

BELLEVILLE

Public Schools

FIRST ANNUAL REPORT

FOR THE SCHOOLYEAR

ENDING JUNE 30, 1874.

AND

VARIOUS SUPPLEMENTARY DOCUMENTS EXHIBIT-
ING THE CONDITION OF THE SCHOOLS.

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SUPERINTENDENT'S REPORT.

TO THE BOARD OF EDUCATION, DIST. 4, T. 1 N. R. 8 W.

Gentlemen :

I have the honor to submit to you this, my first annual report of the progress and condition of the schools under your charge. I have endeavored in the following pages to present to you the accomplishments of the past year, also what will be attempted during the next year. The want of all statistics of the work of former years renders comparison difficult; I shall, therefore, insert the statistical tables of the past year in the hope that they may become the basis of comparison for the future.

With feelings of great satisfaction I can state that, on the whole, the work during the past year has been performed creditably by both teachers and pupils, that a greater degree of harmony has prevailed both in discipline and instruction throughout the entire course. Much attention has been paid to cleanliness in the school rooms and on the premises, to the heating and ventilating of the school rooms, in short, we have endeavored in every possible way to make the pupils feel comfortable at their place of study. I would not say that all this could not be performed still better, that we could not improve in many respects, I must assert, however, that progress has been made.

The discipline, too, has been much better than heretofore; this part of education has received the greatest consideration by the teachers.

The attendance was pretty regular and constant, as will be seen by the following figures: In the first month of the school year the average daily attendance on the number of pupils enrolled was 83 per cent., rising gradually to 93 per cent. in the month of November and continuing above 90 per cent. through the remainder of the year, until in June it fell to 81 per cent. This latter fact shows that parents do not attribute a sufficient degree of importance to the education of their children; they think that during the last four weeks nothing can be learned,

teacher *every day* brings forth matter and since education is compared to a chain every link is closely united to the preceding. A day lost in school is a link wanting in the chain.

Great satisfaction I can report that fewer tardinesses have occurred this year than formerly. This, it may be said, is owing to the more rigid discipline enforced this year. Punctuality shows sense of duty in the pupils, and if this has been aroused in them, it speaks well for the teacher who has them in charge.

In turning now to the several branches of instruction, it gives me great pleasure to be able to state that, partly owing to the improvement in discipline over former years, and partly on account of the written examinations for promotion at the close of each term, much has been accomplished. In *Reading* the teachers have obtained fair results. In the first school year, where formerly nothing but the alphabet was learned, the pupils have been able during the past term to take up the book; in the second school year the First Reader has been almost completed, while formerly this was done only in the third school year. Through all the grades the understanding and expression were much improved. The enunciation and syllabication have received greater attention and this, since more than 80 per cent. of our pupils are of German parentage, cannot be too scrupulously attended to. The pupils too, are desirous of reading juvenile books and papers, they exhibit a thirst for self-improvement.

The *Spelling*, though better than formerly, is not yet as good as it ought to be; this is owing to the difficulties of English orthography, which permits of different representations of the same sounds. It is most necessary that, besides learning to spell the words phonetically, the pupils must be taught *words*, i. e. as new words occur in conversation or instruction, they must be spelled and committed by the pupils.

Penmanship has received more attention than formerly and the results have been adequate to the time and labor bestowed on the same. The pupils have learned to form all the small letters according to the "Payson, Dunton & Scribner System" during the first school year and, with few exceptions, the penmanship has been improved throughout.

Next to these branches *Language* comes into consideration. The importance of the cultivation of lang-

ange, both spoken and written, is yet too little appreciated. It seems to me that during the entire course it ought to receive the greatest attention of the teachers. In the first three school years the pupils should be made to express orally their ideas on objects presented to them for that purpose, care being taken always to correct their errors; in the next three school years they ought to be made to write what they have thus spoken on their slates and then on paper, so that in the Grammar schools they may be able to compose without the help of the teacher. This has been attempted, and in many schools successfully during the past year, as will be shown by the questions for examination, which are appended to this report.

The subject of *Arithmetic*, it seems to me, has too much time allotted in our course of study, and though the results are satisfactory, they are by no means adequate to the time and labor spent. What ought to be done to remedy this, and how it ought to be done, I shall show in another place.

As a new feature in our course of study I must mention *Drawing*. Attempts to teach this art have been made in all the grades, in some with good, in some with meagre results; yet everywhere a fair *beginning* may be noticed. Drawing is next in importance to Composition, and if it is necessary that a man should be able to express his thoughts in writing, he should also, when form comes into consideration, be able to demonstrate by means of the pencil his idea to the person addressed. That Drawing in our common schools cannot receive that consideration which it does in schools of art, is apparent; the common schools cannot produce painters and draftsmen, yet they can teach the rudiments, they can train the eye to see and enjoy the beautiful in nature and the hand to execute what the eye has perceived. If Drawing is taught in this manner, our youth will be better fitted for their pursuits in after-life, and by being thus better prepared to be useful and enjoy life, they will also better fill their destiny on earth.

Geography and History have received their share of consideration, and the results as evinced by the semi-annual examinations have been satisfactory.

Natural History and Natural Philosophy have been taught from the third grade up and in the High Department and although, for want of apparatus, the results could not be very great, our pupils have acquired more correct ideas about the surrounding world, and they have

been led to habits of observation, and since these branches have been a means for the cultivation of language, we have reasons to be satisfied with what has been done.

It is my firm conviction that the first principle our pupils ought to be impressed with is truth, that for this reason, all superficiality and ostentation ought to be banished from our schools. No oral examinations have therefore been held this year. If the parents and guardians wish to acquaint themselves with the progress of their children, they should visit the schools at all times of the year and not merely when a show is gotten up. Instead of these, as I would call them, exhibitions, I have submitted to the first class in each grade at the close of each term a series of questions, resulting from the class work of the past half year. These questions had to be answered in writing and such pupils only, who had answered a certain per cent. of them, were promoted to the next higher grade. Subjoined you will find the questions which were used at the close of the summer term, and these will give you and all those interested in the progress of our schools an idea of what we attempted and what was accomplished.

The per cent. of the promotions made on the average number of pupils belonging speaks favorably for the efficiency of our schools. At the close of the winter term 47 per cent. of the average number of pupils belonging, and at the close of the summer term 42 per cent. were promoted, making a total during the year of 89 per cent. of all pupils who were actually members of our schools.

It is frequently the case that pupils from other places enter our schools and are not sufficiently prepared in all the branches to enter the grade, where, according to their age and attainment in *some* branches they belong. To these, and also such as entered school at an advanced age, special attention has been devoted, and they have been promoted, as soon as was consistent with their proficiency, to the grades where according to their age they belonged. For if such pupils were to be kept in the lower grades until regular promotion time, they would grow discouraged and frequently leave school and go entirely without an education, because they can not feel satisfied with the mental food which is offered them.

Having thus shown in detail the accomplishments of the past year, I shall now proceed to mark some of the features and the leading principles which are to guide us in the work of the next year.

Education is a means to prepare man for his destiny on Earth. Since man is a member of the family, of the society and of the State, his education must be of a threefold character: *individual, special* and *general*. The first is practised in the family, the second in school, the third in the State. It cannot be said that where the individual education ends, special education begins; or, when special education is finished, the political education of the individual is begun; but that there are three periods in life, in which each of these is more prominently to be practised; for instance, when a child enters school, his education in the family is not to be lost sight of, but his school education is then of greater importance and must be the business of his life. It follows also from this, that during the first two schoolyears, the life in school must most resemble the family life, that love must here be principally the teacher's means of government. Nor must, on the other hand, the political education of the individual be deferred, until he leaves school, nay, the teacher should at all times direct the pupil's aims and duties to his country, and to the part which he, one day, will have to perform in the Commonwealth. *Justice* will here be the teacher's means of government and he must himself possess that love of country which he would implant into his pupils.

Throughout the entire school life it must be most emphatically the teacher's duty to train his pupils to *work*, I mean to work steadily and industriously, not by fits and starts, that they apply themselves vigorously to their tasks, until they are mastered. If pupils are thus systematically trained to work in school, they will undoubtedly be better adapted for the various trades and professions in after life, they will be enabled to be themselves happy and to increase the happiness of others, thus fulfilling, in my estimation, their destiny on Earth.

To make the pupils work, then, is a part of school-discipline and will during the next year receive the most attentive consideration of the teachers.

