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Wheeling Public Schools



1899



ANNUAL REPORT

OF

THE PUBLIC SCHOOLS,

OF THE

CITY OF WHEELING, W. VA.

FOR THE

SCHOOL YEAR ENDING JULY 31st, 1899.

Published by Order of the Board of Education.

THE WHEELING NEWS LITHO. CO.
WHEELING, W. VA.
1899.

OFFICERS AND MEMBERS OF THE BOARD OF EDUCATION.

FRANK W. BOWERS, President.

WALTER H. HALL, Clerk.

W. H. ANDERSON, A. M. Superintendent of Schools.

WASHINGTON.

I. P. Birney, M. D. Residence, 801 Main street. Business address, 801 Main street. Term expires, 1901.

C. E. Noble. Residence, 325 Coal street. Business address, North Wheeling Glass Co. Term expires, 1903.

John B. Garden. Residence, 439 Main street. Business address, The Wheeling Electrical Co. Term expires, 1905.

MADISON.

A. O. Maxwell. Residence, 68 Indiana street. Business address, 3920 Water street. Term expires, 1901.

Myron Hubbard. Residence, 3 South Front street. Business address, 1501 and 1503 Main street. Term expires, 1903.

R. B. Battelle. Residence, 79 South Penn street. Business address, North Wheeling Glass Co. Term expires, 1905.

CLAY.

J. A. Jefferson. Residence, 1231 McColloch street. Business address, 1229 Main street. Term expires, 1901.

G. L. Cranmer. Residence, 1209 Chapline street. Business address, 1400 Chapline street. Term expires, 1903.

*B. S. McLure. Residence, 1216 Market street, 2d floor. Term expires, 1901.

*Resigned and E. A. Hildreth, M. D., appointed.

E. A. Hildreth, M. D. Residence, 1207 Chapline street. Business address, 1207 Chapline street. Term expires, 1901.

UNION.

Wm. J. Nesbitt. Residence, 1510 Woods street. Business address, 1510 Woods street. Term expires, 1901.

Col. J. A. Miller. Residence, 1511 Market street. Business address, 31 Twelfth street. Term expires, 1903.

G. M. Ford. Residence, 130 Sixteenth street. Business address, S. W. cor. Nineteenth and Jacob. Term expires, 1905.

CENTRE.

W. A. Milligan. Residence, 2117 Eoff street. Business address, 1138 Market street. Term expires, 1901.

S. Waterhouse, Jr. Residence, 41 Twenty-third street. Business address, 1505 Main and 1508 South streets. Term expires, 1903.

Frank Wendel. Residence, 2244 Water street. Business address, 15 Fourteenth street. Term expires, 1905.

WEBSTER.

Wm. A. Dudley. Residence, 2903 Chapline street. Business address, N. W. cor. Twentieth and Market streets. Term expires, 1901.

A. J. McNash. Residence, 2710 Jacob street. Business address, 35 Twelfth street. Term expires, 1903.

F. W. Bowers. Residence, 2322 Eoff street. Business address, 1425 South street. Term expires, 1905.

RITCHIE.

W. W. McConnell. Residence, 3513 Eoff street. Business address, Cor. Thirty-fifth and McColloch streets. Term expires, 1901.

Fred Schaub. Residence, 3721 Jacob street. Business address, 3719 Jacob street. Term expires, 1903.

H. W. Schrebe. Residence, Forty-eighth and Jacob. Business address, Forty-eighth and Jacob. Term expires, 1905.

STANDING COMMITTEES OF THE BOARD OF EDUCATION FOR 1898-99.

FINANCE.—Messrs. Jefferson, Hubbard and McConnell.

ACCOUNTS.—Messrs. Ford, Garden and Hildreth.

SALARIES.—Messrs. Miller, Birney and Maxwell.

TEXT-BOOKS.—Messrs. Schaub, McNash and Milligan.

RULES AND REGULATIONS.—Messrs. Waterhouse, Cranmer and Dudley.

GERMAN LANGUAGE.—Messrs. Schrebe, Wendel and Nesbitt.

TEACHERS AND SCHOOLS.—Messrs. Dudley, Schaub, Waterhouse, Nesbitt, Cranmer, Hubbard and Garden.

BUILDINGS AND GROUNDS.—Messrs. Maxwell, Jefferson, Birney, Ford, Wendel, McNash and McConnell.

PUBLIC LIBRARY.—Messrs. Noble, Schrebe, Milligan, Miller, Hildreth, Battelle and Mr. President.

REPORT OF SUPERINTENDENT OF SCHOOLS,

To the Board of Education.

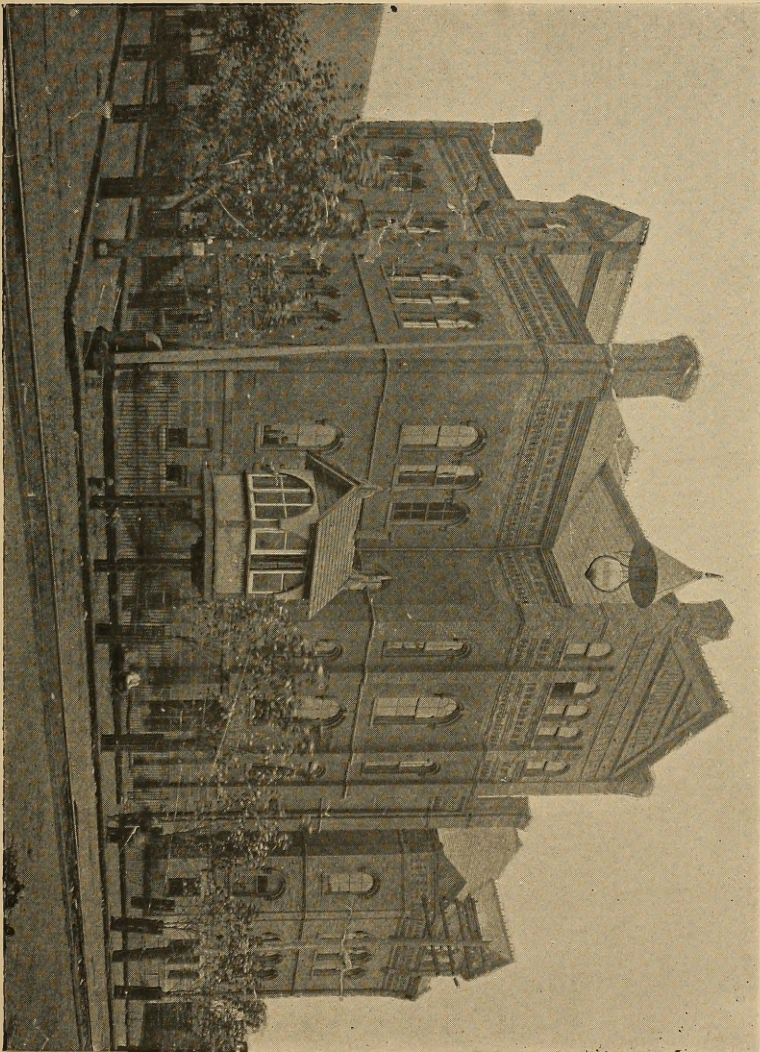
Gentlemen:—I have the honor to submit this my second annual report of the schools of the city. In this report you will find that of Walter H. Hall, Clerk; H. B. Work, Principal of the Wheeling High School; Flem B. Jones, Principal of Lincoln High School; Lucy Robinson, Supervisor and Instructor of Music; and Anna B. Wilson, Librarian of the Public Library. To these I invite your attention.

