

THIRD ANNUAL REPORT

School-Year ending June 30,

**VARIOUS SUPPLEMENTARY DOCUMENTS
EXHIBITING THE CONDITION OF THE SCHOOLS**

Printed by order of the Board.

RELLEVILLE, ILL.

STERN DES WESTENS STEAM PRINTING ESTABLISHMENT.

1876.

BELLEVILLE

Public

Schools.

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143047

Superintendent's Report.

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

Gentlemen :

In compliance with the Rules prescribing my duties, I have the honor to submit the following Report for the year ending June 30th, 1876.

I invite your attention to the summary of statistics for the year in comparison with those of the preceding.

ABSTRACT OF SCHOOL CENSUS OF 1875.

Males under 6 years of age,	1181	
“ between 6 and 21 years,	2145	3326
Females under 6 years of age,	1126	
“ between 6 and 21 years,	2322	3458
<hr/>		
Number of youth under 21 years,		6774
“ “ “ between 6 and 21 years,		4467

Number of pupils enrolled :

In 1874-5.	In 1875-6.	
1741	1834	Increase 93

Number of teachers employed :

In 1874-5.	In 1875-6.	
Males 12	13	
Females 27	Total 39	27 Total 40 Increase 1

Average number of pupils belonging.

In 1874-5.	In 1875-6.	
1638	1663	Increase 25

Average daily attendance.

In 1874-5.	In 1875-6.	
1584	1575	Decrease 9

Board of Education.

1876-7.

Officers.

President, - - - - - WILLIAM MAUS.
Sup't and ex off. Secr. - - HENRY RAAB.

Members of the Board.

HENRY BRUA.	THEO. J. KRAFFT.
TERM EXPIRES APRIL, 1877.	
HENRY A. KIRCHER.	WILLIAM MAUS.
TERM EXPIRES APRIL, 1878.	
WILLIAM HEINZELMAN.	JOHN WEBER.
TERM EXPIRES APRIL, 1879.	

Time of Meetings.

On the 15th and last of every month. If any of these days falls on Sunday, the meeting is held the preceding Saturday.

Office Hours of Superintendent.

Every Wednesday from 7-8 o'clock P. M. at the City Hall.

School Houses.

Franklin Schoolhouse. Corner Franklin and Richland Streets, contains 18 rooms.

One School kept in Wilkerson's Chapel.

Washington Schoolhouse. Corner 5th South and Abend Streets, contains 10 rooms.

Two schools kept in Krueck's house at the junction of St. Charles Street and Urbanna Road.

West Belleville Schoolhouse On Silver Street, contains 6 rooms.

Superintendent's Report.

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Notwithstanding the greater enrollment, the average daily attendance shows a decrease of 9 pupils; this is owing to prevalence of chills and fever in the fall, and measles, scarlet-fever, mumps and diphtheria in the spring months. During March and April the primary schools were so depopulated, that not more than half the pupils appeared for recitation. This had a demoralizing effect also on pupils who were well enough to attend school, and the consequence is, that our average daily attendance shows only 87 per. cent. The number of tardinesses, being 2889 in 1875-6, shows a decrease of 779 against 1874-5.

The following pupils were perfect in attendance during the year :

II. Grade—Bertha Siefert :

IV. Grade—Edward Weber, Josie Kaemper ;

V. Grade—Peter Neu, Maggie Roeder ;

VI. Grade—Willie Illhardt.

John Healy was perfect in attendance, since he was a member of the III. Grade.

The constant increase of pupils will necessitate the establishment of a new school of the First Grade, there being 76 pupils in attendance in that grade at the close of the year. This will enable us to extend the separation of the sexes, begun with such favorable results with the beginning of the second term in February. In the Sixth Grade, where two teachers had to instruct 135 pupils during the second term, the organization of a new school of that grade can no longer be deferred.

On the other hand, I would recommend the discontinuance of the Lincoln School, where the average daily attendance for the past year was only 23 pupils and the cost of tuition almost equals that of the Second Grade, although the recipients are mostly pupils of the primary department, where the instruction per capita is only one-third as high. (See Table IV.) By this measure the Board will not only comply with the letter of the law, but also furnish to a hitherto neglected race better school privileges. The dilatory habits of the pupils

of the Lincoln School will bring them in conflict with the strict rules against tardiness and irregularity of attendance, and will at first cause trouble to both teachers and pupils; but the sooner we can abolish an exceptional state of things, the better will it be for all concerned. Since the African race has escaped the thralldom of slavery, it would be dangerous to the State to keep it any longer in the bonds of ignorance, for the republic, the highest form of civil government, can exist only, when based on the intelligence of its citizens.

Table No. VI will show you that the majority of our people avail themselves of the blessings of free public instruction only during the period from the sixth to the eleventh year. This is a state of things much to be deplored; but how to remedy the evil—if not by compelling children to attend school by State authority—still puzzles the ingenuity of school officers.

It is evident, therefore, that, if for no other reasons, the primary education ought to be such as to enable the future citizens to acquire *correct habits* of study, a physical and mental training that will give them the means of self-improvement, rather than to impart a great amount of knowlegde. During this phase of development it is most decidedly the *how*, not the *how much*; the faculties must be so aroused and strengthened that, if in after life teachers and books do not continue the work of education, society may find individuals with open senses and willing hearts to be led further on the road to perfection. Many people think if but the higher grades of our schools do their work well, the lower ones will take care of themselves. No error can be greater than this. How many of those that enter school, do ever reach the higher grades? How can the higher grades do their work successfully, when the teachers have constantly to battle with defective primary teaching? Is it not a disgrace that young men and women in the High School and Academy—I do not now speak of Belleville—have to have regular spelling lessons assigned them, to be drilled in penmanship, are found to

be deficient in reading and the fundamental rules of arithmetic? All this formal training could and should be acquired in the first four years of school-life, even by the inferior intellect. Understanding this to be the immediate want of the times and following the example of my able and zealous predecessor in office, Mr. Bunsen, it has been my constant care, beside improving the condition of the higher grades, to devote most of my time and energy to the reformation of our primary schools. To say that this has been accomplished would be vanity; but I can assert with just pride that, aided by diligent and enthusiastic teachers, I have successfully continued to build upon the foundation laid by Mr. Bunsen.

Never, since I had the supervision of the schools, have our teachers worked more faithfully and successfully than during the past year. This was demonstrated beyond doubt by the examinations, the one held in February and the other in June of this year. A part of the papers furnished at the February examination were bound and sent to the Centennial where, I trust, they will not unfavorably compare with the educational work of larger cities.

WRITTEN EXAMINATIONS.

No one will deny that written examinations *alone* cannot give a superintendent a correct estimate of the work of teachers and pupils; the seeing of the daily exercises, the hearing of recitations and the inspection of the written work at other times of the year must assist him in forming his judgment. This, I dare say, has not been wanting and, I can, therefore, safely assert that the introduction of written examinations has been attended with very favorable results. It has taught the industrious and conscientious their strength and has given them lessons for the future; it has shown the indolent and negligent that "there is no royal road to excellence;" it has, also, tended to make all more careful and precise in their statements and expressions.

Besides, it has contributed to consolidate the course of study, and to create a greater harmony and uniformity in the parallel grades of our schools. When written examinations were first introduced, an average of 55 per cent. in all the studies was considered sufficient for promotion, now an average of 65 per cent., and for admission to the High School of 75 per cent., has been demanded by the Superintendent. I hope that in a short time we shall be far enough advanced to promote none who have not at least averaged 80 per cent. in all the branches. From year to year I have endeavored to render the work of examination more thorough and telling, and at the same time less oppressive and embarrassing to both teachers and pupils; while at first the pupils had to complete the whole work in one day, they are now examined but every other day and in one branch at a time, not limiting them in regard to time, except in arithmetic and dictation.

THE COURSE OF STUDY,

having been in force during the year, does not need modification. The work assigned to the different grades is neither too much, nor too little; while it is sufficiently definite and detailed to insure uniform results, it is not too anxiously circumscribed, as to forbid the teacher's individuality full scope. It is certainly necessary in graded schools that certain results be reached in a certain time, but to prescribe to the teacher how every little thing is to be done, and when it is to be done, will make a mechanism, rather than an organism of the school. If, beside the enthusiasm for the profession, teachers will follow these three maxims, "*Whatever the pupil can do, the teacher must not do,*" "*From the Known to the Unknown,*" or, in other words, every subsequent lesson must be the outgrowth or result of the preceding, and "*He is the best teacher and that is the best method, that calls into operation the most faculties of the mind,*" further precepts are useless. In

entering now upon a digest of the accomplishments of the year in the several branches, I place first

GRAMMAR AND COMPOSITION,

not only because they deserve the first place by virtue of their importance, but, also, because the progress in them was very marked, indeed. The teachers have endeavored to teach language by the use of language, rather than by requesting the study of the grammatical rules; not only the compositions rendered on examination day, but, also, those furnished to the teachers throughout the year showed superior skill in handling the language. The Reader, too, is becoming more and more, as it ought to, the center of grammatical instruction. I can only regret that the compilers of our reading books do not select the best pieces from classical authors. Many of these compilers pride themselves upon having prepared books that children can understand without the aid of the teacher, that are so simple that children like to read them for pastime. This is a great mistake. Such reading begets the habit of reading without thinking; reading is an intellectual process and the matter to be read in school should be such, as to cause the pupil to think, and, at the same time, to furnish him with examples for imitation. When children are to read for pastime—which they should not begin too early—it is right and proper to give them books not above their comprehension, but *the* reading books for school should always be above their comprehension, that they may admit of linguistic research and logical discussion, that they excite the highest interest and ennoble the moral nature of the pupils, that they may feel it is work to read understandingly. Among the multitude of reading books published annually, there is not a single series approaching this ideal.

PENMANSHIP.

This branch, especially in the primary schools, does not receive that attention which it deserves. Some

teachers still think that by setting a copy and requiring the pupil to imitate it, writing can be taught satisfactorily. Children do not see, at least, they do not analyze what they see, unless they are assisted in this, and consequently do not realize the principles and relative proportions of the single letters, nor of the combinations of letters into words. Penmanship deserves the teacher's greatest attention and care, and pupils ought to be drilled *daily* in the elements and principles, not individually alone, but by classes, all the pupils writing the same stroke at the same time. Correct position of the body and correct holding of the pen or pencil must be insisted upon, especially in the primary schools, for here the child acquires correct habits, as well as vicious ones, and the latter are difficult to eradicate; it is, also, here most emphatically the *how well*, not the *how much* we teach. When teachers are extremely careful in the beginning, they will see themselves richly rewarded. Pupils must not write more than the teacher tells them to; all the slates should be constantly inspected and the most characteristic mistakes pointed out to the class; under no circumstances must the pupils be permitted to erase, before the command is given; for nothing tends more to promote the want of neatness and cleanliness, than the continual erasing of single letters or words immediately after they are written. The teachers must, in the primary grades at least, have the care of the utensils, and the distribution and the collection of the same must be so regulated as to consume the least amount of time and to afford each one a perfect instrument for doing his work well. When the pupils are to use pen and ink for the first time, the holding of the former, being an altogether different instrument from the pencil, must receive the utmost care and attention of the teacher, and daily drills should be given in its use. I have carefully examined the penmanship in all the schools and laid down my observations in the following table:

EXAMINATION IN PENMANSHIP.