If instruction is the end of school education, school-discipline is one of the means by which the former is gained. By discipline we understand the formation of correct habits, habits of regularity, punctuality, neatness, obedience and love of order. The pupils should be trained to these habits from their first entering, so that they may grow into principles of action and form their "*Second Nature*." The task of governing the school will, if this is properly attended to, grow easier from year to

year, thus affording the teacher more time for instruction and better securing the end sought.

The habit of punctuality is in this age of steam and machines the most necessary condition of usefulness. Formerly, when a man was driving a yoke of oxen, it was not of much consequence, whether he be five or even ten minutes late, whilst now, when the lives of thousands depend upon the motion of the hand of a single man, it is of the utmost importance that this one man be ever punctual and watchful and ever awake to the sense of duty.

Another point to which I wish to direct the attention of the teachers, is the subject of manners of the pupils. Politeness of the pupils among themselves, toward their superiors in school not only, but also in the playground and in the street ought to be the constant aim of the teachers. The teachers must remember that, in all matters pertaining to discipline their example is of greater influence than their teaching. They should at all times bear in mind that the eye of their pupils is upon them, and that as they are seen to act, the children will act also. To the teachers therefore I say: "Correct your habits; always examine whether your example is consistent with your precept."

When now I turn to what we will attempt in the coming year in point of instruction, I would mention first the cultivation of language. By your liberality the teachers of the Primary schools enjoy a set of "Struëbing's Object Lesson Charts" in each school building and by the help of these the language of the pupils is to be trained. Each of these charts represents a great variety of objects, upon which the pupils will be systematically required to express their ideas. As soon as practicable, these thoughts are to be expressed in writing, thus forming the basis for composition. For the language is not learned by the rules of Grammar; it is the constant use of the language which helps the pupils to understand it. What better means too, has the teacher of ascertaining whether the pupil has understood him, than by hearing him express himself upon the topic under consideration?

In my estimation all *true instruction* must become *instruction in language* and this is even true of the science of numbers, Arithmetic. In this branch we have evidently attempted too much in the first three schoolyears. A great part of what is learned with hard labor and an undue expense of time during these three years, may in

the fourth schoolyear be learned as mere play, because the mind of the pupil is then more mature for understanding the processes. The Course of Study will present the change in this branch and will, if possible, be published with the opening of the new schoolyear.

The study of the *Natural Sciences* will during the coming year be made in a still higher degree the means of cultivating the pupils' habits of observation and of leading them to express their ideas in composition.

I insert here the report of our able principal of the German Department, Mr. Feigenbutz, trusting that his suggestions and proposals for the better advancement of this branch of instruction will meet with your consideration and approval.

REPORT OF THE PRINCIPAL OF GERMAN INSTRUCTION.

Mr. Henry Raab, Supt. Belleville Public Schools.

Dear Sir:

Herewith I submit to your consideration the annual report of the instruction in the German language in our Public Schools.

I. STATISTICS.

The rapid growth of our schools has caused the constant extension of the German Department. In the year 1869—70 the total number of pupils studying German (inclusive of West Belleville) was 398, which were taught by one teacher in 9 schools. During the scholastic year 1871—72, the German instruction, having been heretofore confined to the High, Grammar, and Intermediate Departments, was extended to the first division of the Primary Department, a measure by which the number of pupils studying German was almost doubled, and which necessitated the employment of an assistant teacher. During the past year the number of pupils studying German rose to almost 800, and the Board of Education are obliged to employ a third teacher of German, if the German language is to receive that share of attention, which according to its now generally acknowledged merits as a mental discipline, it truly deserves.

About 88 per cent. of the pupils studying German are of German parentage, the remainder are Anglo-Americans. While formerly the participation of the Anglo-American pupils in the study of German was so small, these pupils did not receive instruction as such, but were

instructed together with the German-American pupils in the same classes, the same method of instruction being pursued in most of the classes, that method which regards the German as the native language of the pupils. Lately the interest of the Anglo-American pupils in the study of German has much increased and it has become a necessity to instruct them in separate classes, applying a different method, which regards the German as a foreign language to them. Of course this augmented the classes and consequently the number of teachers has to be increased. But the experience in all schools of the country demonstrates that the above mentioned plan is the only one by which the Anglo-American pupils can be expected to acquire the German language.

II. REMARKS AND SUGGESTIONS.

Until lately the pupil's proficiency in German was not taken into consideration, when the promotions were made: it was of no consequence whether the pupil's standing in German was high or low, whether he was industrious or idle. Apparently the German was regarded as the stepchild among the different branches of instruction, and the consequence was that the pupils did not respect it, but, on the contrary, they thought they were rendering the teacher a service by permitting him to torture them by his instruction. "I will be promoted anyhow," they said, "whether I am proficient in German or not." The general contempt of the German language by many German-American pupils, which in the larger cities of our country, in St. Louis, Cincinnati, Cleveland and others, has disappeared long ago, may be traced to this last mentioned state of things. The classification in German ought to be consistent with the classification in the English language. All the pupils ought to begin the study of German at the same time and they ought to advance with the corresponding classes in English. The pupils of English parentage should decide in the Primary Department, whether they wish to participate in the study of German, or not, that the pupils in the higher grades may not be retarded by the constant addition of new pupils, thus dissipating the teaching powers, which are scarcely adequate to the demand.

Furthermore it would be desirable to extend the study of German to the first and second school years, especially since our schools have less time allotted to this branch than in other cities, where two hours daily are allowed for German, certainly not less than in St. Louis, where

45 minutes daily are devoted to this important branch of instruction. Belleville, 80 per cent. of whose population is German, devotes but thirty minutes per day to the study of German.

I would therefore respectfully propose that the pupils be taught to *speak* German according to Struebing's system in the Preparatory schools and be thus prepared for the reading exercises which are taken up in the Primary Department.

Believing that the introduction of the above cited reforms will increase the efficiency of the German Department of our schools, I request you to submit these proposals to the Board of Education for consideration.

Respectfully,

EMIL FEIGENBUTZ,
Principal of German Department.

During former years attempts have been made by various teachers to instruct the pupils in vocal music, but for want of proper methods of instruction the results have not been encouraging. If in one grade singing was practised, in the next for want of method and zeal on the part of the teacher, it was again neglected, and all that had been accomplished in former years, was of no avail. The consequence was that in the higher grades the pupils soon grew tired of the elementary exercises, that, especially the boys, practised singing only reluctantly and but one-part-songs could be introduced. If beside the cultivation of the intellect, we wish to refine the heart of our pupils, there is no better means of doing this, than by the celestial art of singing.

By the employment of a third teacher of German, Mr. Feigenbutz will be enabled to devote part of his time to instructing both teachers and pupils in music in the following way.

Mr. Feigenbutz will visit each school or grade from time to time and introduce an exercise in singing, which the incumbent teachers will practise with their pupils, until a new exercise ought to be taken up. The teachers will of course make more rapid progress than their pupils and, by thus making the teaching and learning of music obligatory on the teachers and pupils, we will, in course of time, create in our population a love for the beautiful and better enable the future men and women to enjoy life.

To preserve the health of our pupils and to occupy them profitably during their play hours and recesses, I would respectfully recommend the erection of some gymnastic apparatus in each of the school yards. It will cost but little and will be a step toward the so necessary physical training of our youth.

I avail myself also of this opportunity to address the parents and guardians of our pupils. When a child is sent to school, the parental authority is delegated to the teacher and the latter ought to be recognized by the parent as his equal in the education of his child. The relation between parent and teacher is a most sacred one, and these two ought to uphold and encourage each other by always showing each other the greatest respect, especially in the seeing and hearing of their children. Instead of doing this, parents will frequently in the hearing of their children speak derogatorily of the teacher's character, forgetting that they thus baffle the work of education in the same manner, as when husband and wife speak disrespectfully of each other in the presence of their children. On the other hand teachers must have discretion enough in passing over silently any injudicious remark of parents, and they should foster at all times the love and respect of their pupils toward their parents. Thus a healthful cooperation of these two prominent factors in the education of the race may be established.

Another means to increase the efficiency of our schools is the visiting of them by the parents. I think parents ought to take so much interest in the physical and intellectual well-being of their children, that they can sacrifice an hour per month to visit the school and confer with the teacher of their children about the latter ones' behavior and progress. In the beginning it may not be interesting for the parents to listen to the often monotonous schoolwork, but by and by their interest will be awakened, and at their third or fourth visit they will notice the progress of the classes, and this will excite their attention.