The past year has been a very successful one. Nothing happened to cause the schools of the city to be closed, except in Centre School. This school was closed for a short time for repairs to the foundation.

During the summer vacation the foundation was thoroughly underpinned with cement and iron, so that it is said to be as secure as any building in the city.

PRESIDENTS OF THE BOARD UNDER THE PRESENT ORGANIZATION.

DR. E. A. HILDRETH,	July 1st, 1865.
REV. J. T. M'CLURE,	July 3rd, 1866.
S. M. McCLELLAN,	May 13th, 1868.
JOHN H. HALL,	January 4th, 1869.
DR. GEORGE BAIRD,	January 4th, 1875.
CAPT. ANDREW WILSON,	January 3rd, 1881.
C. H. COLLIER,	April 19th, 1883.
DR. J. H. PIPES,	January 3rd, 1887.
P. B. DOBBINS,	December 15th, 1887.
J. A. MILLER,	January 7th, 1889.
DR. S. L. JEPSON,	January 5th, 1891.
DR. J. L. DICKEY,	January 2nd, 1893.
DR. C. F. ULRICH,	January 7th, 1895.
J. A. JEFFERSON,	January 4th, 1897.



UNION SCHOOL.

COMPULSORY LAW.

In my report for last year I mentioned the fact that the compulsory attendance law of the State is not in force in our city. It is claimed that, since we are under a special law, the general school law does not apply to us. I wish to reiterate my statements of last year, that I deem it very important that a compulsory attendance law be provided for Wheeling. It seems to me that there is a greater necessity for it here than in any other part of the State. I wish to call your attention to what Flem B. Jones, Principal of Lincoln School, says in his report about attendance. The same is true in the other schools.

WHEELING HIGH SCHOOL.

Our High School is now in the third year of its existence. It is very popular with the people, and is growing in popularity.

Our High School building is not well suited to the use. The rooms in the old part of the building are too small, and are not well proportioned for school rooms. It is impossible to ventilate, properly, in rooms so crowded. I trust that the Board will soon find it expedient to erect a new High School building.

Recently, I received notice that our High School had been placed on the accredited list in the West Virginia University. Our graduates are given credit in the University course for work done in our High School.

COURSE OF STUDY.

Our Course of Study is in line with the latest and best in the land. We have always been conservative in our ideas as to making changes, following the direction of Pope:

“Be not the first by whom the new are tried,
Nor yet the last to lay the old aside.”

H. B. Work, Principal of Wheeling High School, suggests that a training course for teachers be made a part of the work in that school. I would say that this same idea was set forth by me several years ago among the reasons for establishing a High School.

It is a fact now fully recognized that teaching is a business which must be learned, and is never, to any degree, a natural gift. The teacher deals with the minds of the pupils, and in order to do this successfully, must have both scientific and experimental knowledge of the workings of those minds, and the means by which they are most favorably directed.

GERMAN LANGUAGE.

The German department of our schools is very gradually gaining in numbers. The enrollment in this study was last year 597, being a small increase over former years.

So far as work in modern language is concerned, the work done in German entitles our pupils to enter the scientific course in our West Virginia University, as well as this course in almost any college.

INSURANCE.

For some years past, I have noticed from the reports of superintendents of several cities that school boards, in many places, choose to carry the risks on school buildings, rather than to pay insurance companies for doing the same. The question is, Would it be wise to thus risk public money? Judging the future by the past, this risk would be warranted. Our school buildings are all of stone and brick, and in all cases are isolated. The following is from the report of the superintendent of Duluth, Minn.: "The policy of the Board in the matter of fire insurance has been to reduce the amount on each wooden building to a minimum, and to carry none on those of better construction, except that on the High School \$140,000 is carried at a rate of \$1.25."

I think this matter well worth consideration by our Board of Education.

CONCLUSION.

In conclusion, I wish to express my thanks to the Board of Education for earnest support, and encouragement; to principals and teachers for efficient work, and cheerful co-operation in trying to enlarge the usefulness of the schools of the city.

Respectfully submitted,

W. H. ANDERSON,
Superintendent City Schools.

REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL.

W. H. Anderson, Supt. City Schools.

Dear Sir:—I have the honor to submit the following report of the High School for the year 1898-9:

CORPS OF TEACHERS.

H. B. Work, A. M., Principal; Theory and Practice of Teaching.

Emma J. Stephens, Geometry and Algebra.

Lizzie G. Woods, Algebra and Arithmetic.

Anna B. Irwin, Arithmetic.

Rida L. Dean, Music and English.

Etta M. Roberts, English and American Literature.

Louise J. Meyer, Ph. B., General History and Latin.

William D. Turner, A. B., Sciences.

Jas. C. Lewis, Book-Keeping and Civics.

Lina Rlegal, German.

William P. Collier, Substitute.

ENROLLMENT.

	Boys.	Girls.	Total.
Seniors	6	25	31
Juniors	15	35	50
Sophomores	19	44	63
Freshmen	47	94	141
Irregular	1	4	5
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	88	202	290
Graduates	5	25	30

MEMBERS OF GRADUATING CLASS OF 1899.

Ella Mae Bowers.	Etta Mae Peddicord.
Ella Mae Brown.	Clementine Picket.
Jeanette McKelvey Burt.	Ruth Curtis Rice.
Catherine Elizabeth Doddridge.	Grace Barbara Schwarm.
Margaret Mae Dudley.	Stella Sonderman.
Grace Elizabeth Fendt.	Alma Spell.
Margaret Josephine Friery.	Flossie Stobbs.
Mary Antoinette Graham.	Mary Agnes Wayman.
Katherine Wilder Hannan.	Annie Marie Weitzel.
Ella Curtis Haynes.	Lillian Minerva Wincher.
Isabella Harwood Jepson.	Alfred Tippet Graham.
Olga Elfrida Mayer.	Walker Gwynn.
Bertha Williams McCoy.	Harry Merle Miller.
Adaline Charlotte Miller.	George Carroll Rhoades.
Maude Murrin.	John Forrest Springer.

The work of the High School for the past year has been quite satisfactory. The spirit of the school has been good. Some disappointments, both to teachers and pupils, are unavoidable in a school so large as ours. Yet the past year has been comparatively free from such.

The number of withdrawals during the year was less proportionally than in the preceding year, while the number failing of promotion was also proportionally less. This result was accomplished, too, at the same time that a direct effort was made to raise the standard of work required in the school.

As stated in my report of last year, certain changes in the course of study are deemed advisable to make it more uniform and more carefully graded in difficulty. These suggestions have been laid before the Board of Education for their consideration.

During the past year classes took up the study of Botany for the first time. Instead of finding this subject a bugbear, as had been feared, it proved one of the most interesting and certainly one of the most instructive of the course. With the subject of Physical Geography it furnishes the most direct form of nature study. The field trips in quest of flowers were revelations to many.