Grades	Teachers' Names.	Position of pupils.	Holding of pen and pencil.	Cleanliness.	Formation of the letters.	Remarks.
Second	Mr. Klein	pretty good	pretty good	satisfactory	pretty good	
"	Mr. Brua	"	"	"	"	
Third	Mr. Klein	"	"	"	"	
"	Mr. Brua	"	"	"	"	
Fourth	Mrs. M. W. Baker	"	"	"	"	
"	Mrs. M. E. Thwing	"	"	"	"	
"	Miss E. Holbrook	"	"	"	"	
"	Mr. James McQuilkin	"	"	mediocre	"	
Fifth	Mr. J. C. Quirk	mediocre	mediocre	"	mediocre	
"	Mrs. Joh. Dillardt.	"	"	"	"	
"	Miss S. Harding.	pretty good	pretty good	good	pretty good	
"	Miss M. Holbrook	"	"	pretty good	"	
"	Mr. W. A. Reiss.	"	"	mediocre	"	
Sixth	Mrs. L. A. Bowman	not good	bad	"	mediocre	Utensils not cared for by teacher.
"	Miss Ada Van Cleve	"	"	"	"	Care of utensils not bad
"	Mr. S. Merker.	"	"	"	"	"
"	Miss A. Terrell	not satisfactory	"	good	pretty good	"
"	Miss L. Becker	pretty good	not bad	mediocre	mediocre	"
Seventh	Miss Ida Dauth	good	good	pretty good	good	Care of utensils good
"	Miss Henriette Knispel	"	pretty good	"	satisfactory	"
"	Miss R. L. Williams	mediocre	bad	"	pretty good	"
"	Miss H. Cooper	"	mediocre	mediocre	not satisfactory	No care of utensils.
"	Miss E. Bowman	"	bad	satisfactory	satisfactory	Care of utensils pretty good.
"	Miss M. Baxter.	"	"	not satisfact.	mediocre	"
"	Miss L. Wait	bad	not satisfactory	"	satisfactory	Care of utensils not bad.
Eighth	Miss L. Carter	pretty good	pretty good	good	"	Pencils not sharp.
"	Miss B. Grossart.	good	good	"	good	Care of utensils good, pencils sharp.
"	Mr. E. B. West	mediocre	mediocre	mediocre	satisfactory	Care of utensils good.
"	Miss Ada Bechtold	"	not satisfactory	not good	mediocre	Care of utensils not good.
"	Miss A. M. Rhodes.	good	pretty good	pretty good	"	Care of utensils good.
"	Miss K. De Puy	mediocre	"	not satisfact	"	Care of utensils not good.
"	Miss A. Bressler	not satisfactory	not satisfactory	"	"	"
"	Miss L. Schneider	mediocre	bad	mediocre	"	"

ARITHMETIC.

In this branch of study the results present a slight improvement over former years. If the teachers will continue the adopted course, and especially avoid the uniform, monotonous solutions prescribed in textbooks—for this leads to mere lipwork instead of brainwork,—if they will cause the pupils to learn by intuition, rather than by reflection, the results will, from year to year, become better, satisfying both teachers and pupils.

GEOGRAPHY.

When the fundamental ideas are developed—this is prescribed for the Sixth Grade—the pupils have learned to map the schoolroom, the school premises, the City and County—this is the work of the Fifth Grade—then and then only can other maps be required to be studied and read. The reading of the maps is the most important feature in this branch, but it cannot be demanded of pupils that have not first drawn maps themselves according to their actual observation and measurement. When the map is so studied, the features of the country will become plastic in the minds of the pupils; they will survey, as it were, the coast, the elevations, the water courses, the cities and towns as from a balloon, and the great object of studying Geography will be gained. If, to enliven the subject, the teacher can describe the scenery with the animals and plants, can narrate about the inhabitants, their manners and habitations, an interest will be begotten, that will lead the learner to independent research.

HISTORY.

What is true of Geography, that the teacher must be able to describe the country and people, is not less applicable to the teaching of History. Before the text-book is put into the hands of the pupils, the teacher must have related the events in an interesting manner, giving life to the persons, and unfolding to the pupils a picture of the scene of their actions. If the study of

History is to be productive of any good, it must teach the pupils their duties as citizens not only, but also, furnish them examples worthy of imitation. The study of Universal History has greatly benefited the students, they are fond of reading historical works, rather than books of fiction; they will thus learn to understand the progress of the human race.

NATURAL SCIENCES.

Not too much can be said in behalf of Natural History and Physics in their tendency to cultivate the intuitive faculties of our youth. The manner, too, in which they are taught, forcing the pupils to express, in clear, concise sentences, their observations, assists greatly in the teaching of language. By the assistance of the teachers of these branches, our apparatus has been greatly increased, and the sum appropriated annually for this purpose, has been tripled by the exertions of Messrs. Dapprich and Klein. Had we purchased our apparatus from the manufacturers, but little additions could be made to it annually, while the above named gentlemen, by their skill and ingenuity, have manufactured many instruments at merely nominal cost. For the teaching of the Natural Sciences apparatus is indispensable, shall not the study become a mere relishing of words.

VOCAL MUSIC.

This has become a cherished study with both teachers and pupils. Some teachers, it is true, have not assisted the teachers of Music, as they might have done—want of skill is no cause for not teaching a branch, otherwise many schools would be without teachers—they have neither followed the directions of the Principal, nor have some even taught the words of the songs properly. These teachers must understand that if they want to teach at all in our schools, they must teach every branch that is prescribed in the Course of Study to the best of their ability. We require nothing of the teachers that they cannot do. The cost of instruction in Vocal Music is so trifling, and the good gained thereby is so manifest, that not even the most enraged opponents to this branch would wish to see it abolished. Under the able instruction of Mr. Feigenbutz this branch will more and more become a blessing to our schools. The examination in Music has led me to compile the following table :

EXAMINATION IN MUSIC.

Grades.	By whom taught.	Reading notes.	Singing at sight.	How the words were taught	Singing of songs.	Time given per week	Remarks.
High School.	Mr. Feigenbutz.....	good	good	.....	good	90 min.	.....
First	Same.....	.....	.....	.....	.....	90 "	.....
Second.	Mr. Klein.....	"	"	.....	"	105 "	.....
"	Mr. Feigenbutz.....	"	"	.....	"	90 "	.....
Third.	Mr. Troll.....	pretty good	mediocre	.....	"	90 "	.....
"	Miss Challenor.....	good	good	.....	"	90 "	.....
Fourth.	Mrs. M. W. Baker.....	mediocre	no time beaten	.....	mediocre	105 "	.....
"	Mrs. M. E. Thwing.....	good	good	.....	good	90 "	.....
"	Miss E. Holbrook.....	mediocre	mediocre	.....	"	90 "	New Teacher
"	Mr. Jas. McQuilkin.....	pretty good	pretty good	.....	pretty good	90 "	.....
Fifth.	Miss S. Harding.....	very good	very good	.....	good	90 "	.....
"	Miss M. Holbrook.....	"	"	.....	"	90 "	.....
"	Same.....	"	"	.....	"	90 "	Mrs. Joh. Ilhardt does not teach singing.
"	Mr. J. T. Quick.....	mediocre	mediocre	.....	mediocre	90 "	.....
"	Mr. W. A. Reiss.....	pretty good	pretty good	.....	pretty good	105 "	.....
Sixth.	Mrs. F. A. Bowman.....	poor	poor	no clear pronunciation	poor	85 "	.....
"	Miss Ada Van Cleve.....	poor	poor	.....	poor	85 min.	.....
"	Miss V. Terrell.....	pretty good	pretty good	pretty good	good	90 "	New Teacher.
"	Mrs. S. Merker.....	.....	.....	.....	"	.....	No assistance given by the class teacher.
"	Miss L. Becker.....	mediocre	pretty good	pretty good	mediocre	100 min.	Preparatory exercises pretty good.
Seventh	Miss Henr. Knupel.....	.....	.....	good	good	70 "	.....
"	Miss Ida Dauth.....	.....	.....	.....	"	70 "	.....
"	Miss H. Cooper.....	.....	.....	poor	"	70 "	.....
"	Miss E. Bowman.....	.....	.....	.....	"	70 "	.....
"	Miss M. Baxter.....	.....	.....	pretty good	"	70 "	.....
"	Miss R. L. Williams.....	.....	.....	.....	.....	.....	Four different teachers in this class.
"	Miss L. Wait.....	.....	.....	good	pretty good	70 min.	.....
Eighth.	Miss L. Carter.....	.....	.....	.....	mediocre	.....	No assistance given by the class teacher
"	Miss B. Grossart.....	.....	.....	good	pretty good	.....	.....
"	Mr. E. R. West.....	.....	.....	.....	.....	.....	No singing taught
"	Miss Ada Bechtold.....	.....	.....	pretty good	pretty good	.....	Taught by Miss Bechtold
"	Miss A. M. Rhodes.....	.....	.....	.....	.....	.....	.....
"	Miss K. De Puy.....	.....	.....	mediocre	mediocre	.....	.....
"	Miss A. Bressler.....	.....	.....	.....	.....	.....	.....
"	Miss L. Schneider.....	.....	.....	.....	.....	.....	.....

GERMAN.

It is a fact, corroborated by the observations of all Superintendents of Schools throughout the country, that pupils, studying the German language in connection with the English, do not only not make slower progress in the other branches, nay, they even advance more rapidly than those pupils studying but one language. And this is very natural. For language is one of the ultimate aims of all true instruction, and if any one receives, as well as learns to express himself in two languages, his range of thought will become broader, and he will certainly be better prepared for usefulness in life. Besides, a person nowadays is hardly considered educated, if he has not command of, at least, two languages. That the second language in our schools, and in most schools of the West, should be German cannot be called into question, for the vast number of Germans, forming so valuable a part of the population of our western cities, demands this, if not the rich literature of the Germans and the mental discipline which their language affords, were co-ercive causes for adopting just this language as a means of culture.

With the inadequate teaching force at our disposal and the scanty time allotted for this branch, we have tried from year to year to perfect the methods and course of instruction, and I can justly assert that the German instruction in our schools is not inferior to that imparted in the best of our country. If teachers well versed in both languages were not so scarce and two additional hours per week were devoted to this branch in the primary grades, the results might still be better. I know there are people in this community who would gladly see the teaching of German abolished, but I do not hesitate in saying they are the ones that would also banish any other branch tending to elevate and ennoble human nature, that would confine the course of study to the three R's, that think knowledge ought to be restricted to a few, that they may the better lead the ignorant and use them for their purposes.

DRAWING.

It seems to me that to speak about the utility of this branch in popular education would be an idle task, since no one who admits the necessity of education at all, denies the elevating influences and tendencies of this art to better qualify man for the various trades and professions. The only points admitting of argument are the feasibility of teaching the art in common schools and the method to be pursued. That Drawing can be taught to advantage in common schools is demonstrated not only by the experience of school officers in cities where it has passed beyond the stage of experiment, but even in our schools where it was introduced two years ago. In this branch, too, I find that teachers who have the will, easily find the way. It is true that some of our teachers do not succeed well in Drawing, but they are the very ones who do not succeed well in the other branches.

GENERAL REMARKS.

Having dwelt now at some length upon the details, I wish to submit to your consideration some general remarks upon the condition and progress of our schools during the last three years. Notwithstanding our large debt, and the consequent large sum absorbed for the payment of interest on it, we have gained as favorable results as other cities, where much larger sums are at the disposal of the authorities. To say that we may now rest contented and relax our efforts would be foolish, indeed, but four things that indicate progress I can not forbear to enumerate. We have a more thorough and homogeneous discipline; our pupils present a more cheerful aspect and like school better; in the primary grades, the number of pupils is more equally distributed among the teachers, and the work of three years is done, and more thoroughly done than formerly, in two; and the whole course of instruction is more uniform and systematic throughout.

A great evil is the dilatoriness with which some parents regard the value of regularity of attendance of their children. When 12 per cent. of the pupils are absent, 12 per cent. of the people's money is spent in vain; not only the absentees but the whole school suffers in as much as the uninterrupted progress of all is retarded: when the absent ones return, the same ground has to be trodden again. But the evil becomes still greater, when unscrupulous parents, to avoid their children's suspension from school, plead sickness as an excuse for absence, when the child was perfectly well, thus, by one stroke of the pen, destroying the truthfulness of the child and perverting his morality, a damage which all the teachers in the world cannot repair. We can only appeal to the better understanding of such parents, and urge all to send their children more regularly.

Anxious to find what value is placed in education by the various elements of our population, I have compiled in February of this year the following table, showing their relative participation in the several grades, and I submit it to your consideration without any further comments.