It is an erroneous opinion of many people that young teachers, such as begin to teach, are best qualified to take charge of the youngest pupils. In the first and second school years, where the teacher must most individualize, where he has to create everything himself, none but experienced teachers ought to be employed. Since we cannot always secure experienced teachers, since new ones have to be employed, I recommend that such be appointed to the third or fourth school years,

Where the pupils have acquired habits and knowledge to a certain extent, and where the teacher has the opportunity of showing whether he is better fitted for Primary or higher work. When teachers in the third school-year give evidence of their fitness for positions in the first and second school-year, they should be *promoted* to such lower grades and they and all good people ought to consider it an *honor* for a teacher to be employed in these grades. This, I am glad to acknowledge, has become the practice of your Board, and I feel convinced that the results of next year will show the wisdom of such course. Belleville cannot afford to employ inferior teachers even at low salaries, for "poor teachers are too dear at any price." However, if we have once secured good teachers, let us cherish them and pay them adequate salaries.

When I look upon the vast amount of educational work yet before us, and the urgent necessity of popular education, I think all good citizens ought to render us their encouragement and support, and I invoke their assistance in constantly increasing the efficiency of our school-system.

In concluding these remarks, I feel bound to express to our teachers for their assistance in the task of conducting the schools and the professional zeal they have manifested in the various departments, my sincerest gratitude.

I have the honor to remain,

Your obedient servant,

HENRY RAAB,

Superintendent.

**SEMI-ANNUAL EXAMINATION OF THE FIRST
CLASS IN THE HIGH DEPARTMENT,
I. DIVISION.**

I. History.

1. What European nations took part in the early settlement of this continent? Tell when, and where the most prominent settlements by these nations were made?

2. Give a brief account of the "French and Indian War."

3. What was the object of Burgoyne's expedition? What American Generals commanded against him?

4. Give an account of the affair at Yorktown. Who commanded the several forces engaged?

5. Who were the "Tories" during the Revolution? In which of the colonies were they most numerous?

6. Name the French and other European generals who aided the Americans during the Revolution?

7. When, and where, was the treaty of peace concluded and what were the principal stipulations of the same?

8. Which territory did the United States acquire under Jefferson's administration?

9. State what you know about the settlement of California, also under whose administration it was admitted as a state.

10. What causes led to the war of 1812? Name the principal leaders on both sides and when and where peace was concluded.

II. Grammar.

1. Define Orthography and Etymology.

2. Give a direct and an indirect quotation, punctuating carefully.

3. Transpose into good prose :

"Three fishers went sailing to the west —

"Away to the west as the sun went down ;

"Each thought of the woman who loved him best,

"And the children stood watching them out of the town ;

"For men must work, and women must weep,

"And there's little to earn, and many to keep,

"Though the harbor bar be moaning."

4. In what respects do compound and complex sentence differ from each other?

5. What kind of connectives are used in each?

6. Analyze, "Our sweetest songs are those which tell of saddest thoughts."

7. Write a sentence containing an adjective clause and an adverbial clause. Also one containing an objective clause.

8. Correct in all particulars: "Jim and me has been to school all last year, and we never been late once."

9. Write a sentence having a clause as the subject of a verb, also one having a clause as the object of a verb.

10. Define syntax.

III. Composition.

Subject: Columbus.

IV. Arithmetic.

1. When money is worth 12 per cent., what is the present worth of \$235.20 due in 1 yr. 6 mos.?

2. If 12 men can stow $\frac{1}{2}$ of a cargo on board of a vessel in $\frac{1}{2}$ days, how long would it take 5 men to load 3 such ships?

3. Rate, time, and interest are given, how do you find the principal?

4. From the product of the sum and difference of 3.6 and 2.24 subtract the difference between the squares of 3.6 and 2.24.

5. What per cent. is made on money invested in stocks at \$140.00 a share whose par value is \$100.00, the dividends being 10 per cent. on the par value?

6. A. paid one-third, B. one-fifth, C. one-tenth, D. one-fourth of the cost of an estate, and E. the balance. Their gain is \$12,600. What is each man's share of the gain?

7. If the gain in question 6 be 5 per cent. of what was paid, how much did each man pay?

8. If 9 men can build a wall 60 feet long, 8 feet high, and 2 feet thick in 20 days of 8 hours each, how long will it take 12 men to build a wall 75 feet long, 6 feet high, and 3 feet thick, when the days are 10 hours long?

9. $\sqrt{23,035,021}$ as far as 3 decimal places.

10. Define quotient, discount, above bar, indorsement, days of grace.

V. Algebra.

1. Reduce $\frac{ac^3 - bc^3 - c^7}{3bc^2 + c^4}$

2. $x + y = a$, $x - y = b$. Find value of x & y ,

3. $x + y = 10$, $x + z = 19$, $y + z = 23$. Find the value of x , y & z .

4. Find a number which, if multiplied by 5, gives a product as much more than 20, as the number itself is below 20.

5. I had once an untold sum of money. First I took away one-third of it and added \$50. After some time I took away one-fourth of my money and then added \$70. Counting my money then, I found I had \$120. How much had I at first?

6. A farmer's wife took eggs to market. First she sold $\frac{1}{2}$ of her number and 4 more, then $\frac{1}{3}$ of the remainder and 2 more, then she had $\frac{1}{4}$ of the remainder and 6 more stolen; she then had 2 eggs remaining. How many had she at first?

7. A person spends \$100 more than one-fifth of his income, and has still \$35 more than $\frac{1}{2}$ of it. Find his income.

8. A & B. together own \$570. If A's sum were 3 times and B's sum 5 times as great as they really are, they would together own \$2350. How much had each?

9. Find 2 numbers whose sum is 41, and the sum of whose squares is 901.

10. What 2 numbers have their difference 8, and the sum of their squares 544?

VI. *Natural Sciences.*

1. Why should everybody study physiology?

2. Give a general outline of the human body.

3. If a bone is broken, when can it be more easily healed, in youth or in old age? Give the reasons.

4. Why can we exert greater force with the back teeth than with the front ones?

5. Give the first three steps of the process of digestion.

6. Give a full description of a complete flower, and define all the parts which are found in such.

7. Give the three great subdivisions of plants and state their characteristic distinctions.

8. In how many ways may plants be propagated? Illustrate by examples.

9. Describe the different kinds of leaves and tell their parts.

10. What is meant by annual, biennial, and perennial plants? Give examples.

VI. *German.*

Sprachlehre.

1. Nenne das Object und die Zeit- und Ortsbestimmung in dem folgenden Satz:

„In Alpenländern findet man im Sommer, sowie im Winter, Schnee auf den Bergen.“

2. Bervollständige die folgenden Sätze :

„An d..... Schüler ist Kopfen und Kalz verloren.“

„Karl wurde ein..... Lüge wegen bestraft.“

3. Schreibe einem Freunde (einer Freundin) einen kurzen Brief, worin Du ihn (sie) einlädst, Deinen Geburtstag mit Dir zu feiern. Gib darin an, auf welche Weise Ihr Euch Vergnügen bereiten wollt u. s. w.

Uebersetzen.

- 1) Birds build nests and lay eggs.
- 2) My brothers are not fond of study, but they are fond of play.
- 3) Our vacation will last two months.
- 4) The fox is more cunning than most other animals.
- 5) One vice is more expensive than many virtues.
- 3) I like a whole apple better than a half one.

EXAMINATION FOR PROMOTION FROM HIGH DEPARTMENT II. DIV. TO HIGH DEPARTMENT I. DIVISION.

1. Arithmetic. (To be solved orally.)

1. A gallon costs 40 c. How must it be sold per gill to gain 20 per cent. ?
2. A book was sold for two-thirds of six-fifths of its cost. What was the loss per cent. ?
3. What sum must I invest at 6 per cent, in order to have a yearly income of 1000 dollars ?
4. A man pays \$1.25 for the use of \$250 for 3 months. What was the rate per cent. ?
5. Sold $\frac{1}{2}$ of my apples to A., $\frac{2}{3}$ of the remainder to B., and then had 3 apples remaining, how many had I at first ?
6. Divide 17 in the ratio as 3-4 : 3-5.
7. A man travels 4 hours in the morning, and by traveling 6 $\frac{1}{2}$ hours in the afternoon, he travels 10 miles farther than in the morning; how many miles does he travel in the afternoon ?
8. The interest in ten years equals $\frac{1}{4}$ the principal. What is the rate per cent. ?

(On the slate.)

1. How many rolls of paper, 20 inches wide and 9 yards long, will be required to paper the walls of a room 14 \times 16 feet, and 9 feet high, no allowance being made for openings in the walls ?