At various times throughout the year "open day" literaries were given, in which the skill and power of the pupils in public speaking was shown to large numbers of interested visitors. For the enjoyment of the school, a number of prominent persons from time to time addressed them on topics of interest. The inspiration of the talks of Waitman Barbe, Rev. Cobb, Rev. Clark, and B. F. Jacobs of Chicago, is permanent in its effects.

Near the close of the year's work, a musical and dramatic en-

tainment was given by pupils of the school. The drama, "A Box of Monkeys," was delightfully rendered to a large and appreciative audience.

A high degree of interest has been maintained in the musical exercises of the school. The rendition of many of the selections was greatly aided and reinforced by the accompaniment of the High School Orchestra. The pupils composing this orchestra deserve the thanks of the school for their assistance.

The equipment of the science department has been largely increased by the purchase of chemicals and apparatus, while the addition of a case of the Crowell Physical Apparatus very materially adds to the efficiency of the teaching in that study. The best of teaching, however, cannot be realized in either of these subjects until room can be found, or made, for laboratories, in which the pupils may perform the necessary experiments with their own hands.

The work in English is constantly growing in amount, and in the labor of teaching. To teach a ready and accurate use of the mother tongue is one of the most important purposes of the public school. To accomplish this work in the High School, there ought to be more time given to the reading of classic selections of literature, and an increased amount of composition work based upon this. This we are not able to do with the present number of teachers.

Further additions to the school library are needed. The number of volumes is now about 115. Some of these are text-books, and are valuable only for reference. The whole number of those suitable for general reading is about 70, yet with this limited number the record shows a circulation of 430 volumes. This record does not include the references to the books made during the school hours.

The reference library is good so far as it goes, but is too limited for a school of such numbers as ours. One encyclopaedia for 290 pupils is insufficient, especially, if we are to make much headway in teaching subjects rather than books.

The greatest need of all, however, is a new building. The capacity of the present structure is overtaxed. Its adaptedness to the work of the school is very poor. The necessity of double seating; the changing of teachers to different rooms at almost every period of the day; the changing of classes in narrow hallways and by narrow stairways; the difficulty of heating and ventilating, all conspire to make the teacher's work, as well as that of the pupil, more laborious than it should be if the conditions under which the school work is done were as they should be. What is here said is not in the way of complaint. It is a condition and not a theory

that confronts us, and conditions enter largely into successful work.

The experiment of the continuous session begun May 1st, gives such general satisfaction, that it is hoped that it may be made the permanent policy for the future sessions of the school.

The following suggestions are offered regarding the course of study for the High School:

1. Such arrangements of the studies as will make the courses, rather than subjects, elective. Each course to require the pupil to pursue four studies at a time. The present plan requires four subjects of each, but all elective subjects are additional. The injustice of this may be seen in the final grading for graduation, the average of some pupils being made on four studies, some on five, and some even on six. Manifestly the pupil carrying five or six studies is at a disadvantage as compared with the one taking but four. A division of the work into two or more courses—an English, and a Latin one, for example—would permit each pupil to have the work he desires, and would put all upon equal standing. If this were done, I believe that more pupils would pursue the elective subjects than now do. The present system discounts the elective studies.

2. As the majority of teachers hereafter appointed to positions in the City Schools will doubtless be graduates of the High School, and as the effectiveness of teaching depends so largely upon the special training of teachers for their work, I suggest that a special training course, or Normal course, be organized; that it be open only to graduates of the High School, or those who have had an equivalent course; that the course of study shall consist of the work now done in Theory and Practice in the High School, together with such additional work in Psychology, History of Education, and Methods as may be thought advisable; that the pupils pursuing this work shall be required to do teaching in the various grades of work in the City Schools, under the direction of the regular teachers of those grades, and that a special training teacher be employed to have charge of this department. The pupils pursuing this course might also constitute the corps of substitute teachers for all the City Schools.

In concluding this brief report I desire to express my thanks to the teachers of the High School who have so cheerfully labored with me, and to yourself and the Board of Education for the cordial support given to the High School in its efforts to do its best work.

Respectfully submitted,

H. B. WORK, Principal.

REPORT OF THE PRINCIPAL OF LINCOLN HIGH SCHOOL.

W. H. Anderson, Supt. City Schools.

Dear Sir:—I have the honor to submit to you the report of Lincoln High School for the year 1898-1899.

I was elected Principal of Lincoln School in October, 1898. I found an enrollment of 25 pupils in the High School department. This number was increased to 28 by January, 1899.

At the Commencement of Lincoln High School, June 30th, 1899, six pupils were graduated—being one of the largest classes ever graduating from our school.

Our class in Physics made commendable progress last year, considering our inadequate physical apparatus. That we have is sadly in need of repair. It is conceded by all that Physics cannot be properly taught without much laboratory practice. This we are deprived of, not having apparatus suitable to our needs.

Our chemical apparatus, as reported last year, is insufficient, and it is to be hoped that the Board of Education will make suitable addition to our chemical and physical department during the present year.

The change of Physics from the second to the third year, I believe to be a step in the right direction, but I doubt the wisdom of placing English Literature in the fourth year and American Literature in the third. It seems to me these studies as before arranged were very suitably adapted to the advancement of the pupils.

Our High School is entirely dependent for its support upon the lower grades. The total enrollment of the entire school last year was 201—an enrollment more than 100 short of what it should be. Every known means has been employed to get all the children of school age enrolled in the school, with very little success. The teachers of Lincoln School from the High School to the D Primary have bravely done their part. They have made house to house canvass using persuasive arguments to induce parents to send their children.

Many parents are not properly awake to the need of educating

their children. It is a serious matter—a matter which not only concerns the interest and well-being of the children, but of the city and commonwealth as well.

I wish to thank the Board of Education for their kindly interest in all that pertained to the welfare of our school, and the Superintendent for his hearty co-operation during the entire school year.

Respectfully submitted,

FLEM B. JONES, Principal.

REPORT OF THE SUPERVISOR AND INSTRUCTOR OF MUSIC.

To W. H. Anderson, Supt. of Schools:

I hereby submit my second annual report of the Department of Music in the Wheeling Public Schools, and it affords me much pleasure to be able to report another year's satisfactory work.

Much can be said about the value of music in connection with public school work and a great deal has already been said by leading educators. As our teachers and principals through their close and constant association with the work are already well informed with regard to its merits. I shall not enter into a lengthy discussion of this point.

The refining and elevating influence of good music is almost universally acknowledged. The schoolroom in which singing is a daily exercise is pervaded with the atmosphere of true culture and refinement. As a means of mental discipline, no branch of study holds a higher rank than music.

The concentration of mind necessary to sight reading is quite equal to that required to solve the most difficult problem. It is the most expressive of the profound depths of the heart and gives utterance to the longings of the human soul.

There has been a marked improvement in all grades during the past year both in the quality and spirit of the children's singing. This is noticeable and is frequently a subject of remark.

The work in the High School is well done and the singing in the assembly hall when the whole school is present is delightful and inspiring. Here four parts are well sustained, the singing of the boys being especially praiseworthy.

The High School Orchestra composed of male and female pupils of the High School has assisted materially the chorus singing of that school and has given inspiration and delight to all by the excellent music rendered.