Anglo-American pupils.		German-American pupils.	
High School,	41—48.24 per cent.	44—51.76 per cent.	
I. Grade,	17—37.77 "	18—62.23 "	
II. Grade,	27—26.33 "	74—73.67 "	
III. Grade,	24—21.62 "	87—78.38 "	
IV. Grade,	41—20.1 "	163—79.9 "	
V. Grade,	47—18.9 "	201—81.1 "	
VI. Grade,	45—16.69 "	224—83.31 "	
VII. Grade,	44—14.1 "	268—85.9 "	
VIII. Grade,	42—11.86 "	312—88.14 "	
TOTAL	327—19 "	1401—81 "	

WHAT CHARACTERIZES A WELL-CONDUCTED SCHOOL.

When parents are asked why they do not visit the schools and convince themselves of the wellbeing and progress of their children, they frequently say, "I cannot tell whether the school is well conducted or not."

I will give them some characteristic points which will enable them to judge.

- 1) The decent position, both sitting and standing, of the pupils ;**
- 2) The attention of the pupils during recitation ;**
- 3) The loud, complete and coherent answers of the pupils ;**
- 4) The neat and elegant penmanship, and the neatness and cleanliness of the copy-, composition- and drawing-books ;**
- 5) The quiet before and during recitation, and the order in which the pupils enter and leave the school building ;**
- 6) The anxiety which pupils manifest in learning their lessons, and the joy they feel, when they have mastered their tasks ;**
- 7) The manner in which home-work is furnished by the pupils.**

Any one who will enter a school unprejudiced will, by applying these tests, convince himself of the superiority or inferiority of the teacher and school, for these characteristics are the outgrowth of the teachers devotion and enthusiasm, and are never to be gained by the mere hireling.

While it cannot be said that our people do not take an interest in their schools, they certainly fail to show it practically ; would the fathers and mothers, from time to time, spend an hour in the schoolroom, teachers and pupils would be encouraged in their work, and a better understanding of the working of our system would be the consequence. Even the wisest and best of us cannot entirely do without acknowledgment, yet parents permit teachers to work without ever showing them their appreciation. I take this opportunity of beseeching the parents to visit their schools.

Thanking you, gentlemen, for kindly assisting me to raise the standard of our schools,

I remain your obedient servant,

HENRY RAAB. Supt.

*Financial Report of Receipts and Expenditures for the
Belleville Public Schools, Dist. 4, T. 1 N., R. 8 W.
for the Fiscal Year ending March 31, 1876.*

RECEIPTS.

Cash on hand, April 1, 1874	\$ 1,160 02
State and County Fund.....	5,435 30
Special Tax	35,816 46
Tuition fees from non-resident pupils.....	670 20
Total	\$ 43,100 98

EXPENDITURES.

As per annexed schedule.....	\$ 39,224 16
Cash on hand, April 1, 1876.....	3,876 81
Total	\$ 43,100 98

INDEBTEDNESS OF DISTRICT 4.

Amount of Bonds issued at 10 per cent.....	\$ 60,800 00
Amount of Bonds issued at 8 per cent	16,000 00
Total Amount of indebtedness.....	\$ 76,800 00
Redeemed during the fiscal year.....	3,500 00
Converted into 8 per cent. bearing Bonds.	2,500 00

*Schedule exhibiting the Expenditures of the Fiscal
Year ending March 31, 1876.*

	Franklin School.	Washing- ton School	West Belleville School.	Lincoln School	Special Branches	Totals.
Salaries	10,849 52	6,658 58	3,480 06	684 23	2,406 85	24,079 24
Improvements & Repairs	950 25	353 50	93 55	4 00		1,402 00
Bonds redeemed.....						3,500 00
Interest						7,744 26
Apparatus	204 28	47 30	20 10	2 50		274 18
Fuel.....	201 63	163 46	43 01	23 49		431 59
Stationery	57 23	17 26	9 49	1 93		85 97
Furniture	46 00	148 40				194 40
Insurance	350 00	375 00	42 50			767 50
Census						30 00
Rents		91 50		90 00		181 50
Printing & Advertising.....						267 57 1/2
May Picnic						145 00
Books for Indigent Pupils.....						22 20
Postage and Freight						18 85
Binding for Centennial.....						9 05
Sundries						41 15
	12,659 61	7,851 79	3,658 71	806 18	2,406 85	39,224 16

Table No. 1, showing the number of teachers employed and the salaries paid during the year.

SCHOOLS.	Teachers.		Amount paid for tuition.	Salaries paid males.							Salaries paid females.												
	Male	Female		\$1500	\$1350	\$1200	\$ 700	\$ 675	\$ 600	\$ 550	\$ 500	\$ 450	\$ 550	\$ 525	\$ 500	\$ 475	\$ 450	\$ 400	\$ 375	\$ 350	\$ 325	\$ 300	
Franklin Sch'l	4	14	\$ 9675	1	1	2	1						1	1	1	1	1	1	1	2	4	4	
Washington "	3	9	1950		1								1		1							3	3
W. Bellev.		4	3050			1																	
Lincoln "	1		500							1											1		1
Special Br's	3		2475			1	1	1															
	13	27	\$21550	1	1	4	1	1	1	2	1	1	1	1	1	1	1	4	1	3	6	2	

Table No. II, showing the number and sex of pupils enrolled, and the average number of pupils belonging; also, the per cent. of semi-annual promotions.

ENROLLED.	Males.	Females.	Both.	Average number of pupils belonging	Per cent promote 1.
During the 1st quarter	957	965	1872	1711	.....
During the 2d quarter	927	832	1765	1619	At close of 2d quarter 42 per cent.
During the 3d quarter	878	856	1834	1663	.....
During the 4th quarter	874	859	1629	1394	At close of 4th quarter 47 per cent.
					For the year 50 per cent.

Table No. III, showing the enrollment and average daily attendance; also, the number of tardinesses and the number of pupils in perfect attendance for each month of the school-year.

MONTHS.	Number of pupils enrolled.	Average daily attendance	Per cent. of daily attendance	Number of tardinesses	Number of pupils in perfect attendance
September, 11 days	1635	1472	90	192	602
October, 21 days	1697	1411	83	297	532
November, 21 days	1687	1555	92	359	630
December, 18 days	1639	1474	90	347	561
January, 21 days	1638	1485	90	419	542
February, 21 days	1750	1571	89	357	573
March, 23 days	1710	1376	79	305	390
April, 19 days	1616	1363	84	135	385
May, 22 days	1605	1415	88	234	415
June, 21 days	1548	1331	86	264	524
201 days actually taught during the year			85	250	

Table No. IV, showing the average number of pupils taught by one teacher, the average amount of salary paid per teacher, also the cost of tuition per pupil in the several grades.

GRADES.	Number of teachers.	Amount paid for tuition.	Number of pupils enrolled.	Average number of pupils taught by one teacher.		Average amount of salary paid per teacher.	Cost of tuition per pupil on the number enrolled.	Cost of tuition per pupil on the average number belonging.	
				Average number of pupils belonging.					
				On the number enrolled.	On the number belonging.				
Eighth Grade	3	\$ 28.00	377	322	47	41	\$350 00	\$7 43	\$8 54
Seventh Grade	3	2375	324	291	46	41	339 25	7 33	8 16
Sixth Grade	5	1650	275	252	55	50	330 00	6 00	6 55
Fifth Grade	3	2175	255	245	53	49	435 00	8 21	8 38
Fourth Grade	4	2550	213	201	53	50	638 75	11 50	12 00
Third Grade	2	1075	113	105	56	52	537 50	9 51	10 24
Second Grade	2	2050	65	58	47	44	1025 00	21 58	23 30
First Grade	1	1200	51	49	51	49	1200 00	23 53	24 50
High School	2	2700	22	21	44	41	1350 00	30 68	33 33
Lincoln School	1	500	33	33	33	33	500 00	15 15	11 74
Total.	37	\$19075.	1834	1663	50	45	\$515 54	\$10 40	\$11 47

Table No. V, showing the cost of tuition per pupil for the past three years.

	In 1873-74.	In 1874-75.	In 1875-76.
Cost of tuition per pupil on the whole amount expended, exclusive of Bonds redeemed.....	\$22 82	\$19 62	\$21 41
Cost of tuition per pupil on the whole amount expended, exclusive of interest paid on bonded debt.....	16 71	14 64	16 62
Cost of tuition per pupil on the amount paid for salaries alone.....	14 98	11 25	11 47
Cost of supervision per pupil.....		1 04	1 02
Cost of German instruction per pupil.....		97	1 10
Cost of instruction in Vocal Music per pupil.....		62	44
Cost per pupil for incidentals.....		1 85	3 16

N. B. This calculation is based on the average number of pupils belonging.

Table No. VI, showing the promotions to higher grades during 1876-7.

GRADES.	FIRST TERM.			SECOND TERM.		
	Average No. belonging.	Number of pupils promoted.	Per cent. promoted.	Average No. belonging.	Number of pupils promoted.	Per cent. promoted.
From Eighth Grade	258	144	44	233	161	51
From Seventh Grade	291	144	45	233	124	45
From Sixth Grade	252	117	46	233	111	44
From Fifth Grade	255	82	32	210	70	33
From Fourth Grade	201	61	30	177	51	28
From Third Grade	113	35	30	81	23	28
From Second Grade	33	14	42	33	13	39
From First Grade.	26	12	46	26	12	46

Table No. VII, showing the number and parentage of pupils studying German.

GRADES.	First Quarter		Second Quarter		Third Quarter		Fourth Quarter		BY WHOM TAUGHT.
	Anglo-Americans.	German-Americans.	Anglo-Americans.	German-Americans.	Anglo-Americans.	German-Americans.	Anglo-Americans.	German-Americans.	
Eighth Grade	60	360	51	353	46	304	39	303	Miss Bechtold, Miss Bressler, Miss Schneider, Mr. Pfuhl, Mr. Troll.
Seventh Grade	26	254	29	246	29	259	22	251	Miss Dauth, Miss Knispel, Miss Schneider, Mr. Pfuhl, Mr. Troll.
Sixth Grade.	23	215	18	197	17	210	12	211	Miss Becker, Mr. Pfuhl, Mr. Troll.
Fifth Grade.	8	204	7	190	11	190	11	185	Mrs. Ihardt, Mr. Feigenbutz, Mr. Pfuhl, Mr. Reiss, Mr. Troll.
Fourth Grade.	5	152	12	156	5	163	3	156	Mr. Feigenbutz, Mr. Pfuhl, Mr. Reiss.
Third Grade.	6	66	3	82	4	77	4	75	Miss Challenor, Mr. Pfuhl, Mr. Feigenbutz.
Second Grade.	16	69	11	53	7	63	6	67	Mr. Feigenbutz, Mr. Pfuhl, Mr. Brua, Mr. Klein.
First Grade.	18	53	16	42	8	27	9	20	Mr. Dapprich.
High School.	4	26	3	26	14	43	13	38	Mr. Dapprich.
Total	176	1399	150	1316	141	1336	119	1306	14 teachers.
	1575		1496		1477		1415		

Table No. VIII, showing the ages of the pupils in the different Grades.

Grades	Age according to Grade	From								TOTAL.										
		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.	Above 18 years.					
VIII Grade.	6-7 yrs	223	104	31																
VII Grade.	7-8 "	6	131	91	51	23	12													
VI Grade	8-9 "		3	126	112	39	21	4												
V Grade	9-10 "				4	89	36	29	12	3										
IV Grade.	10-11 "				19	68	63	36	22	1										
III Grade	11-12 "					2	17	35	10	10										
II Grade	12-13 "							2	20	22										
I Grade	13-14 "								2	20										
High School	above 14								17	31										
Lincoln "			6	1	4	3	3	1	2	2										
TOTAL		235	242	263	242	246	195	163	109	79	33	22	1							1834

Table No. IX, showing the number and cause of suspensions during the year.

For refusing to buy the prescribed textbooks, (Rules and Regulations, Section 36.)	5
For uncleanness, (Sec. 12.)	1
For irregularity of attendance and want of punctuality, (Sec. 11.)	31
For disobedience and gross misconduct, (Sec. 15.)	23
Number of suspensions during the year,	60
Number of pupils reinstated, the parents promising to assist teacher in enforcing proper discipline.	30

CALENDAR.