2. If I pay \$4 7-10 for 11 3-4 bushels of apples, how much will 19 1-2 bushels cost me at the same rate?

3. If Indian corn contains 73 per cent. of starch, how much corn must be used to make 1500 pound of starch?

4. One year a farmer raised 560 bushels of wheat, and sold it at \$1.80 a bushel. The next year he raised 25 per cent. less and sold it for 25 per cent. more per bushel. In which year did he realize the greater sum for his wheat, or did he receive the same sum each year?

5. A man purchases a house for \$7620—one-fourth to be paid down, and the rest in three equal annual payments, without interest. How much would he have to pay down, should he conclude to pay the whole at the time of purchase, money being worth 6 per cent. per annum?

6. Given the time, interest and rate, how do you find the principal?

7. A note of \$450.00 payable after 90 days, was discounted at a bank at 12 per cent. per year; what were the proceeds?

8. Bought 60 oranges. For three-fifths of them I paid 5 c. for 3 oranges, and for the remainder 3 c. for 5. For how much a piece must I sell them to gain 33½ per cent.?

II. Grammar.

1. Define a verb and give its properties.

2. Name the relative pronouns and tell how they are used.

3. Write a sentence having an adjective clause with the relative pronoun in the obj. case.

4. Analyze: "When recess came, we were upon the watch."

5. Change to an indirect quotation: He cried: "Hold the reins tight!"

6. Write a sentence containing a substantive clause.

7. Define "complex sentence."

8. Rewrite the following paragraph using other words in the place of those underlined:

"A Kentuckian *sportsman* had a *favorite* stag-hound, strong, and of *first rate* qualities, named Bravo, which he, on *one occasion*, when going on a *hunting-expedition*, left at home, taking in his stead, *on trial*, a fine-looking hound which had been *presented* to him a few days before. Having gone a *certain length* into the woodland in *quest* of game, he fired at a *powerful* stag, which he brought down after a *considerable* run, and believed to be dead."

9. Correct: "One of the men were badly hurt."

10. Also: "The man lived in a house surrounded by trees who had no wife or children."

III. History.

1. When was the Federal Constitution adopted?
2. Name the presidents of the United States who served two terms.
3. What were some of the most prominent causes of the war of 1812?
4. In the battle of New Orleans, who commanded the Americans? Who commanded the British? Which army was victorious?
5. Mention the leading cause of the Mexican war.
6. Name five engagements of the Mexican war and give the result of each.
7. What did the Americans gain by the Mexican war?
8. What purchases of territory have been made by the United States, and from what governments?

IV. Geography.

1. Name the three principal capes of Europe, and tell into which waters they project.
2. How is the Baltic Sea connected with the North Sea?
3. Name the prominent peninsulas of Europe.
4. What mountain chains in the southern part of Europe?
5. Bound the United States, name the six groups of states, the principal rivers, and the capital.
6. Name the principal productions of the central states, and of the Gulf States.
7. Name the mineral productions of the United States, telling in which states they are found.
8. Describe New York State.
9. Name and locate the principal commercial cities of the United States.
10. Through what states would you pass, and what principal rivers would you cross in going from New York to San Francisco?

V. Natural Sciences.

1. Name the principal orders of the Articulates.
2. Describe the metamorphose of a butterfly.
3. Name some useful insects, and tell in what way they are of use to man. Name also some noxious insects and tell how they are injurious to man.
4. Describe a spider and tell what you know about its habits.

5. What is a mollusk? a radiate?
6. Why do double windows protect from the cold?
7. Describe the thermometer, and tell the use of that instrument.
8. Explain the falling of dew, rain, hail.
9. What color should our clothing have in summer? in winter? State the reasons.
10. Give the principal parts of the steam-engine.

VI. Composition.

Describe the "Fire-engine."

VII. German.

Recht schreibenprobe.

Der Mensch schmiedet sich künstliche Waffen, verfertigt allerlei Geräthe, die das Thier nicht machen kann. Er rottet Wälder aus, trocknet Sümpfe aus, verwandelt Einöden in Blumengefüdde, setzt dem Meere Schranken, hat zum Theil den Blitz in seiner Gewalt, baut Maschinen und erobert Städte und Dörfer. Alles dies vermag er nur zu thun, weil er eine vernünftige Seele hat.

Sprachlehre.

Setze das Prädicat in den folgenden Sätzen in die Vergangenheit:

„Als er schläft, entsteht schnell ein Saußen.“

„Vom hohen Gipfel fällt ihm eine Eichel auf die Nase.“

Ersetze die unterstrichenen Wörter in dem folgenden Abschnitte durch andere Ausdrücke:

„Ein Knabe weidete eine Kuh auf einem Grasplatz neben einem Garten. Als er in die Höhe sah, nach einem Kirschbaum, bemerkte er, daß einige reife Kirschen auf demselben hingen; die glänzten ihm röthlich entgegen, und er bekam große Lust, sie zu pflücken. Da ließ er das Thier allein, und kletterte auf den Baum.“

EXAMINATION FOR PROMOTION FROM GRAMMAR DEPT. I. DIVISION TO HIGH DEPT. II. DIVISION.

I. Arithmetic. (To be solved orally.)

1. A man sold a watch for 24 dollars and lost five-ninths of the cost; what did the watch cost him?
2. How many pears at 2 for 3 c., can you buy for 18 c.?
3. If three-fifths of an acre of land cost 20 dollars, what will 3 acres cost?
4. A cistern holding 48 gallons can be filled by a pipe in 6 hours and emptied by another in 8 hours. If both are left open, in how many hours will the cistern fill?
5. $3-\frac{7}{8}$ of a number are 9 less than $11-\frac{7}{8}$ of 21. What is the no.?

6. $2-3$ of a number is 4 more than $3-5$ of the number; what is the number?

7. $2\frac{1}{2}$ bushels of apples cost $\$3\frac{1}{2}$, what will $2\frac{1}{2}$ bushels of apples cost?

8. If 9 horses eat a certain amount of oats in 8 days, how many horses would eat the same amount in 4 days?

9. I spent $3-7$ of my money and $1-2$ of the remainder, and then had $\$40$ remaining, how much money had I at first?

10. $1-4$ of an army was killed, $1-5$ of it taken prisoner, and 2,200 men escaped, how many men were there in the army?

(On the slate.)

1. Divide the sum of $4\frac{1}{2}$ and $3\frac{1}{2}$ by their difference.

2. When are fractions said to be expressed in their lowest terms?

3. $3-4 \times 2-3$

————— = ?

$3-5 \times 2-3$

4. Find the L. C. M. of 9, 12, 24, 48.

5. Find the G. C. D. of 45, 63, 90, 108.

6. If matches cost the maker $4-5$ c. per box and he sells them at 14 c. per box, how much will he gain by selling $\$450$ worth?

7. Divide 16.625 by .125.

8. How many gallons in a vat 5 ft. 3 in. one way, 4 ft. 7 in. the other way and 6 ft. deep?

9. Reduce to decimal fractions and add $3-4$, $3-5$, $7-8$, $9-10$, $19-25$ and 6.048.

10. A company purchased a tract of land 4.8×1.75 miles in extent. How many acres were in the tract?

II. Dictation.

1) Practice the most scrupulous honesty in every emergency. 2) Education is the drawing out of the faculties of the mind. 3) Physicians must study the medicinal qualities of the medicines they give. 4) The astronomer must be a great mathematician. 5) His conduct was incompatible with his profession. 6) The boundaries between the British and French possessions in America were a subject of dispute for more than a quarter of a century.

III. Grammar.

1. Define regular and irregular verb, and give 5 of each.

2. Write the Poss. Case, both Singular and Plural of Frenchman, niece, pony, shelf, chief.

3. Tell the subject and predicate in the following sentence: "Whom shall we visit to morrow?"

4. "He sent them her letter for inspection." Select the pronouns and tell the case of each.

5. Analyse: "John Smith saved the colony from ruin."

6. Write a sentence containing an adverbial element of place and of time, another containing an adverbial element of manner and of cause.

7. Rewrite the following paragraph using other words in the place of those underlined:

"At an early *period* in the history of Holland, a boy who is the *hero* of the following *narrative*, was born in Harlem, a town *remarkable* for its *variety of fortune* in war, but *happily* still more so for its *manufactures* and *inventions* in peace."

8. "In the sixteenth century St. Augustine was founded by the Spaniards." Change the verb to the active voice.