Music writing has been a feature in all the grades. This requires concentration of mind and is an excellent mental drill. In

the selection of rote songs, I have endeavored to find those appropriate to the time of year:—morning songs, gesture songs, slumber songs, etc., such as "Come Little Leaves," "Sweet Summer's Gone," "Brahm's Lullaby," "Finger Song" and many others.

Music education is receiving more attention to-day from the educational men and women of our country than ever before, and my efforts have been to keep our schools as near the front as possible, and I can report progress in the work.

In closing I desire to thank the Supt. of Schools for interest manifested, the Board of Education for generous support, and the principals and teachers who have so heartily co-operated with me in the work.

Very respectfully submitted,

LUCY ROBINSON,
Supervisor and Instructor of Music.

LIBRARIAN'S REPORT.

CLASS TO WHICH BOOKS BELONG.	BIOG.	FIGT.	000	100	200	300	400	500	600	700	800	900	TOTAL.
No. of Vols. in Library, April 4, 1898.....	1183	5640	1140	208	505	1315	75	565	377	287	1668	2801	15764
No. of Vols. added during the year.....	47	302	80	11	19	62	1	17	22	34	76	137	808
No. of Vols. worn out during the year.....	2	412	7								1	5	427
No. of Vols replacing worn out ones.....	2	360	4								1	4	371
No. of Vols. missing April 3, 1899.....		3											3
No. of Vols. in Library, April 3, 1899.....	1230	5887	1217	219	524	1377	76	582	399	321	1744	2937	16513
No. of Vols. bound and rebound during '99.		518	83	1				2	11	7	8	18	648
Circulation for home use, 1897 to 1898.....	736	61096	847	169	302	279	25	402	233	319	1986	2706	69100
Circulation for home use, 1898 to 1899.....	745	60627	745	185	270	380	38	424	303	377	1576	2690	68360
Inc. in circulation of present over past year.	9	469	102	16	32	101	13	22	70	58	410	16	289
Dec. in circulation of present over past year.													1029
No. books used in reading room during '98.													11515
No. books used in reading room during '99.													12908
Inc. in circulation of present over last year.													1393
Dec. in circulation of present over last year...													

Number of books added during the year.....	1179
Of this number, replacing worn out ones.....	371
Of this number, from bindery.....	93
Of this number, from Washington City.....	22
Of this number, donated.....	15
Cards issued during the year.....	456
Total number of cards now in use.....	6080

Respectfully submitted,

ANNIE B. WILSON, Librarian.

ANNUAL STATEMENT

Of the Clerk of the Board of Education of the School District of Wheeling of Expenditures for the Year Ending July 31, 1899.

SCHOOL FUND.	Salaries of Teachers.	Salaries of Janitors.	Repairs.	Contingents.	Fuel and Light.	Furniture and Apparatus.	Miscellaneous.	Totals.
High School.....	\$6,450 00	\$ 300 00	\$ 487 92	\$64 80	\$ 247 16	\$ 851 15		\$8,401 03
Washing'tn School	6,860 00	400 00	1,578 19	27 50	370 05	20 43		9,256 17
Clay School.....	7,776 00	800 00	733 59	204 14	627 06	16 50		10,157 29
Union School.....	6,550 00	400 00	652 34	17 00	622 12	32 38		8,273 84
Centre School.....	5,676 00	400 00	950 97	76 27	242 67	109 50		7,455 41
Webster School....	8,128 00	500 00	562 15	102 06	503 51	77 05		9,872 77
Madison School....	8,415 00	500 00	676 97	79 19	577 43	389 58		10,638 17
Ritchie School....	9,780 00	660 00	1,094 44	75 16	483 30	22 20		12,115 10
Lincoln School....	4,173 00	250 00	498 73	18 93	224 58	34 64		5,199 88
Offices of Board..		120 00			55 03			175 03
Salaries of German Teachers...							2,060 00	2,060 00
Salary of Music Teacher							1,000 00	1,000 00
Salaries of Officers							3,000 00	3,000 00
Books, Stationery and Supplies.....							830 10	830 10
Printing and Advertising							342 09	342 09
Census and Enumeration							221 30	221 30
Insurance							26 70	26 70
Commencement Exercises							149 50	149 50
Refund Taxes.....							220 51	220 51
Miscellaneous							2,101 16	2,101 16
Totals	63,808 00	4,330 00	7,235 30	665 05	3,952 91	1,553 43	9,951 36	91,496 05
BUILDING FUND.								
Final payment on Maxwell property.....								\$3,884 09
Amount paid on Centre School Building (concrete foundation).....								1,600 00
Architects' commissions, Centre School Building.....								150 00
Refund Taxes.....								35 05
Total								\$5,669 14
LIBRARY FUND.								
Salaries								\$2,240 00
Books								1,207 56
Rent								1,000 00
Binding								683 88
Papers, Magazines and Periodicals.....								383 15
Insurance								120 00
Printing and Advertising.....								54 00
Refund Taxes.....								16 34
Electric Light.....								525 45
Illuminating Gas.....								2 30
Electric Fans.....								103 55
Book Stacks.....								55 20
Miscellaneous								77 54
Total								\$6,468 97

WALTER H. HALL, Clerk of the Board of Education.

HISTORY OF LINCOLN SCHOOL.

The first public school house for the education of the colored children in Wheeling was opened in 1866. The building was located on Twelfth street above Jacob, the teacher in charge was Mr. John West of Smithfield, Ohio.

In 1872, after having taught six years, Mr. West was succeeded by Mr. Wm. Gaskins. Mr. Gaskins taught on Twelfth street for several years—until by order of the Board the school was removed to the old building on Chapline street, formerly occupied by the white children. At this time, the number of children having increased, an additional teacher was necessary, Mrs. Gaskins was chosen as an assistant.

In January, 1882, Mr. Gaskins died and the school was continued under the direction of Mrs. Gaskins until April 6th, 1882.

On the above date Mr. J. McHenry Jones was chosen as Principal. The growth of the school under his supervision made imperative an increase of teachers, and in the fall of 1883 Miss Carrie M. Harrison was added to the teaching force. During the summer of 1884 the old building was remodeled and two extra rooms added.

In 1885 the first class graduated at the same time and from the same stage as the other pupils of the City Schools. In the summer of 1885 an office was built and an additional teacher for the Grammar department elected. Miss Carrie Harrison was promoted to this place.

From this time, the year 1888 excepted, a class has graduated each year.

It is perhaps not amiss to say that agitation consequent upon the colored children attending the same examinations and graduating from the same stage as the white children, led the Board, or some members of it, to question the legality of the intermingling of the races. The question was finally referred to the State Superintendent of Public Schools, who, in return, referred it to the Attorney General of the State. The Attorney General decided that it was illegal for white and colored children to attend the same school or be classified together. This led to a separate commencement for the white and colored children in 1886.

In 1889, yet another addition was made, and a new teacher elected. The teaching force now numbered 6.

One night in January, 1893, during a blinding snow-storm, the old school house that had stood for half a century, receiving children, first white and then black, was burned to the ground.

From this time till April, 1894, the sessions of the school were held in the hall of the market house. On the above date the new building was ready for occupancy. The building, erected upon the ashes of the old one, is modern in all its appointments and is a lasting monument to the untiring labor of Mr. J. McHenry Jones. In 1895 another teacher was added.