GRADES.	June 7.	June 9.	June 12.	June 14.	June 16.	June 19.	June 21.	June 23.
High Schools.	Geometry	History.	Physiology.	Grammar.	Composition.	Algebra	German	Physics
I Grade.	Natural History	do	Geography	do.	do	Arithmetic	do.	do
II and III Grades		do	do.	Dictation and Language	do	do	do.	Natural Science and Language.
IV Grade			do	do	do	do	do.	Miscellaneous
V Grade.			do	do	do.	do	do	do.

Examination in Vocal Music, June 27th, 28th, and 29th Promotion, June 30th.

SEMI-ANNUAL EXAMINATION.

SECOND TERM, 1875-76.

DIRECTIONS TO PUPILS,

- 1) Write on each paper your name, your age and the grade to which you belong.
- 2) All writing must be done with pen and ink, and none but neatly written work will be considered.
- 3) Number your answers so as to correspond with the questions.
- 4) All communications are forbidden.
- 5) Whenever an analysis is required, no credit will be given without it.
- 6) As soon as you are done, hand your paper to your teacher.

HIGH SCHOOL.

GEOMETRY.

(Whenever you can, illustrate your answers by diagram.)

1. Draw a circle and designate the following: *Arc, Chord, Segment, Sector, Inscribed Angle.*
2. The sum of the angles of any plane triangle is equal to two right angles. Prove this, and give the value of one of the base angles of an isosceles triangle whose vertical angle is 79 degrees.
3. Construct a parallelogram, when two adjacent sides and their included angle is given.
4. Construct a rhombus having given one side and one diagonal.
5. Prove that if a circle circumscribes a parallelogram, that parallelogram must be a rectangle.
6. Place three circles, whose diameters are respectively 1, 2 and 3 inches, so that they will touch each other externally.
7. A rectangular field is 84 rods long and 63 rods wide; what is the side of a square field of the same area?
8. The diameters of two concentric circles are 10' and 6' respectively; required the area of the ring contained between their circumferences.
9. How many circles each three feet in diameter, contain the same area as a surface 25 feet square?
10. A horse tied to a stake can graze on 218½ square yards of surface; to what distance from the stake can it graze?

PHYSIOLOGY.

1. Name all the digestive organs.
2. Trace the food through the different processes of digestion, until it is taken up by the lacteals.
3. How is the heat of the body generated, and what kinds of food produce most heat?
4. Should the diet of a person in winter differ from that during the summer months, and why?
5. Mention four secretions which aid in the changes of the food?
6. Name the circulatory organs.
7. What is the difference in the structure between an artery and a vein? Why is it so dangerous to cut an artery, and how would you protect the life of one who had severed an artery?
8. What are the capillaries, and what is their office?
9. Describe the lungs, and explain the process by which the blood is purified.
10. What conditions are necessary to the production of pure, rich blood?

HISTORY.

1. Whence did the present nations of Europe migrate into that continent?
2. What can you tell about Cyrus and his conquests in Asia? About what time did he live?
3. What can you tell about the Phoenicians and their voyages and settlements?
4. What parts of Europe and Asia were colonized by the Greeks?
5. Give a short account of the Persian wars. What can you tell about Darius?
6. Which was the most prominent among the Greek states? Name some Greek writers who have recorded the history of their people?
7. When was Alexander born? What can you tell about his youth? When did the battle of Issus occur? What can you tell about the death of Alexander? About his successors?

8. Give a short account of the founding of Rome.
9. Who was the last of the seven kings, and what form of government did the Romans establish after his expulsion?
10. How many wars did Rome wage with Carthage, and what are they called? What effect had the conquest of Carthage upon the Roman state and the morals of its inhabitants?

GRAMMAR.

“*There* is a pleasure in the pathless woods,
 “There is a rapture on the *lonely* shore,
 “There is society where none *intrudes*
 “By the deep sea, and music in *its* roar.
 “I love not Man *the* less, but Nature more,
 “From *these* our interviews, in *which* I steal,
 “From all I *may* be, or have been before,
 “*To mingle* with the universe and feel
 “*What* I can ne’er express, yet cannot all conceal.”

1. How many and what kind of clauses in the first four lines? What kind of sentence do they form?
2. What kind of sentence does the remainder of the stanza form?
3. Analyze the last line.
4. Analyze the sentence contained in the third and fourth lines.
5. Parse the italicized words in the above stanza.
6. Analyze: “It is for you to decide, whether this freedom shall yet survive, or be covered by a funeral pall.”
7. Give a complete rule for the formation of the possessive case.
8. How many and what kind of elements may a sentence have? State also of what each of these elements may consist.
9. Define the modes of the predicate, and illustrate each by an example.

10. "The round and square tables are the two I bought." "He understands neither the Latin or Greek languages." Correct.

What is the difference in following three statements: "There are few mistakes in his composition." "There are a few mistakes in his composition." "There are not a few mistakes in his composition."

COMPOSITION.

Water, its forms and uses.

(Pupils to write entirely without the assistance of the teacher.)

ALGEBRA.

(Put the whole work on your paper.)

1. What is an equation? an equation of the second degree?
2. Upon what general principle are all the operations in equations based?
3. Prove one of the theorems and give a numerical application.
4. In a school of boys and girls, if there were 12 more of each, there would be 6 boys to 7 girls; if there were 12 less of each, there would be 4 boys to every 5 girls. How many of each?
5. A steamer goes 60 per cent faster with the current than against it: if it goes 102 miles and back in $19\frac{1}{2}$ hours, what is the current per hour?
6. $1(m_2 - 2mn - 2mo - n^2 + 2no - o^2) = ?$
7. $2\frac{2}{3} + 1.60 - 1.15 + 1\frac{1}{3} = ?$
8. The product of two numbers is 750, their quotient $3\frac{1}{2}$: find the two numbers.
9. A person being asked his age said, "I was born when my mother was 20 years; her present age expressed in years multiplied by mine, exceeds the sum of our ages 2500 years." How old was he?
10. A person buys shawls at equal prices for 60 dollars. If for the same amount of money he could have got 5 shawls more, they would have cost him a dollar a piece less. How many shawls did he buy?

GERMAN.**Sprachehre.**

Der Vogel flattert tief und still,
 Er weiß gar nicht, wohin er will,
 Es kommt so schwarz und kommt so schwarz,
 Und in den Lüften hängt ein Meer
 Von Wolken. Horch, wie's schallt
 Am Himmel, und wie's wiederhallt !

In großen Wirbeln fliegt der Staub
 Zum Himmel auf mit Palm und Laub !
 Und sieh nur jenes Wölkchen an !
 Ich kann mich nicht erfreuen dran !
 Sieh, wie ein Blümchen man zerpflückt,
 Wird es zerrissen und zerstückt.

1. Was für ein Satz ist der erste? der zweite?
2. Zergliedere den zweiten Satz von „Horch — wiederhallt.“
3. Zergliedere auch den in den ersten zwei Zeilen der zweiten Strophe enthaltenen Satz.
4. Gib den in der letzten Strophe enthaltenen Satz im Aktivum.
5. Deklinire ein furchtsamer Vogel, ein ruhiges Meer, eine dunkle Wolke.
6. Gib in der zweiten Person, Singular, „flattert,“ „weiß,“ „fliegt.“
7. Welche Form des Verbs ist „sieh?“
 Nenne noch mehrere Gedichte von dem Verfasser des obigen.

Aufsatz.

Erzähle in Prosa: „Der Köhler und die Diebe.“ (Eine halbe Seite.)

PHYSICS.

(Whenever you can, illustrate your answers by diagram.)

1. What is the distinguishing characteristic of a magnet?
2. What is an electric current?
3. What is a galvanometer?

4. How can we increase the quantity of the current? the intensity?
5. What is the best material for the active plate in the voltaic pair?
6. What is an electro-magnet?
7. How may we show that a current can be developed by heat? What is this kind of electricity called?
8. How does frictional electricity compare with voltaic electricity?
9. When is a body said to be polarized?
10. Describe the Leyden jar and tell how it is discharged.

FIRST GRADE.

NATURAL HISTORY.

(Whenever you can, illustrate your answers by diagram.)

1. Give the distinguishing features between organized and unorganized matter.
2. State the distinctions between animals and plants.
3. What does the simple cell consist of?
4. Name the different kinds of tissues and describe them.
5. Give the classes of the vertebrates, articulates, mollusks and radiates.
6. What different kinds of muscles are found in the human body?
8. State the purposes of the different classes of joints?
9. What difference is there in the skeleton of a bird and of a mammal?
10. How are distortions of the body produced?
11. Why must plants be arranged in different groups?
12. What is a natural, what an artificial system?
13. What are the subkingdoms in botany, and what do these names mean?
14. How many and what divisions are made in plants in regard to the petals?

15. (*To be answered with textbook in hand.*) From the following description determine the entire classification, giving reasons :

Herb. Root, bulbous.

Stem, underground.

Leaves, { subradical, opposite, parallel veined,
 { lancelinear, acuminate, entire,
 { mottled.

Flower, { on a scape, solitary, nodding, sepals,
 { and petals, each 3, white, recurved,
 { colored alike, bright and smooth.

Stamens, six.

Stigma, 3 cleft, style 1, ovary 1, fruit a capsule.

GEOGRAPHY.

1. Bound the United States.
2. Name the several groups of the States, and state which belong to each of these groups.
3. Name the States that are drained by the Ohio River, also their capitals.
4. What tributaries has the Mississippi River from the west from Lake Itaska to the Gulf of Mexico ?
5. Why do the Atlantic highlands have an abundance of rain, and why do the Pacific highlands have but little rain ?
6. Name the principal cities on the Atlantic coast beginning at the north.
7. By going on water from Omaha to Pittsburg, on what rivers would you sail, and what principal cities would you pass ?
8. Draw a map of Kentucky, locating its rivers, capital and principal towns, also its mountains.
9. Tell in what localities in the United States the following minerals are most abundant: Coal, iron, copper, silver, gold.
10. Name the five great powers of Europe and the capital of each.

HISTORY.

1. Tell when, where, and by whom, the thirteen original colonies were settled.

2. Give a short account of the French and Indian War, the cause, the breaking out, the close, and the stipulations of peace.

3. Who were members of the committee appointed to draft the Declaration of Independence?

4. Give an account of the battle of Trenton.

5. What commissioners secured for us the aid of France, and when did she acknowledge our independence?

6. What battle terminated the Revolution, and when and where was peace concluded?

7. When was Washington inaugurated? Who was elected Vice-President with Washington, and what men formed the President's cabinet?

8. Under whose presidency and in what year was Ohio admitted as a state?

9. Under whose presidency and in what year did the second war with England break out? Name two naval engagements and two battles on land in which the Americans were victorious, also the leaders of these engagements on both sides.

10. What is the "Centennial," and why is it celebrated? (*Make your statement as complete as possible.*)

GRAMMAR.

"Whenever a rascal *strove* to pass.

"*Instead* of silver, money of brass.

"He took *his* hammer and said *with* a frown.

"The coin is *spurious*, *nail* it down."

1. Parse the words italicized.

2. Decline *rascal*, *he*, *coin*.

3. Analyze the above sentence.

4. What part of speech is *whenever*, and what office does it perform in the above sentence?

5. Write the first person, singular, of all the verbs in the above.

6 Form the plural of *key, melody, virago, piano, die, penny, mother-in-law, phenomenon.*

7. Compare, *happy, sad, modest, little.*

8. Form a sentence, the subject of which is limited by an adjective clause, having the relative pronoun in the objective case; the predicate by an objective clause.

9. "Ancient philosophers regarded the air as a simple substance." Change to the passive voice, and state how the passive voice of verbs is formed.

10. Correct: "Who do you take him to be?" Neither him nor me had went to the theater."

COMPOSITION.

Domestic animals.

(Teacher to give the synopsis of the subject, and no more.)

ARITHMETIC.

(Put the whole work on your paper.)

1. Change $\frac{5}{8}$ of a year to minutes.

2. A merchant paid for $4\frac{7}{8}$ cords of wood, at $7\frac{1}{2}$ dollars per cord, with cloth, at $\frac{3}{4}$ dollars per yard; how many yards were required?

3. What will it cost to plaster the walls and ceiling of a room 43 feet long, 26 feet wide and 10 feet high, at 25 cents per square yard?