9. Correct in all particulars: "Joni and me has been to school all last year."

10. Correct: "William has wrote the lesson very good."

IV. Geography.

1. Name the most northerly, easterly and westerly capes of North-America.

2. Name the three principal rivers of North-America, giving their source, course and mouth.

3. What mountain chains form the Appalachian system? What mountain chains west of the Rocky Mts.?

4. Name the four principal capes of Africa.

5. Describe the Nile R., the Niger and the Zambesi.

6. What large island west of Africa and by what water it is separated from the main land?

7. State all you know about the natives of Australia. What animals are indigenous to that continent?

8. Name the peninsulas of Asia.

9. What groups of islands along the eastern coast of Asia?

10. How is Asia bounded on the west? What rivers of Asia flow east? north? into what waters do they empty?

V. History.

1. By whom, and for what purpose was the first settlement in Massachusetts made? Give also the time.

2. By whom, and at what time, was Maryland settled?

3. What was the principal event in King George's war? When did it begin, when end? and where was peace made?

4. What was the most important result of the "French and Indian War"? Tell also the time when it began, when it ended, and the principal battles fought?

5. State the causes of the "American Revolution".

6. What did the "First Continental Congress" do?
7. When was the "Declaration of Independence" adopted?
8. Give an account of the evacuation of Boston.
9. Tell what you know about the affair at Yorktown.
10. When and where, was peace concluded and what were the results of the revolutionary war?

VI. Composition.

Subject: Plants. (Fishes.)

VII. Natural Sciences.

1. What causes the oil in lamps to ascend in the wick?
2. Name two substances in which cohesion is very great and two in which it is very little.
3. In what respect does the forcepump differ from the common pump?
4. How great is the pressure of the atmosphere upon each square inch of surface? What amount of pressure must a four-sided body sustain that has a surface 6 inches long and 5 inches wide?
5. What is the use of the barometer? give a description of that instrument.
6. How are fishes distinguished from other vertebrates?
7. Tell what you know about the spawning.
8. Name and define the three orders of fishes.
9. Name the parts of plants.
10. What is meant by endogens? what by exogens? give examples of each.

VIII. German.

Recht Schreibprobe.

Wenn wir am Tage fleißig gearbeitet haben, dann sind wir des Abends müde, und die Nacht gewährt uns die gewünschte Ruhe. Auch die Thiere bedürfen, wie wir, der Ruhe; ja Alles, was Leben hat, bedarf von Zeit zu Zeit der Ruhe, um neue Kräfte zu sammeln. Außer der Nacht haben wir jede Woche auch noch einen Ruhetag, den Sonntag.

Grammatik.

1. Nenne Subjekt und Prädikat in den folgenden Sätzen:

„Bunt sind schon die Wälder,
Gelb die Toppelfelder,
Und der Herbst beginnt;
Rothel Blätter fallen,
Graue Nebel wallen,
Kühler weht der Wind.“

2. Setze folgende Sätze in die Leideform:

„Sie banden ihn mit Stricken fest.“

„Der Vater bestraft das ungehorsame Kind.“

3. Vervollständige die folgenden Sätze:

„D... Abend... zündet man Lichter an.“

„Der Vogel legt sein... Eier in d... Nest.“

**EXAMINATION FOR PROMOTION FROM THE II.
DIV. GRAMMAR DEPARTMENT TO I. DIV.
GRAMMAR DEPARTMENT.**

I. Arithmetic. (To be solved orally.)

1. How many yards of cloth at 3 dollars a yard must be given for 9 bushels of wheat at 4 dollars a bushel ?
2. Five-eighths of some number are seven times one-fifth of 20. What is the number ?
3. Two-sevenths of a pole is in the ground, three-sevenths in the water, and ten feet in the air. What is the length of the pole ?
4. Four-fifths of 30 is 4 less than seven-ninths of how many times 6 ?
5. Give a proper fraction, whose numerator is 7.
6. How many horses can in 8 days eat the same amount that 12 horses can eat in 4 days ?
7. $36 : x :: 28 : 49$?
8. Charles earns 10 dollars while Mary earns 4 dollars. What will he earn while she earns 28 dollars ?
9. If 7 apples are worth 28 c., how many must be given for 6 books, worth 9 c. each ?
10. John sold his horse for eight-sevenths of the cost and received 96 dollars. What was the cost ?

(On the slate.)

1. What cost 150 acres of land at \$10 & 1 mill per acre ?
2. A man divided \$5,730 among a number of men, giving each man ninety-five cents and 5 mills ; how many men were there ?
3. A grocer bought 809 bbls. of apples at \$12.25 a bbl., 57 hhd. of sugar at \$93.75 a hhd., 83 bbls. of flour at \$9.45 a bbl., and 209 bbls. of molasses at \$47.64 a bbl. He paid \$9,875.85 in cash ; how much does he still owe ?
4. Divide 5,542.959 by 876.
5. If I read 279 pages a day, how many days will it take me to read 589 books, if each book contains 837 pages ?
6. Bought a cow and 254 sheep for \$1,134.50 ; the cow cost \$55 ; what cost one sheep ?
7. If 6 acres of land cost \$1,122, for how much per acre must it be sold that \$240 may be gained ?
8. How many tons of coal at \$8.50 per ton will pay for 17 thousand feet of lumber at \$35 per thousand ?
9. If a person receives an annual salary of \$1,875, and spends each year \$312 for board, \$105 for clothing, and

\$275 for charitable, and other purposes, what will he save in 20 years?

10. Give the terms in division and define them.

II. Dictation.

1] He received permission to take breakfast out of the porringer. 2] The politician handed his assistants the petition. 3] The general, after hastily marshaling his troops, retreated in disorder. 4] The robber grappled with the traveler in a desperate struggle for life. 5] Beautiful flowers grew on the moldering walls of an ancient house. 6] The first settlers of Virginia suffered severely from famine and disease. 7] The vegetation of Florida is very luxuriant.

III. Language.

1. Write a sentence containing a transitive verb.
2. Write a sentence containing an intransitive verb.
3. Write a short letter to a friend inviting him to attend your birthday party.
4. Tell what you would do, if you were caught in a storm out in the fields.
5. Write a sentence containing two common and two proper nouns, each of the former to be limited by a limiting and a qualifying adjective.
6. "The farmer gathers his corn in autumn." Rewrite this sentence making *corn* the subject.
7. Rewrite it again placing the verb in the future form.
8. Correct: "Me and him did the work." "I seen the coat afore he had wore it."
9. Give the second person plural of "to sing" through all the tenses.
10. Select the adjectives in the following and tell to what class they belong: "There are many children in every city who are homeless and very unhappy."

IV. Geography.

1. How is S. America connected with N. America?
2. Name the three great rivers of S. America, giving their source, course and mouth.
3. Name the most northerly, the most southerly, the most easterly, and the most westerly points of S. America.
4. Describe the Andes Mountains.
5. Name the countries of S. America in their order.
6. Name and describe the mountain ranges of N. A.
7. What separates N. A. from Asia, and what capes approach nearest to each other in that region?
8. Name the rivers of N. A. flowing into the Atlantic Ocean, also those flowing into the Pacific and Arctic Oceans.

9. What separates Newfoundland from the continent of N. A.?

10. Bound the United States.

V. *Composition.*

Renarrate a fable. (The cats and the monkey.)

VI. *Natural Sciences.*

1. Name the *classes* of Vertebrates and tell what distinguishes them from other animals.

2. Give the orders of *Mammals*, naming some species of each.

3. Describe the *cudchewers* or *ruminants*.

4. Compare mammals and birds.

5. State what you know about bats or cheiroptera.

6. What is matter? what is a body? give examples.

7. State in what forms matter is found and give an example of each.

8. Define *brittle, tough, elastic*; illustrate by examples.

9. What is meant by *transparent, translucent, opaque*?

10. What is meant by impenetrability? illustrate by an example.

VII. *History.*

1. Give a short account of the first voyage of Columbus.

2. When and by whom was the St. Lawrence River discovered?

3. State what you know about the discovery of the Mississippi River.

4. Where is St. Augustine situated, and when and by what nation was it founded?

5. State what you know about the voyages of Sir Humphrey Gilbert and Sir Walter Raleigh.

6. Tell what extent of territory was granted to the London Co.

7. What colony was founded by that company, and when and where was its first settlement made?

8. When was the culture of cotton begun in the U. S.?

9. State the difference between settlement and colony.

10. When was the "Navigation Act" passed and what were its provisions?

VIII. *German.*

Rechtshreibeprobe.