In the fall of 1896, at a special meeting of the Board, the High School department was added, with a course identical with the Wheeling High School. This raised the teaching force to 8—the present number.

The German department was added in 1889 and Miss Thusnelda Kraeuter was appointed to the new position.

The school was first called Lincoln, after the great Emancipator, by the teachers, to whom the designation, Colored School, was distasteful. Since the other schools were named, they felt that the school for colored children should be named also.

The name was legally given by a resolution of the Board offered by Dr. John Pipes, of the Ritchie District, at the suggestion of the Principal of the school.

Lincoln School has graduated 54 pupils, of these many are teachers and not a few are in other professions.

NUMBER OF GRADUATES.

1885.....	4
1886.....	5
1887.....	2
1889.....	3
1890.....	2
1891.....	4
1892.....	6
1893.....	3
1894.....	4
1895.....	2
1896.....	4
1897.....	5
1898.....	4
1899.....	6
Total.....	54

Respectfully submitted,

FLEM B. JONES, Principal.



MADISON SCHOOL (Old.)

EXAMINATION QUESTIONS.

The following questions were submitted by the Superintendent for examinations in the several years of the High School:

CHEMISTRY—1899.

1. Explain the use of symbols in chemistry.
2. Compare O with H. How may each be obtained?
3. Give some facts or laws relating to chemical combinations.
4. Explain the nomenclature for Chlorides and Oxides. For acids.
5. Name the different forms of C.
6. Give the preparation of $C O_2$. Give reaction involved
7. Show how plants and animals are storehouses of energy.
8. How is a formula determined? Define Valence.
9. Name the Chlorine group, giving properties of each member.
10. What are the carbon compounds? Name five.

GENERAL HISTORY—JUNE 11, 1899.

1. At what period did each of the following persons live, and to what country did each belong? Napoleon Bonaparte, Charlemagne, Alfred the Great, Mark Antony, Plato, Attila, Francis Bacon, Sebastian Cabot, Cervantes, Peter the Hermit? With regard to each, state at least one event that has made his name famous.

2. Give two points in which the government of Athens differed from the government of Persia; two points in which the political systems of Athens differed from that of Sparta.

Who was the great-epic poet of Greece? What is he supposed to have written? State the subject of each poem.

Name a great dramatist, a great historian, and a great philosopher of ancient Greece. Give the name of something which each wrote.

3. What signal service did each of the following render to Greece: Miltiades, Themistocles, Pericles, Xenophon, Alexander the Great?

4. What important service did each of the following render to Rome: Cincinnatus, Fabius, Scipio, Africanus, Tiberius Gracchus, Cneius Pompey?

5. Sketch briefly some of the events of the French revolution, and show how it effected the history of the world.

6. What results were secured by the battles of Marathon, of Philippi, of Hastings, of Waterloo?

7. What important service did each of the following render to America: Roger Williams, General Wolfe, Patrick Henry, Nathaniel Greene, Alexander Hamilton, Thomas Jefferson, Ulysses S. Grant?

THEORY AND PRACTICE—FEBRUARY, 1899.

1. Discuss the **spirit of the teacher.**
2. Give the author's **order of study.**
3. What should characterize the language of the teacher?
4. What does the author say as to self-improvement on the part of the teacher.
5. What is the aim of education?
6. Discuss "Waking up Mind."
7. Illustrate the statement: "The teacher should use plain language."
8. Discuss School Government.
9. Discuss the first day of school.
10. Name five rewards of the teacher.

SCHOOL MANAGEMENT—JUNE 5th, 1899.

1. What is the true test of a teaching exercise? What can you say of aimless teaching?
2. Give some of the elements of governing power; will power; easy control.
3. What is the effect of neat and well kept school buildings and grounds? Of proper ventilation?
4. Prepare a three-grade program.
5. Prepare an outline of **School Government.**
6. What is an Immoral Action? How is the will connected with it?
6. Name the seven **school virtues.**
8. Discuss school incentives.
9. What relation does the teacher sustain to the pupils?
10. Give an outline of Moral Training.

GRAMMAR—DECEMBER, 1898.

1. Define the following giving an example of each: (a) simple sentence; (b) complex sentence; (c) compound sentence.
2. Fill the blanks in the following with relative pronouns: ——— do men say that I am? I met a man ——— they said was a magician. The tree ——— leaves had fallen off.
3. Write sentences containing (a) an infinitive phrase; (b) a verb in the potential mode, past tense; (c) a relative clause; (d) a substantive clause; (e) a noun used as an attribute.
4. Illustrate by examples the use of the subjunctive mode.
5. Write a sentence whose predicate is modified by an adverb, a phrase and a clause.
6. MUCH THAT Herodotus tells us of this expedition IS MORE INCREDIBLE THAN THAT LONGER and far different DESCRIPTION of it WHICH Xenophon gives.
Give part of speech and construction of words in capitals.
7. Compare the adjectives of which LAST is the superlative.
8. Write the plural of ANALYSIS, CARGO, CANTO, TALISMAN, ALKALI, SERAPH, SHEAF, HANDFUL, Mr. SMITH, VALLEY, MONEY, SON-IN-LAW.
9. What modes may takes the interrogative form?
10. Correct: "Four years' lease of power have fallen to his lot." State the reason. Parse FOUR. State the subject of the proposition.

UNITED STATES HISTORY—1899.

1. What was the main incentive to maritime discovery during the fifteenth century?
2. Describe the territorial growth of the United States.
3. What people settled the Mississippi Valley? The valley of the Hudson? Georgia? Maryland?
4. What bound the States together during the Revolution?
5. What causes led to the French and Indian War? To the Revolution?
6. What great principles were involved in the Civil War and settled by it?
7. Trace the development of the idea of secession, noting the instances in which state rights have been publicly asserted.
8. What was the Missouri Compromise? What led to it?
9. Give brief accounts of the following: Boston Port Bill, Charter Oak, Alabama Claims, Ordinance of Eighty-seven, Dred Scott decision, Conquest of California, Emancipation Proclamation, Resumption of Specie Payments.
10. What made the following persons prominent: Franklin? Hamilton? Jefferson? Lincoln? Garfield? Dewey?

GEOGRAPHY—JUNE, 1899.

1. Draw a circle to represent the outline of a sphere and locate upon it: (a) the equator; (b) the tropics; (c) the polar circles; and (d) the poles. Mark the latitude of each.
 2. Paris, France, is a little farther north than Quebec, while the climate of Paris is much the milder. Explain.
 3. If the inclination of the earth's axis were thirty degrees, how many degrees in width would the temperate zones be?
 4. Give the location of three leading cities of the United States, state why they are so situated, and what industries and other characteristics result from their situation.
 5. Describe the two principal projected canal routes between the Atlantic and the Pacific.
 6. Name four large rivers that rise in the Alps, and the body of water into which each flows.
 7. Give source, general direction, and outlet of (a) the Rio Grande; (b) the Orinoco; (c) the Niger; (d) the Ganges; (e) the Danube.
 8. What is the chief manufacturing industry of Lynn? Sheffield? Lyons? Pittsburg? Belfast?
 9. What States and Territories produce the following articles in large quantities: Gold, silver, petroleum, salt, coal, and sugar?
 10. Bound and give the physical features of the largest State in the Union; of the smallest State in the Union.
 11. What empires and kingdoms are in Asia?
 12. Where are the cities here named: Acapulco, Melbourne, Valparaiso, Yeddo, Lima, Glasgow?
- NOTE.—Answer any ten of the above questions.