4. A merchant purchased a number of bales of cloth, each containing $190\frac{10}{11}$ yds., giving 8 dollars for 7 yds., and gained \$400 by selling 3 yds. for 4 dollars; how many bales did he purchase?

5. What would 27 bu., 3 pks., 6 qts., 1 pt. of wheat cost @ \$2.56 a bushel?

6. How many cubic yards in a cellar, 22 feet long, 13 feet 6 inches wide and 6 feet 6 inches deep? What would be the cost to excavate this cellar at 60 cents per cubic yard?

7. What is the difference between common and decimal fractions? How are common fractions reduced to decimals?

8. A man owning 60 per cent. of a factory, sold 40 per cent. of his share for \$9600; at this rate, what was the value of the factory?

9. Explain the terms interest, principal, amount, rate, and per cent.

10. Find the interest of \$154.25 from October 18., 1852, to January 26, 1855, at 6 per cent.

GERMAN.

Sprachehre.

Graf Eberhard im Bart
 Vom Würtemberger Land,
 Er kam auf frommer Fahrt
 Zu Palästina's Strand.

Daselbst er einstmals ritt
 Durch einen frischen Wald,
 Ein grünes Reis er schnitt
 Von einem Weißdorn bald.

Er steckt es mit Bedacht
 Auf seinen Eisenhut.
 Er trug es in der Schlacht
 Und über Neeres Fluth.

Und als er war daheim,
 Er's in die Erde steckt,
 Wo bald manch' neuen Keim
 Der milde Frühling weckt.

1. Wie viele Hauptjähre sind in den obigen Strophen enthalten?

2. Vergliedere die dritte Strophe.

3. Declinire die fromme Fahrt, der frische Wald, das grüne Reis.

5. Gib alle Zeitformen in der ersten Person Singular von ritt, trug, steckt.

5. Gib den letzten Satz in der Leideform.

Aufsatz.

Erzähle das Gedicht „Graf Eberhard Weisbörn“ in Prosa. (Eine halbe Seite.)

PHYSICS.

(Whenever you can, illustrate your examples by diagram.)

1. Show that gases have weight. What would be the atmospheric pressure upon a surface 13 inches long and 9 inches wide?
2. Describe the air-pump, and explain its action.
3. Why do balloons rise?
4. Describe the barometer, and give an account of its uses.
5. How may the expansive force of gases be increased?
6. Show that heat is reflected in the same way as light: also, that it is refracted and dispersed like light.
7. Show that different solids and liquids absorb the same kind of heat differently; also, that the same solid absorbs different kinds of heat differently.
8. Show how bodies radiate and absorb heat.
9. How are oceanic currents produced?
10. Show the effect of temperature upon time-pieces.

SECOND GRADE.**GEOGRAPHY.**

1. Name and locate the most important colonies of Australia and their principal towns.
2. What large island north of Australia, and by what strait is it separated from the main land?
3. Name the three great rivers of Asia flowing north, and tell where they rise and empty.
5. Name the capes of Asia extending into the Pacific Ocean, also, those extending into the Indian Ocean.
6. Name the most important countries of Asia, their capitals and principal productions and manufactures.

7. How are the British Isles separated from the continent of Europe, and what waters separate Ireland from Great Britain?

8. Name the principal islands of Europe, and tell in what waters they are situated.

10. Locate Dublin, Brussels, Marseille, St. Petersburg, Rome, Cape Clear, Strait of Gibraltar, White Sea, the Sound, Gulf of Riga.

HISTORY.

1. State what you know about the first French settlement in North America.

2. What territory did the French claim in North America at the breaking out of the French and Indian War? the English?

3. State what you know about the services of George Washington in the French and Indian War.

4. Name the principal commanders on both sides and the principal battles, and tell who was victorious.

5. How far did the territory of the British extend westward after the French and Indian War?

6. What was the Stamp Act?

7. What two colonies were most active in their resistance to British aggression at the opening of the Revolution?

8. Where was the last battle of the Revolution fought, and with what result?

9. When was the American army disbanded, and what did Congress do for the soldiers of the Revolution?

10. When was the Constitution of the United States adopted, and when was it ratified?

DICTATION.

Books are the windows through which the soul looks out. A house without books is like a room without windows. No man has a right to bring up his children without surrounding them with books, if he has the

means to buy them. It is a wrong to his family. He cheats them. Children learn to read by being in the presence of books. The love of knowledge comes with reading and grows upon it; and the love of knowledge in a young mind, is almost as a warrant against the inferior excitement of passions and vices. Let us pity those poor rich men who live barrenly in great, bookless houses.

GRAMMAR.

1. Give the principal clause of the first sentence of the above.
2. What element of the first sentence is the clause "through which the soul looks out," and what is its subject and predicate?
3. Analyze the last sentence in the above.
4. Select all the pronouns from the above, and give their number, case, and person.
5. Employ the past tense of *to lay*, *to lie*, *to sit* and *to set* in sentences.
6. Write a sentence containing an adverbial clause denoting cause.
7. Write four sentences, one containing a regular transitive verb, one containing an irregular transitive verb, one containing a regular intransitive verb, and one containing an irregular intransitive verb.
8. Rewrite the following stanza in the plural number, past tense :

"The curfew tolls the knell of parting day ;
 "The lowing herd winds slowly o'er the lea ;
 "The plowman homeward plods his weary way,
 "And leaves the world to darkness and to me."
9. Form a sentence containing an objective clause
10. Correct, if necessary, the following expressions :

"Him and I m + had went to the same school."
 "William set on the rocking-chair."
 "These kind of sentences are easy corrected."

COMPOSITION.

The Catalpa tree or the beard tongue.

To be described by the pupils without the assistance of the teacher. (At least one page.)

ARITHMETIC.

(Put the whole work on your paper.)

1. Divide $4\frac{1}{2} + \frac{1}{5} + \frac{5}{16}$ by $\frac{2}{3} \times \frac{3}{4}$.
2. If \$24 buy $\frac{2}{3}$ of a yard of broadcloth, how much will \$13 buy? (*Analysis required.*)
3. From one half of $40\frac{1}{2}$ take $\frac{1}{4}$ of 21.
4. Bought 320 sheep at \$24 per head. afterward bought 435 at \$17 per head; then sold $\frac{2}{5}$ of the whole number at \$14 per head and the remainder at \$24; did I gain or lose, and how much?
5. Give the rule for the division by decimals.
6. What effect will it have upon a number. if the decimal point is removed three places to the right?
7. Reduce to decimals and add: $\frac{5}{8}, \frac{3}{5}, \frac{3}{4}, \frac{17}{25}, \frac{19}{40}$.
8. Divide 3.4 by 128, and multiply the quotient by twenty-six thousandths.
9. If 4.5 tons of hay cost \$101.25, what cost 18.4 tons?
10. What cost 3600 feet of boards @ \$6.25 per thousand, 1360 feet of scantling @ \$4.75 per thousand, and 2512 feet of laths @ 80 cents per hundred?

GERMAN.

Rechtschreiben.

Der Peter will nicht länger bleiben,
 Er will durchaus fort in die Welt
 Dieß Bagstück zu hintertreiben
 Der Mutter immer schwerer fällt.
 „Was willst Du,“ spricht sie, „draußen machen?
 Du kennst ja fremde Menschen nicht;
 Dir nimmt vielleicht all Deine Sachen
 Der erste best: Böfewicht.

„Der Peter laßt nur ihrer Sorgen,
 Wenn er die Mutter weinen sieht,
 Und wiederholt an jedem Morgen
 Sein längst gesung'nes Reiselied
 Er meint: Die Fremde nur macht Leute;
 Nicht in der Nähe liegt das Glück.
 Drum sucht er's auch recht in der Weite,
 Doch kehrt er mit der Zeit zurück.

Sprachlehre.

1. Gib alle Dingwörter im Obigen in der **Ein-** und **Mehr-**zahl mit dem bestimmten Artikel und ordne sie nach dem Geschlecht.

2. Welcher Fall ist „Mutter“ in der vierten und in der zehnten Zeile?

3. Gib Subjekt und Prädikat des Satzes, der in den letzten zwei Zeilen der ersten Strophe enthalten ist.

4. Zergliedere den in der sechsten Zeile der zweiten Strophe enthaltenen Satz.

5. Erzähle die zweite Strophe in der ersten Person der **Ein-**zahl.

6. Vervollständige die folgenden Sätze: Der Wanderer fragte (ein freundlich Knabe) nach (d. Weg). Bei (stark Frost) frieren die Flüsse zu. (D. Schulhaus) gegenüber steht eine Kirche. Durch (d. dicht Wald) führt ein Pfad. Der Dieb wird vor (d. Richter) geführt; auch (manch ander) Verbrecher muß vor (d. Richter) erscheinen.

BOTANY AND PHYSICS.

(Whenever you can, illustrate your answers by diagram.)

1. How would you tell the difference between a simple and a compound leaf?

2. Define node, internode, and leaf axil.

3. Tell how leaves may be arranged on the stem.

4. Give the different attitudes of the stem.

5. What do you understand by the inflorescence of flowers? Tell its parts.

6. Describe the process of melting.

7. Give an experiment illustrating the law that a change from the solid to the liquid state renders heat latent.

8. How can you show that increased pressure retards the boiling? Also, that decrease of pressure accelerates the boiling?

9. Describe Leidenfrost's experiment, and tell what it teaches.

10. Illustrate: Evaporation produces cold.

THIRD GRADE.

GEOGRAPHY.

1. What may be observed in regard to the surface in crossing North America from east to west?

2. Describe the three principal river systems of North America.

3. Name the principal capes of North America, and tell where they are.

4. Locate the principal seaports on the Atlantic coast of the United States.

5. What part of South America is covered with tropical forests?

6. What island is south of South America, and by what strait is it separated from the main land?

7. What can you say of the Orinoco River and the country drained by it?

8. Locate Rio Janeiro, the Magdalena River, Cape Saint Roque, Trinidad, Patagonia.

9. Name the four principal capes of Africa.

10. Name the mountain ranges of Africa and locate them.

HISTORY.

1. Of what country was Columbus a native, and what was his object in making a voyage to the west?

2. Name three settlements made by the English and one made by the Dutch. Give also the dates.

3. What can you say of the settlement of Pennsylvania?

4. Give an account of King Philip's War.

5. What other European wars affected the American colonies? Give the names of the English monarchs during whose reigns these wars occurred.

6. When did New York become an English province?

7. Give a short account of the settlement of Maryland.

8. When, and for what purpose did the New England colonies form a union?

9. What settlements were made in the Carolinas?

10. Which was the last settled of the original thirteen colonies? Name the person most distinguished in its settlement.

DICTION.

Light is given us by the sun, moon, stars, certain insects, and by various substances which burn. When it comes from objects made by man, we call it artificial light; when it comes from other sources, we call it natural light. When you look at any body that makes light, as the sun or a burning candle, the light from it comes straight to your eyes; but when the body does not make light itself, as any dark object, then the light which comes from it to you is borrowed from some body, which does not make light, and then reflected, or thrown toward your eyes. Light is as necessary for the growth of trees and vegetables as is air or water.

LANGUAGE.

1. Select all the adjective elements of the first and second class in the above.

2. Select all the objective elements in the above, and give the verbs that govern them.

3. Analyze "Light is necessary for the growth of trees and vegetables."

4. Form a sentence, the predicate of which is limited by an adverbial element of time and of manner.

5. Decline : *I, he.*

6. "Two barks *met* on the deep mid sea,

"*When calms* had stilled the tide ;

"A *few* bright days of summer glee,

"*There* found *them* side by side."

Parse the italicized words.

7. Write a sentence in which you employ the possessive case, plural, of a common noun.

8. Rewrite the following stanza in the second person, past tense :

"I blow the bellows, I forge the steel

"In all the shops of trade ;

"I hammer the ore and turn the wheel,

"Where my arms of strength are made ;

"I manage the furnace, the mill, the mint ;

"I carry, I spin, I weave ;

"And all my doings I put in print

"On every Saturday eve."

9. Correct: The boys' wrote those words on Mr. Johnsons' fence.

10. She has wrote her lessons good. Correct.

COMPOSITION.

Rain.

(At least twelve sentences.) Teachers to discuss the points with the scholars.

ARITHMETIC.