Wenn wir einen hohen Berg hinaufsteigen, so sehen wir anfangs die Wolken über uns. Allmählig kommen wir in einen dichten Nebel; wenn wir aus diesem heraus sind, sehen wir die Wolken unter uns, und über uns ist klarer Himmel. Wolken sind nichts anderes als verdichteter Nebel.

1. Kenne die Zeitwörter in dem folgenden Satze: „Die Augen können wir öffnen und schließen.“
2. Setze die folgenden Sätze in die Einzahl: „Viele Kinder gehen in die Schule.“ „Die reichen Leute sollen den armen Leuten helfen.“
3. Setze die folgenden Sätze in die Mehrzahl: „Der Arzt will dem Kranken helfen.“ „Der Hund folgt seinem Herrn.“
4. Verbollständige die folgenden Sätze: „Der Fisch schwimmt in d... Tiefe d... Wasser...“ „Unmäßigkeit schadet d... Gesundheit.“

**EXAMINATION FOR PROMOTION FROM I. DIV.
INTERM. DEP'T. TO II. DIV. GRAMMAR DEP'T.**

1. Arithmetic. (To be solved orally.)

1. If you take 14 from the sum of two numbers, 49 will be left; what is their sum?
2. The greater of 2 nos. is 14, their difference 5; what is the less number?
3. The sum of two numbers is 51, one of them is 17; what is the other?
4. John and James played marbles, each having 24. When they stopped, John had 19; how many had James?
5. Thomas owes A. 13 dollars, B. 11 dollars, and C. 17 dollars; he has 23 dollars in cash, 5 dollars worth of potatoes, and 7 dollars worth of apples. How much more does he owe than he is worth?
6. If a pound of sugar cost 6 c. and a pound of coffee 3 times as much and 5 c. more, what will 4 lbs. of sugar and 2 pounds of coffee cost?
7. An orchard contains 12 rows and 6 trees in a row. If there were but 9 rows, how many trees would there be in each?
8. If 8 men can do a piece of work in 8 days, how long will it take one man to do it?
9. If 9 men can do a job in 4 days, how many men can do it in six days?
10. 5-7 of 63 is 3-8 of what number?

(On the slate.)

1. From the sum of 17 times each of the following numbers 873, 4679, 4080, 79006, subtract 24 times 3894.
2. From the sum of 9647, 6963, 10945, 1872, 817, 4379, subtract the sum of 947, 683, 847, 791, and multiply the remainder by 9.
3. A man bought 2 houses. For the first he paid 3400 dollars, for the second 1350 dollars. What would he gain by selling them for 5625 dollars?

4. The greater no. is 41,310, the difference 2948, what is the less number ?
5. The one of two numbers is 1639, the difference 984, what is the other number ?
6. Define the terms in subtraction.
7. Find 3-5 of 6730 dollars.
8. A farm cost 2580 dollars, the house on it 5-6 as as much ; what is the cost of both ?
9. Divide 1-8 of 464 by 1-5 of 80.
10. My house cost 315 dollars, this sum is 1-4 of the cost of my carriage and harness ; what is the cost of all ?

II. Dictation.

1. The rabbit and the reindeer are animals.
2. Mr. Hilton has two daughters ; the elder is married, the younger is still single.
3. The highest mountains are in Asia.
4. The worst disease is a bad conscience.
5. My cousin has the headache, and I have the tooth-ache.
6. Mr. Sampson is a wealthy merchant, he is worth more than fifty thousand dollars.

III. Language.

1. Write a sentence naming several articles which are raised by farmers.
2. Write a sentence denoting future time. Write it again denoting past time.
3. "Have the men finished their work." Change this into a telling sentence.
4. Why can you not talk nor write well without verbs ?
5. Write a sentence containing an adjective in the comparative degree.
6. "That child gets his lessons very well." Change to the plural number
7. Mark the verbs among the following words: sea, see, scene, seen, lane, lain, road, rode, clothes, close.
8. Write a sentence having a noun in the Poss. Case.
9. Correct: "Me and him did the work."
10. Write a sentence containing three adjectives.

IV. Composition.

Write six sentences about the human body.

V. Geography.

1. Name all the continents in order of their size.
2. Where is, and in what direction flows the Mississippi River ?
3. Name the different occupations of men.

4. What are imports and exports?
5. What is meant by the climate of a country?
6. What is meant by an archipelago?
7. Name the mountains of N. A. and of S. A. and tell which are the highest.
8. State what you know about the formation of springs, brooks and streams.
9. What forms the watershed between the Missouri and the Columbia Rivers?
10. Locate the North Sea.

VI. German.

Rechreibeprobe.

Der fleißige Knabe liest sein Lesebüd. Die Bauersfrau spinnt weiße Wolle. Der Diener bükkt die Kleider seines Herrn. Der Knecht treibt die Ochsen; er füttert das Vieh; er melkt die Kühe. Kleine Kinder zerreißen oft ihre Bücher. Der Mensch muß athmen, essen und trinken.

Bervollständige die folgenden Sätze:

Wilhelm eilte in d... Garten. Im Winter spielen wir in d... Stube. Der Hof befindet sich hinter d... Hause. Emma vertrieb sich hinter d... Gebüsch. Die Magd arbeitet für d... Frau. Wir lernen unsere Aufgabe vor d... Schule. Der Brief ist durch d... Boten besorgt worden. Wir fühlen mit d... Finger...

EXAMINATION FOR PROMOTION FROM II. DIV. INTERM. DEPT. TO I. DIV. INTERM. DEPT.

I. Arithmetic. (To be solved orally.)

1. $9 + 8 + 7 + 3 - 9 + 13 + 5 - 8 + 17 - 29 + 6 = ?$
2. $6 \times 16 + 8 - 13 + 35 \div 15 + 39 = ?$
3. $93 - (7 \times 8) = ?$
4. $19 \times 59 = ?$
5. $2 \times 6 \times 8 + 4 - 7 - 7 - 7 + 2 \times 4 = ?$
6. In how many ways can you obtain 72 by multiplication, and which are they?
7. Oranges cost 9 c. a piece, and lemons 8 c. a piece; what cost 12 oranges and 9 lemons?
8. A merchant bought 13 bbls. of flour at 7 dollars a bbl., and 9 sacks of salt at 4 dollars a sack; what did he pay for all?
9. How many times will a watch tick in 7 minutes, if in one minute it ticks 45 times?
10. A lady gave to each of 12 boys 16 apples; how many apples did she give them all?

(On the slate.)

1. Name the 4th period.
2. What stands in the 8th place?
3. Write in figures: Thirteen, million, 407 thousand, nineteen.
4. Write in words: 80, 401, 093.
5. Find the sum of 9 times each of the following numbers: 7436, 5083, 948, 6280
6. Find the square of 657.
7. A farmer has 3 orchards; in the first there are 9 rows with 18 trees in each row, in the second 14 rows with 17 trees in each row, and in the third 15 rows with 26 trees in each row; how many trees in the 3 orchards?
8. In a house there are 9 rooms, in each room 13 bureaux, in each bureau 7 drawers, in each drawer 18 purses, in each purse 45 dollars, how many dollars are in the house?
9. A machine cuts 246 nails in one minute, how many nails will it cut in 10 hours, if each hour has 60 minutes?
10. Give the terms in multiplication and define them.

II. Dictation.

1. The children have their dolls in the yard.
2. The horse and bridle are in the stable.
3. A swan is much larger than a goose.
4. We have an elbow, shoulder, and wrist joint.
5. There are eight horses eating grass
6. James and John were quarreling about an acorn.
7. The oldest boy laughed and took the kernel for himself.
8. The fishhawk caught the flying fish.
9. My uncle and cousin expect me to visit them.
10. The shepherd picked some berries in the pasture.

III. Language.

1. Write the Plural of ox, story, goose, potato, skiff, chimney.
2. "Julius and Emma took the cars for Saint Louis last week." Give the common and proper name words.
3. Mark the quality words in the following sentence: Have you a pleasant home and kind friends?
4. Where would you like to spend your vacation?
5. Why would you like to live in the country?
(Answer these questions in complete sentences.)
6. Place the following sentence in the Plural: That woman is walking very slowly.
7. Change to the Singular: These thieves have stolen my apples.

8. Compare "young," "beautiful" and "little."
9. Correct: "I seen him in the street yesterday."
10. Give the rule for the use of capital letters.

IV. Geography.

1. Describe St. Clair County.
2. Name the principal towns in it.
3. What streams flow through the county?
4. Where is Centreville situated? Lebanon?
5. What do you understand by the baseline? by township? by range?
6. Bound the State of Illinois.
7. Name the principal rivers in the State.
8. Name the principal towns.
9. Name the principal railroads.
10. Tell all you know about Chicago.

