Adair	Frances Gertrude Hill
Anna Ruth Bradney	Sophie Anna Lindo
Merel Janet Church	Laura Rosetta Whitcomb

MANUAL ARTS

Dale F. Clark	George Roy Herr
Arthur B. Estell	Horold C. McLendon
	Kenneth L. Squier

Class Colors: Crimson and white

TRUSTEES SINCE ORGANIZATION OF THE SCHOOL

W. N. Monroe, 1887-88	L. U. McClure, 1898-1900
E. W. Little, 1887-88	G. A. Lawrence, 1900-01
J. T. Tuttle, 1887-88	U. Zimmerman, 1901-04
U. Zimmerman, 1888-89	M. R. Williams, 1902-08
E. P. Large, 1888-90	G. A. Lawrence, 1903-06
W. C. Badeau, 1888-91	Mrs. W. F. Marshall, 1904-13
Dr. O. A. Wheeler, 1889-95	F. S. Whitcomb, 1906-12
G. A. Lawrence, 1890-96	Dr. J. S. Allison, 1908-12
U. S. G. Todd, 1891-94	Rev. Clark Marsh, 1912-16
Dr. R. D. Adams, 1894-97	Dr. L. D. Remington, 1912-17
Prof. J. G. Cross, 1896-99	Mrs. G. W. Black, 1913-16
J. J. Renaker, 1895-99	Dr. A. L. Smith, 1916-
Wm. F. Marshall, 1899-02	Mrs. Geo. O. Monroe, 1916-
Mrs. E. A. Wheeler, 1897-03	J. J. Hoffman, 1917-