(Put the whole work on your paper.)

1. Multiply one million five thousand eighty five by seven thousand eighty-nine and divide the product by 2363.

2. Bought 56 yds. of silk at \$3.75 per yard, and 29 yds. of broadcloth at \$4.50 per yard; how much more did the silk cost than the broadcloth?

3. Bought 248 sheep for \$1240; how much would 31 sheep cost at that rate?

4. Paid \$210 for 240 lbs. of coffee: what was the price paid per pound?
5. Bought 204 hogs for \$1734; how many cows will pay for them at \$25.50 a piece? (*Analysis required.*)
6. How does dividing the divisor by any number affect the quotient? Show by an example.
7. From \$4565 take 18 eagles, \$280 and 25 dimes.
8. The remainder is 222, the divisor 444, and the quotient 888: what is the dividend?
6. What cost 124 yds. muslin, @ .25 per yard?
 180 „ calico, @ .18 “ “
 240 ; cloth, @ \$2.50 “ “
 16 “ gingham, @ .62 “ “
 4 “ velvet, @ \$6.75 “ “
10. What will one pencil cost, if 960 dozen cost \$576?

GERMAN.

Recht schreiben.

Gar emsig bei den Büchern
 Ein Knabe sitzt im Kämmerlein,
 Da lacht herein durch's Fenster
 Der lust'ge blanke Sonnenschein
 Und spricht: Lieb Kind! Du sitzt hier?
 Komm doch heraus und spiel bei mir!
 Den Knaben stört es nicht,
 Zum Sonnenschein er spricht:
 Erst laß mich fertig sein!

Der Knabe schreibt weiter
 Da kommt ein lustig Vögelein
 Das picket an die Scheiben
 Und schaut so schlau zu ihm herein;
 Es ruft: Komm mit! der Wald ist grün,
 Der Himmel blau, die Blumen blüh'n!
 Den Knaben stört es nicht,
 Zum Vogel kurz er spricht:
 Erst laß mich fertig sein!

Sprachlehre.

1. Kenne die Ortsbestimmungen zu *sieht*, *lacht*, *kommt*, *pickt*.
2. Was ist das Object von *hört*, *spricht*.
3. Welches Satzglied ist *lust'ge*? *blauke*? *lieb*? *kurz*?
4. Gib die persönlichen Fürwörter in den beiden Strophen.
5. Schreibe einen Vers aus dem Gedächtnisse nieder.
6. Schreibe die erste Strophe in der vergangenen Zeit nieder.

BOTANY AND PHYSICS.

(Whenever you can, illustrate your answers by diagram.)

1. Name the parts of a leaf, draw and describe them.
2. Tell what venation leaves may have.
3. Name the different kinds of margins of leaves.
4. Name the different kinds of bases and apices.
5. Name the kinds and shapes of leaves.
6. Give three experiments showing that friction generates heat.
7. Describe three experiments that show that chemical changes produce heat.
8. Describe an experiment, showing the effect of heat upon solids, liquids, gases.
9. Describe an experiment, that shows that heat creates currents in water; likewise in air.
10. What do you understand by draft? Why would you place the heating apparatus in the basement of a building?

GEOGRAPHY.

1. What is necessary to fit the earth to be man's home?
2. What is distance from the Equator called and how is it reckoned?
3. How does the surface of the land differ from that of the sea?
4. What do you understand by a river basin?

5. Name and describe the zones of the Earth.
6. What are the two forms of government among civilized people?
7. How are the continents of the New World connected?
8. Locate the Mediterranean Sea, the Nile River, the Isthmus of Suez, the Japan Islands, the Scandinavian Peninsula.
9. What occupation would men follow in mountainous districts?
10. Name three important commercial towns of the United States?

FOURTH GRADE.

DICTATION.

“*Wanted, an active, intelligent boy of good habits.*” We often read such an advertisement in the newspaper; but what boy can say, that he fully answers the description? An *active* boy,—one who does with a hearty good will whatever he undertakes, and who will not allow every little obstacle to prevent him from accomplishing his object. An *intelligent* boy,—one who has a mind of his own, and is not easily persuaded by idle and vicious boys to do what is not right. A boy *of good habits*,—one who will not lie, nor steal, nor cheat, nor swear, nor quarrel, one who has a good address and agreeable manners.

LANGUAGE.

1. Select three simple sentences from the above.
2. Name the subject and predicate of these three sentences.
3. Write the singular and plural number of all the nouns in the above.
4. Use the following nouns as the subjects of sentences, placing them in the plural number: *peach, tax, tornado, German, Frenchman, foot, child.*

5. Express the following thoughts in the past tense :
 "The bread lies in the cupboard." "I sit on the sofa"
 "James swims across the river."

6. Express the following thoughts in the passive voice :
 "We enclose a garden by a fence." "Gardeners raise vegetables."
 "We find palm trees in warm countries." "A little dog leads the blind man."

7. Write three sentences in which the predicate requires an object, also three sentences in which the predicate can have no object.

8. Write an interrogative sentence and point out the subject and the predicate.

9. Relate the second stanza on Page 104 of your Reader in the present tense.

10. Correct the following sentences : "Him and her have went to their homes." "She seen him and I in the garden."

COMPOSITION.

Trees.

(At least ten sentences. The teacher to discuss the subject with the pupils. When is a plant called a tree? its parts, changes, kinds of trees; orchard and forest; uses, etc.)

ARITHMETIC.

(To be solved orally.)

1. $7 \times 9 + 1 + 8 + 4 + 6 \times 4 + 3 \div 5 - 6 \times 7$ are how many times 3?
2. The sum of two numbers is 48, the less number 21, what is the difference?
3. 52 is 29 more than what number?
4. What cost more and how much, 7 copy books at 13 cents a piece, or 3 Third Readers at 29 cents a piece?
5. $\frac{2}{7}$ of 56 is $\frac{3}{4}$ of what number?
6. The product of two numbers is 56, and one of the numbers is 7; what is the other number?

7. A grocer bought 8 bbls. of flour at \$5 a bbl., for how much must he sell it a bbl. to gain 16 dollars on the whole :

8. How many bushels of apples at 6 shillings a bushel must be given for 5 bushels of wheat at 18 shillings a bushel ?

9. A watch cost 45 dollars, and $\frac{2}{5}$ of the cost of the watch is $\frac{1}{3}$ of the cost of the chain; what is the cost of the chain ?

10. Divide $\frac{1}{5}$ of 90 by $\frac{1}{3}$ of 12.

ARITHMETIC.

(Put the whole work on your paper.)

1. What number is that to which, if you add 38,946, the sum will be 50,421 ?

2. From the sum of 9327 and 4683 subtract their difference.

3. $370 \times 2900 + 4328 - 948,764 \div 9 = ?$

4. A man bought 80 acres of land at \$35 an acre, paid for improvements \$325, and then sold it for \$3,750. How much did he gain ?

5. Divide the product of 7413 and 927 by the quotient of 1350 by 50.

6. Bought a house and farm of 8 acres for \$67,802; the house was worth \$2580; what did the land cost per acre ?

7. Bought 24 lots of ground for \$768. What should I pay for 32 lots at the same rate.

8. How many cows at 27 dollars a piece must be given for 54 tons of hay at 17 dollars a ton ?

9. If one horse costs 121 dollars, and a cow 64 dollars, how much more will 37 horses cost than the same number of cows ?

10. Define division, dividend, divisor, quotient. Can the remainder in division be equal to the divisor ?

GERMAN.**Recht schreiben.**

Im Walde möcht' ich leben
Zur heißen Sommerzeit!
Der Wald, der kann uns geben
Viel Lust und Fröhlichkeit.

In seine kühlen Schatten
Winkt jeder Zweig und Ast,
Das Blümlein auf den Matten
Winkt mir: „Komm, lieber Gast.“

Wie sich die Vöglein schwingen
Im hellen Morgenglanz!
Und Hirsch' und Rehe springen
So lustig, wie zum Tanz.

Von jedem Zweig und Reife
Hör' nur, wie's lieblich schallt!
Sie singen laut und leise:
„Kommt, kommt zum grünen Wald.“

Sprachlehre.

1. Gib Subject und Prädikat aller Sätze in der ersten und zweiten Strophe.
2. Nenne die Dingwörter in dem Obigen und gib die Mehrzahl von der Wald, das Blümlein, der Zweig, die Matte, der Tanz.
3. Schreibe die Adjective in dem Obigen und steigere heiß, kühl und lustig.
4. Schreibe einen Vers aus dem Gedächtnisse nieder.
5. Beantworte folgende Fragen: Wer schwingt sich im hellen Morgenglanz? Wer springt wie zum Tanz? Wer singt laut und leise?

MISCELLANEOUS.

(All answers must be complete sentences.)

1. Name all the materials that are necessary in building a house.

2. What is the difference between the farm and the garden?
3. What is vineyard?
4. What different kinds of plants grow in the woods?
5. Tell the parts of the human body.
6. Write five sentences about water.
7. What can you tell about Moses?
8. Who was Lyncurgus? When did he live? What can you tell about the Spartans?
9. When was Alexander the Great born? At what age did he die? What caused his death?
10. Who was William of Normandy?

FIFTH GRADE.

GEOGRAPHY.

1. Draw a map of St. Clair County.
2. How could you find the distance from the eastern boundary to the western? From the northern to the southern?
3. Give its capital and four of its principal towns.
4. Locate Marissa and Centerville.
5. What do you understand by the base line? A township? How are the ranges reckoned?
6. What separates Illinois from Missouri and Iowa? From Indiana?
7. Name the three principal rivers of the State; in what direction do they flow, and where do they empty?
8. Name three principal railroads of the State, and the principal towns on them.
9. Locate Quincy, Kaskaskia, Cairo, Springfield.
10. Name the productions of Illinois.

DICTATION.

We were at our games in the playground with sparkling eyes and ruddy cheeks, when a tall man stepped across the street from the doctor's house, and came

among us. He stood on the step by the school-house door and beckoned us with his hand. In a minute or two, we were grouped around him. He was dressed in a loose gray suit, and his thin hair waved in the wind. We had never seen him before; we had never heard of him; and yet we loved him: he seemed so mild and kind.

LANGUAGE.

1. Select the namewords, qualitywords and action-words in the above, and arrange them in rows.

2. Write a sentence containing three proper name-words.

3. Fill the blanks in the following sentences with appropriate words: and pull the plow. Parents give their children, and James showed his

4. What do we see in the sky? Where do the rain-drops come from? What things are made of wood? When do the stars disappear? (*Answer in full sentences.*)

5. Write the plural number of house, dress, knife, fly, monkey, tomato, tooth.

6. Compare dark, good, happy, attentive.

7. On Page 99, Lesson XXXV of your Reader, write verses 6, 7, 8 and 9, as if instead of Harry there were several boys.

8. Write five sentences about *the violet*.

9. Correct: i do not like to read them books.

10. Correct: Them boys is very poor scholars.

NUMBER.

(To be solved orally.)

1. $6 + 5 + 4 + 60 - 25 - 40 \times 4 + 14 + 7$ are how many nines?

2. $7 + 8 + 9 + 19 - 24 - 16 - 7 > 6 = ?$

3. $16 \times 32 = ?$

4. $101 - (9 \times 7) = ?$

5. Find the square of 23.

6. If one bushel of pears costs 52 cents, what will 8 bushels cost?

7. A clerk receives 9 dollars a week and spends 6 dollars for board and washing; how much will he save in 8 weeks?

8. When oranges are sold at 7 cents a piece, and lemons at 5 cents a piece, how many cents will buy 6 oranges and 8 lemons?

9. How many are 9×13 ? $6 \times 19 = ?$ $8 \times 15 = ?$
 $6 \times 25 = ?$ $7 \times 22 = ?$

10. If a man earn 8 dollars and a boy 3 dollars, how much will they both earn in 7 weeks?

NUMBER.

(Put the whole work on your slate.)

1. Write in figures and add: Nineteen thousand four hundred thirty-one, six hundred seventy-six thousand four hundred eighty, five million eighteen thousand four hundred fifty-three, seven hundred fourteen thousand six hundred twenty-six, one million one hundred ninety nine thousand thirty-six, four thousand seven hundred thirty-eight, nine hundred twenty thousand five hundred thirty-six.