AMERICAN LITERATURE—1899.

1. What can you say as to the beginning of American Literature?
2. What can you say as to American women as writers? Name five, and name a production of each.
3. Give Capt. John Smith's romantic life and character.
4. Tell what you know about state rights. Who made the celebrated reply to Hayne?
5. Tell of Education in First National period; Education at present.
6. Who wrote Ben Hur? The Alhambra? Among my Books? Montcalm and Wolfe? The Chambered Nautilus? Hanging of the Crane? The Raven? To a Water Fowl? The Federalist?
7. Compare the views of life as reflected in the writings of Franklin, Emerson and Whittier.
8. Who wrote Death of the Flowers? Old Ironsides? Barefoot Boy?
10. Give a general outline of Edgar Allen Poe's literary work and indicate his place in American Literature.
10. Name five American Poets. Two Historians. Four Novelists. Name two Essayists. Name a writing of each.

LATIN—JUNE, 1899.

1. Name a noun in each of the first three declensions. Decline each.
2. Conjugate the verb *amo* in the present, imperfect, and future active indicative.
3. Translate into English:
 - (a) *Causam belli civili C. Marius sexies consul dedit.* (b) *Neque vero ille minus pater familias habitus est quam civis.* (c) *Id postero die Flaminius senatui detulit.* (d) *Has copias traduxit in Italiamque pervenit.* (e) *Iterum ab eodem gradu depulsus est.*
4. Translate into Latin:
 - (a) He marched to the Alps with all his troops. (b) A fierce battle was fought at that place. (c) Rome was a large and beautiful city. (d) The army numbered forty thousand men. (e) He was born in Carthage.
5. Translate the following:

Tāli modō cum septem et septuāgintā annōs complēsset atque ad extrēmam senectūtem nōn minus dīgnitāte quam grātiā fortūnāque crēvisset (multās enim hērēditātēs nullā aliā rē quam bonitāte cōsecūsus est) tantāque prōsperitāte ūsus esset valētudinīs, ut annīs trīgintā medicīnā nōn indiguisset, nactus est morbum, quem initiō et ipse et medicī contempserunt: nam putarunt esse tēnesmon, cui remedia celeria faciliaque prōpōnēbantur. In hōc cum trēs mēnsēs sine ūllīs dolōribus, praeterquam quōs ex cūratiōne capiēbat, cōsūmpsisset, subitō tanta vīs morbī in īmum intestīnum prōrūpit ut extrēmo tempore per lumbos fistulae pūris ēruperint.
6. Give the construction of "complēsset" in the above. Of "annis," of "indiguisset," of "quos," of "tempore," of "verbis."

JUNIOR CLASS—LITERATURE—JUNE, 1899.

1. Give titles of Shakespear's plays and an outline of some play.
2. Give a brief synopsis of Paradise Lost. What else did Milton write? Who have written criticisms of Milton?
3. Mention five English essayists. What did each write?
4. What did Pope write? Which of his works have you read? Give an outline of any of them.
5. Name together with their authors, three standard histories, three epic poems, three lyric poems, and three works of fiction.
6. By whom and about what time was the Spectator written?
7. Who wrote the following: Robinson Crusoe, Gulliver's Travels, Confession of an Opium Eater, The Lay of the Last Minstrel, John Halifax, Jane Eyre, Deserted Village, Childe Harold, The Princess, The Traveler?
8. Name the most prominent English writer of the beginning of the present century, and some of his works.
9. Of the English writers of the present century, name three historians, three novelists, and three poets, and one work of each.
10. Name the author of each of the following works: The Canterbury Tales, Pilgrim's Progress, Gulliyer's Travels, Winter's Tale, The Vicar of Wakefield, Decline and Fall of the Roman Empire, Heroes and Hero Worship, Rime of the Ancient Mariner, Lays of Ancient Rome, Middlemarch, Aurora Leigh, Ode on Immortality, Toilers of the Sea, Hypatia.

RHETORIC—DECEMBER, 1898.

1. Define Rhetoric. Give the two important divisions of it.
2. Name the ways by which one's vocabulary is increased.
3. Define Clearness. Give Quintilian's Rule. Name and define the faults opposed to clearness.
4. Define Strength, Unity, and Harmony.
5. Name the special properties of style.
6. Give the attributes of the Sublime—physical and moral.
7. Name the chief elements of the Beautiful—physical and moral.
8. Distinguish between Wit and Humor.
9. Name the varieties of style.
10. Write a short essay on the subject, "Sorrow's Crown of Sorrow is Remembering Happier Things."

CIVIL GOVERNMENT—MARCH 24, 1899.

1. Distinguish clearly between a Democracy, a Republic, and an Aristocracy. Give an example of each.
2. Explain in full the method of electing a U. S. Senator.
3. Define impeachment, and state the mode of trial.
4. Explain the number and time of the sessions of Congress.
5. How are contested elections of the U. S. Senate and U. S. House of Representatives decided? Give the substance of the Constitution on this point.
6. What is the veto? Explain in detail how a bill is passed over the President's veto.
7. (a) How are representations in Congress apportioned among the several states? (b) How Presidential electors? (c) How many Presidential electors from W. Va. at this time? (d) What is the electoral college?
8. (a) When does the present Congress expire? (b) What will the next Congress be called? (c) How many members of the House of Representatives in Congress from W. Va.?
9. What is International Law? What is the remedy in case of violation?
10. Explain a Bill of Attainder.

HIGH SCHOOL—JUNE 20, 1899.
BOTANY.

1. What are the requisite conditions for germination of a seed?
2. Describe the osmose of root hairs.
3. What material does a plant use for storage? For circulation?
4. Draw the cross section of a Dicotyledonous plant, marking each part respectively.
5. Name the living parts of a plant?
6. What is Fertilization? Venation?
7. What is meant by assimilation in plant life? Name the two forms of assimilation. State the difference between them.
8. What are weeds? What means of defense do plants have, (1) against the weather, (2) against animals?
9. What constitutes a fruit?
10. What are Cryptogamous plants? Name the various forms of reproduction of these plants.

GEOMETRY—1899.

1. Define circle, secant, tangent, chord.
2. If the area of a polygon, one of whose sides is 15 in., is 375 sq. in., what is the area of a similar polygon whose homologous side is 18 in.?
3. Two plots of ground, one a square and the other a circle, contain each 70686 sq. ft. How much longer is the perimeter of the square than the circumference of the circle?
4. How is a plane determined? Demonstrate.
5. If two straight lines are cut by three parallel planes, the corresponding segments are proportional.
6. Find the dimensions of the base of a rectangular parallelepiped, the area of whose entire surface is 320, volume 336, and altitude 4.
7. Find the volume of a truncated right triangular prism, whose lateral edges are 11, 14, and 17, having for its base an isosceles triangle whose sides are 10, 13, and 13.
8. If a point on the surface of a sphere lies at a quadrant's distance from each of two points in the arc of a great circle, it is the pole of that arc.
9. If one spherical triangle is the polar triangle of another, then the second spherical triangle is the polar triangle of the first.
10. The volume of a circular cone is equal to one-third the product of its base and altitude.