V. Composition.

5. Write 5 sentences about "sheep."

German. (Dictation.)

Ich kannte einen Schüler, der hieß Michel. Er fehlte fast keinen Tag in der Schule; er lernte aber doch nichts, denn er war stets un aufmerksam und faul. Ein guter Schüler ist stets aufmerksam und fleißig. Ein guter Schüler ist auch verträglich.

PRIMARY DEPARTMENT FIRST DIVISION.

I. Numbers. (Orally.)

1. $9 + 7 + 8 + 3 + 6 - 11 - 4 \times 2 + 4 + 8 + 8 + 6 =$
how many tens?
2. $78 + 88 + 98 = ?$
3. $34 \times 8 = ?$
4. Find the square of 16.
5. If one lemon cost 7 c., what will 9 lemons cost?
6. Write in words 2416.
7. Write in figures and add: 4706, 334917, 310, 7946, 48009, 65380, 110, 90035.
8. Add 749, 749, 749, 749, 749, 749, 749. In how many ways can you do this problem and which are they?
9. Multiply 4736 by 57.
10. If one barrel of sugar cost 39 dollars, what will 24 barrels cost?

II. Dictation.

1. Farmers live in the country; they raise wheat, corn and many other things.

2. How do the children love the merry spring time, when the flowers bloom, and the birds build their nests!
3. Did you ever see the sea?
4. We buy apples by the bushel.

III. German. (Dictation.)

Im Winter ist es kalt. Das Blatt ist weiß. Das Pferd läuft schnell. Das kochende Wasser dampft. Der Klang der Glocke ist hell. Die Würmer kriechen. Der Arm ist lang. Mein Finger ist schlimm.

IV. Object Lessons.

- Name three streets of our city running east and west, three running north and south.
 Give the difference between street and road.
 What is a creek? a river?
 What is an island?
 What is a hill? a mountain?
 In what direction must you go from the schoolhouse to the courthouse?
 Name 5 animals, 5 plants, and 3 minerals.
 Name 5 articles made of wood; 5 made of iron, 5 made of stone.
 Name 3 birds that can swim.
 Name 3 plants which we use as food.

PRIMARY DEPARTMENT II. DIVISION.

I. Numbers.

1. $9 + 4 + 3 - 5 - 6 + 7 + 9 + 3 - 6 = ?$
2. $5 + 7 + 6 + 9 - 3 - 3 - 3 - 3 + 9 + 6 = ?$
3. $27 + 28 + 29 = ?$
4. $76 + 77 + 81 = ?$
5. Write in figures and add: 36, 49, 134, 101, 340, 612, 95, 7, 16, 110, 213, 84, 40, 533, 71.
6. 3 threes and 3 fours are how many?
7. Count by fours beginning with one.
8. $5 \times 6 = ?$ $7 \times 3 = ?$ $8 \times 7 = ?$ $9 \times 4 = ?$ $6 \times 4 = ?$
9. $4 \times 4 + 5 + 7 - 14 = ?$
10. 8 fives are how many ones? how many tens?

II. Dictation.

1. Birds build nests in the trees.
2. Are you sick? Have you the fever?
3. A fish lives in the sea, or in the pond.
4. All boys and girls should learn to read and write.
5. Do you like to go to school? Can you count?
6. Tom rides on his pretty pony.

PREPARATORY DEPARTMENT.

I. Numbers.

1. 10 is 4 and how many ?
2. $4 + 3 + 4 + 5 = ?$
3. What is 17 ?
4. 3 threes are how many ones ?
5. 10 ones are how many twos ?
6. 14 ones are how many twos ?
7. $4 + 5$ and how many more are 15 ?
8. Count by twos to 20.
9. Count from 3 to 17 by twos.
10. How many tens and units in 25 ?

II. Dictation.

me, ni, fo, gu, la, plo, sne, bra, sti, kle, jo, dra,
 we, gy, spo, co, (ko), si, (ci), ru, she.

**CLERK'S FINANCIAL REPORT OF THE RECEIPTS
AND EXPENDITURES DURING THE
FISCAL YEAR 1873-74.**

RECEIPTS.

<i>State and County Fund,</i>	.	.	\$ 4,311.16	425
<i>Special Tax,</i>	.	.	29,965.56	2392
<i>Tuition fees from non-resident pupils,</i>	.	.	450.21	59
<i>Refreshment booths at May picnic,</i>	.	.	53.90	9
<i>Refunded from Insurance Company,</i>	.	.	46.00	
<i>Orders on hand not cashed,</i>	.	.	19.40	400
			<hr/>	<hr/>
			\$34,846.48	3286

EXPENDITURES.

<i>Overdrawn by former Board of Directors</i>	\$	497.39	
<i>Expenditures as per schedule,</i>	.	33,816.98	32214
<i>Interest on Bond No. 170,</i>	.	100.00	
<i>Balance in Treasury, April 1, 1874,</i>	.	433.25	
		<hr/>	
		\$34,846.48	

INDEBTEDNESS OF DISTRICT IV.

<i>Amount of Bonds issued at 10 per cent.</i>	\$76,800.00
<i>Amount of Bonds issued at 8 per cent.</i>	3,500.00
	<hr/>
<i>Total amount of indebtedness,</i>	\$80,300.00

SCHEDULE EXHIBITING THE EXPENDITURES OF THE FISCAL YEAR 1873-1874.

	<i>Franklin Schools</i>	<i>Washington Schools.</i>	<i>West Belleville Schools.</i>	<i>Colored School.</i>	<i>Special Branches.</i>	TOTAL.
<i>Salaries</i>	\$10,462.62	\$6,267.02	\$3,180.73	\$651.84	\$1,616.50	\$22,178.71
<i>Interest</i>						8,080.00
<i>Bonds re-deemed</i>						500.00
<i>Improvements and Repairs</i>	909.15	570.00	231.11	29.50		1,739.76
<i>Apparatus</i>	33.91	32.74	3.80	35		70.80
<i>Fuel</i>	206.97	153.58	61.76	29.97		452.28
<i>Stationery</i>	40.20	34.00	10.90	2.45		87.55
<i>Furniture</i>	433.13					433.13
<i>Miscellaneous</i>						273.75
Total	\$12,085.98	\$7,057.34	\$3,488.30	\$714.11	\$1,616.50	\$33,815.98

Handwritten notes and calculations:
 210877.23
 8166.00
 1054.96
 303.27
 309.02
 90.20
 527.65
 455.00
 419.95
 32214.18
 Miscellaneous

TABLE NO. I,—showing the number of teachers employed and the salaries paid during the year.

SCHOOLS.	Teachers		Total amount paid for tuition.	Salaries paid males.					Salaries paid females.					REMARKS.				
	Male.	Female.		\$1500	\$1350	\$1250	\$1200	\$900	\$600	\$500	\$450	\$400	\$375		\$350	\$325	\$300	
Franklin Schools	4	11	\$8650	1			11*	1			1	3		1	1	5	3	* For five months only.
Washington Schools	1	9	4800		1						2	1			4		2	
West Belleville Schools	1	4	2600			1							1			2	1	
Colored School	1		600						1									
Special Branches	1	1	1550				1								1			
	8	28	\$18200	1	1	1	2	1	2	3	4	1	1	6	7	6		

TABLE NO. II,—showing the number of pupils enrolled and the average number belonging, also the per cent. of semi-annual promotions.

ENROLLED.	MALES.	FEMALES.	BOTH.	Average No. of pupils belonging.	PER CENT. PROMOTED.
During the 1st quarter	822	850	1672	1512	At close of second quarter 47 per cent of the whole number belonging
“ “ 2d “	789	790	1579	1472	
“ “ 3d “	864	832	1696	1570	
“ “ 4th “	830	810	1640	1371	At close of fourth quarter 42 per cent. of the whole number belonging. During the year 89 per cent.

TABLE NO. III.—Showing the average daily attendance for each month of the schoolyear.

MONTHS.	No. of pupils enrolled.	Average daily attendance.	Per cent. of daily attendance.
September	1512	1263	83
October	1539	1354	88
November	1503	1397	93
December	1488	1359	90
January	1471	1368	93
February	1561	1497	96
March	1558	1433	92
April	1536	1397	91
May	1490	1368	91
June	1421	1161	81

Average daily attendance during the year 90.9 per cent.

TABLE NO. IV.—Showing the average number of pupils taught by one teacher in the different grades, also the average amount of salary paid per teacher.