2. Write in words: 43,960,438.

3. Where would you place hundreds of millions? Name the periods as far as the fifth.

4. From $1424 + 44 + 223$ take $425 + 44 + 233$.

5. Multiply seven hundred ninety-seven by six hundred nine, and from the product take forty thousand nine hundred eight.

6. $9300 \times 160 = ?$

7. A man bought 424 sheep at \$6 a piece and 25 cows at \$40 a piece; how much did they all cost?

8. A lot cost 3400 dollars, and the house on it 3 times as much; how much did they both cost?

9. What cost 36 pieces of calico, each piece containing 33 yards at 16 cents a yard?

10. How many square feet in the floor of a room 16 feet long and 14 feet wide? (*Analysis required.*)

MISCELLANEOUS.

(All answers must be complete sentences.)

1. Name five properties of chalk.
2. Write four sentences about coal.
3. How is butter made?
4. Tell how the horse is useful to man.
5. How many senses you have and what they are.
6. What can you tell about milk?
7. Give five properties of the sponge.
8. Name three objects that are transparent, and three that are opaque.
9. What can amphibious animals do? Name two.
10. Name three kinds of stores, and tell what is sold in each.

GERMAN.**Recht schreiben.**

Mit Eisenbahnen und Dampfschiffen kann man in einem Tage viele Meilen weit reisen. Kleine Kinder müssen viel liegen und sitzen, bis sie gehen können. Der Gärtner begießt die Blumen, um sie vor dem Verwelken zu bewahren. Dieses Frühjahr sind viele Blüten durch den Frost zerstört worden.

SIXTH GRADE.**DICTION.**

The houses and streets in nearly all our large villages and cities are lighted with gas, which is made from coal. In some places oil lamps are still used, while in others the streets at night are quite dark, being without gas or oil lamps. The streets of our cities are paved with stones. Coaches, carts and wagons pass along the streets; and on each side of the carriage-way is a foot-path with small stones, bricks, or large flat stones on which people walk.

NUMBER.

1. $5 + 6 + 8 + 7 + 4 - 7 - 3 + 4 + 3 = ?$
2. $9 - 7 + 6 + 7 + 6 + 8 + 5 + 9 = ?$
3. $4 \times 9 + 12 - 3 - 3 - 3 + 11 + 6 =$ how many eights?
4. $63 - 4 - 5 - 6 - 2 - 5 - 4 - 6 = ?$
5. $57 + 58 + 59 = ?$
6. If one pound of beef costs 7 cents, how many cents will 8 pounds cost?
7. Write in words: 437,695.
8. Add: 7406, 950, 13,070, 8004, 1073, 40,087, 3009, 32,600, 613.
9. Take 3693 nine times.
10. Ten times 3, 41, 73, 64, 130, 30, 44, 6.

OBJECT LESSONS.

1. Name three streets of Belleville running north and south, three running east and west.
2. In what direction must you go and through what streets do you pass to reach the Thomas House?
3. What do you understand by the source of a river? the banks? the bed? the mouth?
4. What is a lake, a strait, an island, a peninsula?
5. In what direction from your city passes the South Eastern Railroad? the Cairo Short Line? Where is the Pittsburg Railroad depot?
6. Name 5 things that are hard, 5 that are soft, 5 that are heavy, 5 that are light.
7. Things that are transparent, opaque, useful, hurtful.
8. Name 5 things made of glass, five made of cotton, 5 made of clay, 5 made of silver.
9. Name the parts of a flower, of a knife.
10. Give the months, the days of the week, the seasons. How many days has March, June, August, May, February, November?

GERMAN.**Rechtschreiben.**

Das Ei hat eine harte Schale. Enten, Hühner und Gänse legen Eier. Die Leiter hat zwei Bäume und viele Sprossen. Der Wagen hat eine Deichsel, zwei Achsen, vier Räder, eine Langwied und einen Kasten. Die Pferde sind Zugthiere.

SEVENTH GRADE.**DICTION.**

Mutton is the flesh of sheep and lambs. A penny is a copper coin like a cent. How happy the children are! Where is your pocket? William and Mary play on the lawn.

1. $2 + 2 + 2 \div 3 + 3 + 3 + 4 + 4 + 4 + 5 + 5 = ?$

2. $7 + 7 + 7 \div 3 + 3 + 3 + 6 + 6 - 2 = ?$ tens? eights? fives?

4. $49 - 3 - 3 - 4 - 4 - 5 - 6 - 2 - 2 - 4 - 3 = ?$

5. 5 threes = ? fives? 8 fours = how many eights? six sixes = how many fours? 6 sevens are how many fours?

6. Count by fours, beginning with 2; by sevens. Count by sixes, beginning with 3; by threes, beginning with 1.

7. Count backward by threes, beginning with 54. Count backward by sixes beginning with 48.

OBJECT LESSONS.

1. Name the parts of an apple.
2. What covering has the sheep? the horse? the turkey? the fish?
3. Name the parts of your face.
4. Name the parts of your arm.
5. Name three garments made of wool.
6. What can you do with your legs?
7. Tell what you can about the frog.

GERMAN.**Recht schreiben.**

Der Krug ist von Stein. Der Topf ist rund. Der Strauch hat Blumen. Der Bär nascht gern Honig. Der Hecht ist ein Fisch. Das Weizen riecht gut. Die Ziege hat einen Part.

EIGHTH GRADE.**DICTATION.**

This cake is nice. We keep a kid in a cage. My box is a cube. The rose is red. The shad is a fish. Wine must be pure.

NUMBER.

1. $2 + 3 + 1 + 2 + 2 = ?$ $3 + 2 + 1 + 2 + 3 = ?$
2. $9 - 4 = ?$ $4 + 6 = ?$ $10 - 3 - 3 - 3 = ?$
3. 3 twos are how many ones? 4 threes are how many ones? 2 fives are how many ones? 2 fours are how many ones? 3 fours are how many ones?
4. 10 ones are how many twos? threes? fours? fives?
5. 9 ones are how many threes? 12 ones are how twos? threes? fours?
6. $3 + ? = 10$. $5 + 2 + ? = 10$. $4 + ? = 10$. $2 + ? = 10$.
7. $6 + 6 = ?$ $5 + 8 = ?$ $7 + 7 = ?$ $7 + 4 = ?$
 $4 + 8 = ?$ $8 + 3 = ?$
8. Write 17, 14, 13, 15, 18, 16, 11, 19, 20.
6. 2 twos + 2 threes = ? 3 threes + 2 ones = ?
10. $10 + 3 = ?$ $10 + 5 = ?$ $10 + 6 = ?$ $10 + 8 = ?$

OBJECT LESSONS.

1. Who builds houses? What are houses built of? Name the parts of the house.

2. What do you see in the bed-room? What in the sitting-room? What in the kitchen?

3. Where are the domestic animals kept? Name some domestic animals. What does the horse do? the cow?

4. Name some flowers. What can you say about the pink, the rose, the tulip, the cowslip?

5. What do children do at school?

9. Name some things that are round, square.

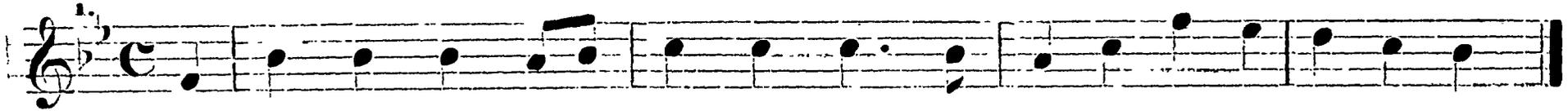
7. Name the parts of the slate, the book.

8. Name the members of the family.

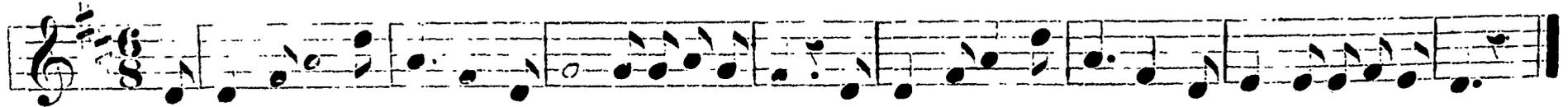
HIGH SCHOOL.



I. GRADE.



II. GRADE.



QUESTIONS.—What are Intervals? How are they reckoned?

III. GRADE.

QUESTIONS.—1. What do the following signs mean? ()
 2. What are the component tones of D. Scale?

IV. GRADE.

QUESTIONS.—1. What are the component tones of C Scale? Of G Scale? 2. What do we mean by Key of G?

V. GRADE.

QUESTIONS.—1. Of how many tones does the scale consist? 2. How many kinds of notes have you had? 3. Write them!

1. VI. GRADE.

QUESTIONS.—How many parts has the Double Measure? The Triple Measure? 2. What part is accented in the Double Measure? 3. What parts in the Quadruple Measure? 4. Write a Whole, an Eighth and a Half Rest!

RULES AND REGULATIONS

FOR THE GOVERNMENT OF THE

BELLEVILLE SCHOOLS.

SEC. 1. All the teachers of the Public Schools are expected to make themselves familiar with the provisions of these regulations, and to co-operate with the Board and Superintendent at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which they retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

SCHOOL SESSIONS.

SEC. 2. The School-Year shall commence on the second Monday of September, and continue forty-two consecutive weeks, to be divided into two terms, each to consist of twenty-one weeks.

SEC. 3. There shall be two daily sessions, each three hours in length, in all the schools, except in the Seventh and Eighth Grades which shall be dismissed half an hour before the time fixed for the dismissal of the other schools. The first session shall commence uniformly at nine o'clock A. M., and the second at one and one-half o'clock P. M., from the first of October till the first of April, and at two o'clock P. M. the remainder of the year.

SEC. 4. In stormy weather, when it would be imprudent to send the pupils home during intermission, it shall be the duty of the Principal of any of the schools, to order a double session to be held, which shall close at half past two o'clock P. M., but the schools of the Sixth, Seventh and Eighth Grades shall be dismissed on that day at twelve o'clock M.

SEC. 5. During each morning and afternoon session there shall be a recess of fifteen minutes, and during each double session there shall be two recesses of fifteen minutes each, to be arranged as the Principals may think most judicious.

VACATIONS AND HOLIDAYS.

SEC. 6. The schools shall be closed from the twenty-fifth of December to the second day of January inclusive, on all holidays appointed by National or State authority, and for a picnic day in the month of May, and on all Saturdays throughout the year; but on no other day, unless by special permission of the Board.

PRINCIPALS AND THEIR DUTIES.

SEC. 7. One teacher in each school building shall be designated as *Principal*, and he shall have a general supervision of the grounds, buildings and appurtenances of the same, and shall be held responsible for any want of neatness and cleanliness on the premises; whenever any repairs are needed, he shall give notice thereof to the Superintendent.

SEC. 8. In all matters relating to the government and management of the building, the subordinate teachers shall obey the directions of the Principal, and two teachers on each floor shall assist him in keeping order at the beginning and close of school and at recess.

SEC. 9. The Principal of each school shall report to the Superintendent, at the close of each month, the number of times he or any of his subordinate teachers have been tardy during the month.

SEC. 10. He shall, also, with the assistance of two teachers designated by him for that purpose, superintend the scholars while on the playground at recess.

SEC. 11. The Principal of each school shall cause one room in his building to be open at 8 o'clock A. M. daily, for the reception of such pupils as arrive at an early hour, such room to be under such supervision as the

Board may approve of. The pupils shall, in no case, be excluded from the building during the noon intermission.

TEACHERS AND THEIR DUTIES:

SEC. 12. All the teachers are required to be at their respective rooms fifteen minutes before the time for opening each morning session, and five minutes before the time for opening each evening session; and any teacher failing to comply with this rule shall be reported by the Principal as tardy.

SEC. 13. They shall register the time of their arrival at school every forenoon and afternoon in a book kept in the Principal's room for that purpose.

SEC. 14. They shall open school punctually at the appointed time, devote themselves exclusively to the duties of their office, and strictly adhere to the course of study, and the use of the textbooks prescribed by the Board.