LATIN—FIRST YEAR— 1899.

1. What adjectives ending in *lis* form their superlative irregularly?
2. Decline the following nouns: *Tuba, bellum, servus, puer, rex, virtus, domus.*
3. Name the prepositions followed by the ablative, and those followed by the accusative.
4. Translate the following words: *Altus, acer, vir, iter, ceterior, sine, collis, semper, timeo, pigritia.*
5. Give the part of speech of each of the words in the above question.
6. Decline the adjective *malus.*
7. Conjugate the active indicative of the verb *moneo.*
8. Translate: *Puer in prato oves pascebat, atque per iocum clamitabat, ut sibi auxilium ferretur, quasi lupus gregem esset adortus.*
9. Give the construction of *ferretur, prato* and *esset*, in the above.
10. Give the principal parts of *duco, dico, eo, sum, facio.*

SOPHOMORE CLASS.

BOTANY—1899.

1. What chemical changes are produced by germination?
2. How are plants classified by the number of cotyledons?
3. What are adventitious roots?
4. Name and define the various forms of roots.
5. What are tissues? Name and describe the most important forms of tissue.
6. State the uses of the component parts of the stem.
7. What is vernation? How important?
8. State some leaf disguises.
9. Give the characteristics of Living Protoplasm.
10. Name the parts of the flower and describe each.

LESSONS IN ENGLISH—DECEMBER, 1898.

1. Give theories as to the origin of language.
2. What is the origin of most words in common use? of most of the scientific terms? What proportion of our words are of Latin origin?
3. Define Figures of Speech. What is the advantage of their use?
4. Name and illustrate five figures.
5. Give cautions as to the use of figures.
6. Define Rhetoric.
7. Distinguish between Purity and Propriety.
8. What is meant by "Squinting Construction?" Give an example.
9. Give the uses of punctuation.
10. Copy and punctuate the following:

to the memory of shakespeare

ben johnson was born at westminster in 1574, he received his education at westminster school and by some is said to have passed several months at st johns college cambridge he wrote numerous plays the first which gained him any reputation was every man in his humor his writings are very pedantic yet they show great force and a humor which is thoroughly original and full of sparkle he was one of the most intimate friends of shakespeare he died in 1637 and was buried in westminster abbey

to draw no envy shakespeare on thy name
 am i thus ample to thy book and fame
 while i confess thy writings to be such
 as neither man nor muse can praise too much
 tis true and all mens suffrage but these ways
 were not the paths i meant unto thy praise
 for silliest ignorance on these would light
 which when it sounds at best but echoes right
 or blind affection which doth neer advance
 the truth but gropes and urges all by chance
 or crafty malice might pretend this praise
 and think to ruin where it semed to raise
 but thou are proof against them and indeed
 above the ill fortune of them or the need.

GEOMETRY.—BEGINNERS, 1899.

1. Classify lines.
2. Classify angles.
3. Classify quadrilaterals.
4. Define the following: Axiom, Problem, Proposition, Postulate, Corollary, Scholium.
5. From a given point without a straight line, but one perpendicular can be drawn to the line.
6. If two lines be drawn from a point to the extremities of a straight line, their sum is greater than the sum of two other lines similarly drawn, but enveloped by them.
7. If two parallels are cut by a secant line, the alternate angles are equal.
8. In the same circle, or in equal circles, equal chords are equally distant from the centre.
9. The angle between two chords, intersecting within the circumference, is measured by one-half the sum of its intercepted arc, and the arc intercepted by its vertical angle.
10. The angle between a secant and a tangent is measured by one-half the difference of the intercepted arcs.

HIGH SCHOOL—JUNE 19, 1899.

PHYSICS.

1. Distinguish between chemical and physical properties of matter.
2. A lever of the third class is 12 feet long. The weight is 150 pounds. What power must be applied at one-fourth the distance from the fulcrum to lift the weight? Draw figure.
3. How far will a body fall in 10 seconds in the latitude of New York? What will be its final velocity?
4. Define Specific Gravity.
5. Name three ways in which heat may be transmitted. Illustrate one of these.
6. Define sound. What determines the pitch of a sound? What is the speed of sound in air under standard conditions? Through which will sound travel most rapidly, a solid, a liquid or a gas?
7. Describe the image produced by a double convex lens when the object is at more than twice the focal distance from the lens.
8. What is the unit of electro motive force, of resistance, of strength of current? Define the unit of strength of current.
9. What are the essential parts of a dynamo?
10. (a) Why will water boil at a lower temperature on a mountain top?
 - (b) Will iron float in mercury? Why, or why not?
 - (c) Why does a bicycle rider lean in in turning a corner?



WEBSTER SCHOOL.

LESSONS IN ENGLISH—JUNE, 1899.

1. Define figures of speech.
2. Give an example of each of the following: Simile, metaphor, allegory, and hyperbole.
3. What constitutes a faulty figure? Give an example.
4. Define Syntax. What is a Solecism?
5. Treat the uses of the possessive case, giving examples.
6. Define the following: Rhetoric, Diction, Purity, Barbarism. Give classes of Barbarisms.
7. Define propriety of Diction. Give the surest way of attaining propriety.
8. Write a short letter, being careful that the several parts shall be correct.
9. Define amplification. Tell how to amplify.
10. Write a ten line composition.

FRESHMAN CLASS.

ARITHMETIC—1899.

1. Define the following: Arithmetic, integer, concrete number, abstract number, problem, fraction, decimal fraction, interest, ratio, proportion, involution.

2. Write the following number in figures:

Sixty-two thousand four hundred fifteen dollars 25 cents 5 mills.

3. A farmer had 231 bushels of wheat and 273 bushels of oats, which he wished to put into the least number of bins containing the same number of bushels without mixing the two kinds. What number of bushels must each bin hold?

4. How many firkins of butter, each containing 56 pounds at 15 cents a pound, must be given for 8 barrels of sugar, each containing 195 pounds, at 4 cents a pound?

5. A man engaging in trade lost $\frac{2}{3}$ of the money he invested, after which he gained \$740, and then had \$3,500. How much did he lose?

6. (a) $345.15 \div .075$. (b) $3.6 \div .00006$. (c) $75 \div 10000$.

7. If 4 men in $2\frac{1}{2}$ days, mow $6\frac{2}{3}$ acres of grass, by working $8\frac{1}{4}$ hours a day, how many acres will 15 men mow in $3\frac{3}{4}$ days, by working nine hours a day?

8. A canal company whose subscribed funds amount to \$84000, requires an installment of \$6300. What per cent must the stockholders pay?

9. What is the interest on \$724.68 for 2 yr. 5 mo. 19 da., at 7 per cent?

10. A room is 20 feet long, 16 feet wide, and 12 feet high. What is the distance from one of the lower corners to the opposite upper corner?

PHYSICAL GEOGRAPHY—1899.

1. Define Geography. Define Mathematical, Political and Physical Geography.
2. Describe the illuminated portions of the earth at the summer solstice; at the winter solstice.
3. Name the phenomena caused by the contraction of the earth's crust.
4. Name and define the different kinds of rock.
5. Give Darwin's theory of coral islands.
6. Describe the great low plain of Europe.
7. Define Climate. Distinguish between Astronomical and Physical Climate. Show why it is hot in summer.
8. Explain the phenomenon of the rainbow.
9. Upon what does the distribution of animal life depend? Give illustration.
10. What is the origin of land and sea breezes?