GRADES.	Number of teachers.	Amount paid for tuition.	Number of pupils enrolled.	Average number of pupils belonging.	Average number of pupils taught by one teacher	Average amount of salary paid per teacher.
Preparatory Department	6	\$1900	320	275	46	\$316.66
Primary Dept. II. Division	6	1940	301	274	46	323.23
“ I.	5	1750	258	232	46	350.00
Intermediate Dept. II. Division	5	1950	256	237	47	390.00
“ I.	3	1400	151	135	45	466.66
Grammar Dept. II. Division	3	2250	137	120	40	750.00
“ I.	2	1950	83	80	40	975.00
High Dept. II. Division	*2	1650	84	79	40	825.00
“ I.	1	1000	43	40	40	1600.00
Colored School	1	600	33	32	22	600.00
General Average	34	\$16990	1668	1504	42	\$659.66

*) One teacher employed for five months only.

TABLE NO. V, — *showing the cost for tuition per pupil for 1873—74.*

Cost of tuition per pupil on the whole amount expended during the year	\$22 82
Cost of tuition per pupil on the whole amount expended, exclusive of interest paid on bonded debt	16.71
Cost of tuition per pupil on the amount paid for salaries alone	14.98
Cost of tuition per pupil in the Preparatory Department, first schoolyear	8.23
Cost of tuition per pupil in the Primary Department, second and third schoolyear	7.02
Cost of tuition per pupil in the Intermediate Department, fourth and fifth schoolyear	8.15
Cost of tuition per pupil in the Grammar Department, sixth and seventh schoolyear	17.43
Cost of tuition per pupil in the High Department, eighth and ninth schoolyear	30.66
Cost of tuition per pupil in the Colored School	20.70

TABLE NO. VI, — *showing the promotion to higher grades at the close of the first and second term 1873—74.*

GRADES.	FIRST TERM.			SECOND TERM.			Per cent. promoted during the year.
	Average no. belonging.	Number promoted.	Per cent promoted	Average no. belonging.	Number promoted.	Per cent promoted.	
From the Preparatory Department	288	115	40	231	121	52	92
From the Primary Dept. II. Division.	275	105	35	248	129	52	87
From the Primary Dept. I. Division.	239	121	51	213	104	49	100
From the Intermediate Dept. II. Div.	236	111	47	223	81	32	79
From the Intermediate Dept. I. Div.	132	70	54	126	47	37	91
From the Grammar Dept. II. Div.	116	63	54	109	27	25	79
From the Grammar Dept. I. Div.	71	57	80	86	15	17	97
From the High Department II. Div.	37	10	30	69	22	32	62

TABLE NO. VII.,—showing the number and parentage of pupils studying German, also by which teachers the resp. grades were taught.

GRADES.	I. Quarter.		II. Quarter.		III. Quarter.		IV. Quarter.		BY WHOM TAUGHT.
	Of German parentage.	Of English parentage.							
Primary Dep't I	201	14	196	20	203	18	187	25	Miss Dauth & Miss Bressler. Miss Dauth, Mrs. Ihardt & Miss Schneider.
Intermediate II	180	21	175	26	191	29	192	18	
“ I	100	11	98	10	104	12	93	25	Miss Dauth & Mr. Feigenbutz.
Grammar Dep't II	82	11	83	11	90	6	92	13	Miss Schneider & Mr. Feigenbutz.
“ “ I	48	5	42	7	59	6	58	10	Mr. Feigenbutz.
High “ II	23	5	23	5	45	11	39	6	Mr. Feigenbutz.
“ “ I	23	5	26	4	24	5	20	9	Mr. Feigenbutz.
Total	657	72	643	83	716	78	681	106	
	729 pupils.		726 pupils.		794 pupils.		787 pupils.		

TABLE NO. VIII.—*showing the ages of the pupils in the different grades.*

GRADES.	AGE ACCORDING TO GRADE.	From 6—7 years.	From 7—8 years.	From 8—9 years.	From 9—10 years.	From 10—11 years.	From 11—12 years.	From 12—13 years.	From 13—14 years.	From 14—15 years.	From 15—16 years.	From 16—17 years.	From 17—18 years.	From 18—19 years.	From 19—20 years.	From 20—21 years.	TOTAL.
Preparatory Dep't.	6—7 years.	202	53	12	3	7	3	1									281
Primary Departm't	II. 7—8 "	1	130	95	29	17	11	1	2								286
"	I. 8—9 "		19	79	58	50	11	11	7								235
Intermediate Dep't	II. 9—10 "		7	17	57	93	44	25	5	4							252
"	I. 10—11 "			8	9	22	43	43	20	5	3		1				154
Grammar	II. 11—12 "				5	23	37	37	21	6	3						127
"	I. 12—13 "					1	10	35	27	11	4	2					82
High	II. 13—14 "						4	20	34	18	4	3					83
"	I. Above 14 yrs.							3	13	9	8	7	1	1			42
Colored School		2	4	4	4	4	3	2	2		2	1	1	1			30

TABLE NO. IX,—*showing the number of suspensions made during the year, also the cause of suspension.*

1) For being absent 6 half days without satisfactory excuse	13	4) For refusing to buy the prescribed text books	2
2) For wilful disobedience	10	5) For want of assistance on the part of the parent in enforcing proper discipline	1
3) For gross misconduct	5		
Total number of suspensions made during the year			31
Number of pupils reinstated, the parents having promised to cooperate with the teachers			17

List of teachers employed in the Belleville Public Schools for the schoolyear 1874—75.

GRADES.	<i>Franklin Schools.</i>	<i>Washington Schools.</i>	<i>West Belleville Schools.</i>	FORMER NAMES OF GRADES.
High Dep't	James P. Slade.			High Dep't I Div.
I. Grade	William Florin.			" " II "
II. Grade	H. W. Brua.	H. J. Klein.		Grammar Dep't I Div.
III. Grade	Marie Challenor.	Mary Evans.		" " II "
IV. Grade	Josie Eckert and Mary Thwing.	Mary W. Baker.	James McQuilkin.	
V. Grade	W. R. West, Joh. Ihardt and Ruth Messenger.	J. T. Quick.	Willie A. Reiss.	Intermed. Dep't I Div.
VI. Grade	Mary Holbrook & Sarah Harding.	Fanny Bowman & Hattie A. Reed.	Lena Schneider.	" " II "
VII. Grade	Ella Bowman, Hattie Cooper and Elona Messenger.	Henriette Knispel and Fannie M. Coates.	Cora Alexander.	Primary " I "
VIII. Grade	Adele M. Bechtold, Emma Hughes and Ara M. Rhodes.	Lovina Carter and C. D. Messenger.	Amelia Bressler.	" " II "
				Preparatory Dep't.

Principal Teacher of German Language and of Vocal Music : Emil Feigenbutz.
 Assistant Teachers of German Language : W. C. Plagemann and Ida Dauth.
 Principal of Colored School : W. H. Gillam.

DUTIES OF SUPERINTENDENT.

SEC. 1. The Superintendent shall devote himself to the duties of his office.

SEC. 2. He shall exercise a general supervision over the Public Schools of the District of Belleville—*District No. 4 Township No. 1 N. Range No. 8 W. of the Principal Meridian, in the County of St. Clair and State of Illinois*—and to this end shall visit them, examine into their condition and progress, and see that the rules prescribed for their government are faithfully observed.

SEC. 3. He shall inform himself regarding the progress of instruction and discipline in schools in other cities and from time to time suggest appropriate means for the advancement of the Public Schools in this District.

SEC. 4. He shall have authority to call meetings for the purpose of conferring with the teachers in respect to the best methods of discipline and instruction.

SEC. 5. He shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools and shall report to the Board of Education, whenever he shall find any teacher deficient or incompetent in the discharge of his or her duties.

SEC. 6. He shall prepare the forms for the necessary school registers, books of records and blanks for the use of teachers.

SEC. 7. He shall keep regular office hours—*every Wednesday between the hours of 7 and 8 o'clock P. M.* at a place provided for that purpose, which shall be a general depository of the books and papers belonging to the Board; he shall supervise the monthly returns of the teachers of the several schools; he shall keep the Board constantly advised of the condition of the Public Schools and for that purpose he shall report in writing at the close of every quarter, or whenever required by the Board, giving a detailed statement of the condition and prospects of the Public Schools and recommending such measures as he deems advisable; he shall prepare a general report of the condition of the Public Schools at the close of the school year for publication and shall also perform such other duties, as the Board may from time to time direct.