SEC. 15. They shall practice such discipline in their schools as would be exercised by a kind, judicious parent in his family. They shall endeavor, on all proper occasions, to impress on the minds of their pupils, the principles of morality and virtue; but no teacher shall exercise any sectarian influence, or introduce religious exercises.

SEC. 16. They shall see that the pupils under their charge understand and faithfully observe all the rules relating to pupils.

SEC. 17. They shall attend carefully to the ventilation and temperature of their school rooms, and at no time raise the temperature of their rooms higher than 65 degrees Fahrenheit.

SEC. 18. They shall keep Class-books in which shall be entered the daily attendance of the pupils in their respective classes, and such other notes of their exercises as may exhibit a view of their advancement and standing.

SEC. 19. They shall keep their Registers and Class-books neatly and accurately, and in accordance with the prescribed forms.

SEC. 20. They shall keep a Register, in which they shall record the name, age, birthplace, residence, and date of admission of each pupil for the first time entered in the Public Schools, and also the names and occupation of the parent or guardian.

SEC. 21. They shall also make a daily record of the pupils present, absent or tardy, and at the close of each quarter, and at the close of the year, furnish the Superintendent with an abstract of the same, according to prescribed forms,

SEC. 22. They shall, within two weeks after the commencement of the schools and whenever their classes are changed by promotion, furnish the Superintendent with a programme of the daily exercises of their classes. They shall strictly adhere to the execution of said programme, no alteration therein being permitted without the consent of the Board.

PUPILS: ADMISSION, ATTENDANCE AND ABSENCE.

SEC. 23. Children of proper school-age, residing in this district, shall be admitted to the schools during the first three days of each term. At all other times they shall be received only on producing a written permit from the Board.

SEC. 24. Non-resident pupils can be admitted to the schools upon payment of a tuition fee, viz: in the High Schools and First Grade \$28, in the Second and Third Grades \$20, in the Fourth and Fifth Grades \$16, and in all other grades \$12 per year, *payable quarterly in advance.*

SEC. 25. Non-resident pupils shall not be permitted to remain in the schools to the inconvenience of resident pupils.

SEC. 26. No child or children whose parent or guardian is not an actual resident of this district shall be admitted to the schools without procuring the Township Treasurer's certificate of payment of the tuition fee *in advance.*

SEC. 27. No child under six years of age shall be admitted to the schools, and in case of doubt in the mind of the teacher, as to the child applying for admission being of the requisite age, she may require the parent or guardian of such child to furnish a certificate of legal school age.

SEC. 28. No child who is to enter school for the first time, shall be received at any other time, except on the *first three days* of each term.

SEC. 29. Every pupil is required to attend that grade of the schools for which he is best qualified by his mental ability and attainments.

SEC. 30. Any one applying for admission into any grade of the schools shall be examined by the Superintendent and by him directed to that grade for which he is best qualified. But no one having been a pupil of one school, shall be admitted into another during the same schoolyear without a written permit from the Superintendent.

SEC. 31. No pupil shall be allowed to depart from school before the usual time, unless sick, or on account of some other pressing emergency, of which the teacher shall be the judge.

SEC. 32. Children applying for admission into the Public Schools are required to furnish all the necessary text books and stationery used in their classes and all books ordered during the term, in default of which they shall be suspended.

SEC. 33. Indigent pupils can be furnished with the necessary books at the expense of the District, provided their parents apply to the Superintendent in person or in writing for that purpose. All books furnished by the District shall be marked as the property of Dist. 4 T. 1 N. R. 8 W., Belleville, Illinois, and shall, at the close of the school-year, or, when the pupils leave school, be collected and kept in the schools.

SEC. 34. It shall be the duty of every teacher, at the close of school, morning and afternoon of every day, to notify the parent or guardian of every pupil, *without exception*, who is absent or tardy in attendance. These notices shall be by printed form, to be supplied by the Superintendent, and may be sent by a pupil. Each notice shall be noted opposite the pupil's name in the register, in case of absence by the letter *a*, in case of tardiness by the letter *t* in the proper column of the day. If the parent or guardian does not answer these notices, the pupil's name shall, after three days absence from school, be stricken from the roll. Such pupils can be readmitted only upon special permit from the Board.

SEC. 35. Upon the return of the pupil, after any absence, the parent or guardian shall give, in person or in writing, an excuse, stating the cause. *If the absence or tardiness shall have been caused by sickness of the pupil, or necessary attendance upon a sick member of the family, or death in the family of the pupil — the absence or tardiness shall be excused*, and so noted by an oblique line through the letter *a* or *t* made as above.

SEC. 36. *In every case of absence of a pupil for more than four half days, or four tardinesses in four conse-*

cutive weeks, for any other cause than those permitted above, the absences or tardy pupil shall without exception or favor be suspended from school, and the fact immediately reported to the parent or guardian and the Superintendent. Any pupil so suspended shall not be readmitted until the beginning of the next quarter, unless by a written order from the Superintendent.

SEC. 37. No pupil shall be allowed to enter his or her school-room before the arrival of the teacher.

SEC. 38. Pupils who have been absent, or who from any cause have failed to prepare their lessons satisfactorily, may be required to recite them after school, but when a pupil is thus detained, the teacher shall remain also.

SEC. 39. When pupils are transferred from one teacher to another in the course of the month, the attendance of such pupils for the part of the month already past, shall be credited on the register of the teacher receiving the pupils.

DEPORTMENT OF PUPILS.

SEC. 40. The pupils must on all occasions be obedient to their teacher, and polite in their intercourse with each other. They must be diligent in study, prompt in recitation, and observe propriety of deportment during the recess, and in coming to and going from school.

SUSPENSION OF PUPILS.

SEC. 41. If pupils for any cause, whatever, are suspended from school, notice of such suspension must *at once* be given to the parent or guardian, and to the Superintendent.

SEC. 42. Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse therefor to the teacher, may be suspended from school.

SEC. 43. Cleanliness in person and clothing is required of every pupil, and repeated neglect or refusal to comply with this rule, shall be cause for suspension from school.

SEC. 44. Any pupil who shall destroy or injure any property of the Public Schools, shall be required to pay the amount lost thereby, and on failure to do so, such pupil may be suspended from school.

SEC. 45. Any pupil guilty of disobedience to a teacher, or of gross misconduct, may be suspended by the teacher.

SEC. 46. Any pupil, known to be affected with a contagious or infectious disease, or coming from a family where any such disease prevails, shall, during the time of such sickness, be suspended from school.

SEC. 47. Any pupil suspended from school by virtue of any of the foregoing rules, can be restored only on such conditions as the Superintendent or Board of Education shall determine.

EXAMINATIONS AND PROMOTIONS.

SEC. 48. There shall be a written examination during the last four weeks of each term, when all pupils who have been members of the first class of any grade for four months shall be examined for promotion. These examinations shall be conducted in such a manner as the Superintendent shall direct. A special examination of every school may be held whenever the Board or Superintendent may think it expedient.

SEC. 49. Pupils who by diligence rise above their grade, may by their teachers be recommended to the Superintendent and shall be by him examined and, if found competent, promoted to a higher grade at any time of the year.

SEC. 50. Whenever a teacher thinks it necessary to reduce a pupil from a higher to a lower grade, the Superintendent shall be notified of the fact, and, if he approves of the reduction, such pupil shall be reduced to the lower grade, *provided* such pupil shall not have been a member of the grade for more than three months.

GERMAN INSTRUCTION.

SEC. 51. During the time the school is under the instruction of the German teacher, the discipline of the school shall continue under the charge of the regular teachers, who shall be present while the instruction is given, and shall arrange the scholars for that purpose, in such manner as the teacher of German may desire, unless otherwise ordered by the Superintendent.

SEC. 52. The study of German shall be compulsory to all German-American pupils, except such as, in the estimation of the teachers of German, may be already too far advanced to be benefitted by the class instruction;

to the Anglo-American pupils it shall be optional, they must however begin in the Seventh Grade and furnish the teacher a written request from their parents to that effect; said request to be filed with the Superintendent. If Anglo-American pupils have discontinued the study of German, they shall not be received into the German classes again, unless upon an examination, they prove themselves prepared in German for the grade to which they belong.

ABSENCE AND TARDINESS OF TEACHERS.

SEC. 53. Any teacher who may be absent from school on account of sickness or other urgent necessity, must cause *immediate* notice of such absence to be given to the Superintendent.

SEC. 54. In all cases, those teachers who, during their absence, do not employ a suitable substitute, shall forfeit their per diem salary during such absence, provided the absence be one day or more; but no substitute shall remain in the schools longer than the pleasure of the Board.

SEC. 55. All teachers who fail to be at their respective rooms punctually at the appointed time shall forfeit for every failure of this kind one-fourth of their per diem salary.

TEACHERS' INSTITUTE.

SEC. 56. It shall be the duty of all the teachers of the Public Schools to meet on the third Saturday of each month, at such place as the Board may direct, for the purpose of holding an Institute for their mutual improvement. Said Institute shall commence at 10 o'clock A. M. and close at 12 M., and shall be subject to the control of the Board.

SEC. 57. All teachers instructing in the German language shall meet on the same Saturday at 9 o'clock A. M. to hold an Institute for the purpose of furthering the instruction in the German language.

SEC. 58. The Institute days shall be regarded as school days, and any teacher tardy at this exercise, or absent therefrom, shall suffer such deductions as are attached to those failures upon other school days.

CONTRACTS.

SEC. 59. The Board of Education reserve to themselves the right at their discretion at any time to transfer teachers to such situations as in their judgment will best subserve the interests of the schools under their charge, and this is to be understood as a part of their contract with the teachers employed.

SEC. 60. When teachers are elected by the Board and no time of service is specified, they are expected to hold their office till the close of the school year, unless sooner removed by the Board.

SEC. 61. No teacher shall be allowed to resign, during the term for which he or she was appointed, without at least two weeks' notice and the consent of the Board.

TEACHERS IN GENERAL.

SEC. 62. The visits of teachers to other schools shall be directed and regulated by the Superintendent.

SEC. 63. Whenever a teacher, on account of sickness or other urgent necessity, is compelled to dismiss his or her school before the usual time, immediate notice of such dismissal is to be given to the Superintendent.

SEC. 64. The habits, character and deportment of each child shall be studiously cultivated and improved by every teacher.

SEC. 65. Cleanliness of person and dress, neatness, obedience and order, are to be carefully encouraged and required. This must begin with the Eighth Grade, and will be regarded as necessary throughout every grade for a successful administration.

SEC. 66. No teacher shall during school hours, or at any time on the school house premises sell books or stationery to his or her pupils, nor shall teachers be permitted to send their pupils on errands during school hours.

SEC. 67. No teacher shall permit any of his or her time, or that of the school to be occupied in school hours by agents of books, lecturers or exhibitors. And no notices of lectures, concerts, exhibitions etc. by or in behalf of parties not officially connected with the schools, shall be given except by permission from the Board.

SEC. 68. No subscription or contribution shall be called for or permitted by the teachers from the pupils of their schools, for any purpose, whatsoever, unless authorized by the Board.

USE OF SCHOOL HOUSES.

SEC. 69. School rooms shall under no consideration be let to parties, except during vacation to regularly appointed teachers, who shall be held responsible for any damage done on the premises.

STUDIES.

SEC. 70. No pupil in the Public Schools shall be allowed to discontinue any study, except in cases of disability, such disability to be determined by the Superintendent.

RECESS.

SEC. 71. Pupils shall not be permitted to remain in the school rooms or halls during recess, except in cases of indisposition or convalescence, or when the weather is too inclement or stormy.

SEC. 72. These rules shall be in force hereafter, until duly amended, repealed or suspended, and all rules and regulations in conflict with the foregoing are hereby repealed.

CALENDAR 1876-7.

Schools begin	September 14th.
Christmas Vacation, from December 23rd till January 2nd, 1877, inclusive.	
First Semi-Annual Examination, from January 3th till January 26th.	
Promotion takes place,	February 2nd.
Second Term begins	February 5th.
Second Semi-Annual Examination, from June 4th till June 23rd.	
Promotion takes place	June 29th.
Schools close	June 29th.
Vacation lasts till	Sept. 10th.