ARITHMETIC.—MAY, 1899.

1. Subtract $\frac{2}{3}$ from $\frac{5}{7}$. $\frac{3}{7}$ from $\frac{5}{8}$.
2. Multiply $128\frac{10}{34}$ by 18. $428\frac{18}{121}$ by 11.
3. Reduce the following common fraction to a decimal: $\frac{118}{288}$.
4. Divide 14.175 by $.06\frac{3}{4} \times 20$.
5. A lady devotes .10 of her income to charity, .25 for educating her children, .55 for her living expenses, and saves the remainder, which is \$127.50; required the lady's entire income.
6. A book-keeper has a salary of \$3500 a year; he spends 25 per cent. for board, 15 per cent. for clothes and books, and $12\frac{1}{2}$ per cent. for incidentals; what can he save in a year?
7. In a company of 87, the children are $37\frac{1}{2}$ per cent. of the women, who are $44\frac{1}{3}$ per cent. of the men; how many of each?
8. A ladder 26 ft. long stands close against a building; how far must it be drawn out at the bottom that the top may be lowered 2 feet?
9. What would it cost to plaster the bottom and sides of a cubical reservoir which contains 100 barrels ($31\frac{1}{2}$ ga!s.) of water at 6 cents a square foot?
10. I bought a lot 50 ft. front and 85 ft. deep, at a ground-rent of \$5 40 per ft. front; what would be the cost of the property, the ground-rent being 6 per cent. of it?

ALGEBRA.—FEBRUARY, 1899.

1. Define the following: Simultaneous equation; involution; evolution; radical; surd; quadratic equation, incomplete and complete; ratio; proportion.

$$2. \quad x + y + \frac{2}{z} = 3,$$

$$2x + 3y + \frac{1}{z} = 2,$$

$$3x - 2y + \frac{3}{z} = 11.$$

$$3. \quad \begin{aligned} x - ay + a^2z &= a^3, \\ x - by + b^2z &= b^3, \\ x - cy + c^2z &= c^3. \end{aligned}$$

4. A and B can together do a piece of work in 15 days. After working together for 6 days, A went away, and B finished it by himself 24 days after. In what time would A alone do the whole?

$$5. \quad \frac{3}{x-1} + \frac{4}{x-3} + \frac{15}{x+3}$$

$$6. \quad \frac{x}{x+a} + \frac{x}{x+b} + \frac{c}{c+a} + \frac{c}{c+b}$$

7. Two trains run without stopping over the same 36 miles of rail. One of them travels 15 miles an hour faster than the other, and accomplishes the distance in 12 minutes less. Find the speed of the two trains.

8. The velocity of a falling body varies as the time during which it has fallen from rest. If the velocity of a falling ball at the end of 2 seconds is 64 feet, what will be its velocity at the end of 6 seconds?

9. The cost of sinking a well was \$45, \$1 being paid for sinking the first yard of depth, \$1 50 for the second, \$2 for the third, and so on. What was the depth of the well?

10. There are 4 numbers in geometrical progression, and the first is 21 less than the fourth, and the difference of the extremes divided by the difference of the means is $3\frac{1}{2}$. Find the numbers.

ALGEBRA.—JUNE, 1899.

1. Define the following : Factor, coefficient, exponent, reciprocal of a quantity, equation, factoring, monomial, polynomial, multiple, elimination.

$$\begin{array}{r}
 2. \quad 48x^3 - 76ax^2 - 64a^2x + 105a^3 \quad \left| \begin{array}{l} 2x - 3a \\ \hline 24x^2 - 2ax - 35a^2 \end{array} \right. \\
 \underline{48x^3 - 72ax^2} \\
 -4ax^2 - 64a^2x \\
 \underline{-4ax^2 + 6a^2x} \\
 -70a^2x + 105a^3 \\
 \underline{-70a^2x + 105a^3} \\
 0
 \end{array}$$

3. Expand the following:

$$(3a^2y^n + 2c^3x^n)^2.$$

4. Factor: $9c^2 - (2a - 3b)^2$.

5. Separate into simplest factors:

$$9x^2 + 6xy - 15y^2.$$

6. Reduce the following to fractional form:

$$m + n - \frac{2mn + n^2}{m - n}.$$

7. A gentleman who had \$10,000, used a portion of it in building a house, and put the rest out at interest for one year: $\frac{1}{3}$ of it at 6 per cent. and $\frac{2}{3}$ of it at 5 per cent. The income from both investments was \$320. What was the cost of the house?

8. There is a fraction such that if 3 be added to the numerator its value will be $\frac{1}{3}$, and if 1 be subtracted from the denominator its value will be $\frac{1}{5}$. What is the fraction?

9. Three boys, A, B, and C, had each a bag of nuts. Each boy gave to each of the others $\frac{1}{3}$ of the number of nuts he had in his bag. They then counted their nuts, and A had 740, B 580, and C 380. How many had each at first?

10. A gives to B and C as much as each of them has; B gives to A and C as much as each of them then has; and C gives to A and B as much as each of them then has, after which each has \$8. How much had each at first?

SOPHOMORE GERMAN—1899.

1. Decline "Die Nadel." "Der Leib."
2. Decline "Jene schöne Frau." "Der hohe Berg."
3. Compare the adjectives "süss," "kurz," "falsch" and "viel."
Translate "My brother is richer than I,"
4. Conjugate the Fut. Perf. Ind., and the conditional Perf. of "werden."
5. Give the principal parts of "lieben," "finden," "setzen," "klettern," "blasen."
6. Translate (1) "Diese Äpfel würden schon reif sein, wenn das Wetter nicht so kalt gewesen wäre." (2) "Wir würden gestern hier gewesen sein, wenn unsere Mutter nicht krank gewesen wäre." (3) "Es ist derselbe Knabe der die schönsten Blumen in unserem Garten gebrochen hat."
7. (a) Explain why "wäre" is placed last in the first sentence.
(b) Why is the expression, "Es ist," used in the third sentence?
(c) Rewrite the third, making "Knabe" the subject of "ist,"
8. Translate "Der Ritter von Eichenfels hatte ein schönes Schloss. Das Schloss von Eichenfels war nahe an einem grossen Walde. Der Ritter wohnte in diesem schönen Schloss mit seiner wunderschönen Frau, der Gräfin Adelheid von Eichenfels, und mit seinem Sohne, dem kleinen Grafen Heinrich von Eichenfels."
9. Translate (1) "The author of this book will be rewarded by the king." (2) "The gates of the town will be opened."
10. Translate (1) "The long streets of this old town are broad."
(2) "This old teacher is the good friend of the poor scholars."

GERMAN ADVANCED (FIRST YEAR)—1899.

- I. Decline "Der arme Schüler, and ein guter Mann."
- II. Decline, Der Held, die Kuh, and das Wörterbuch.
- III. What is the distinction between the strong and the weak classes of verbs? Illustrate.
- IV. What are the auxillary verbs of mood? What are the auxiliary verbs of tense?
- V. Conjugate the Perf. Ind. and Fut. Subjunctive of sprechen.
- VI. Translate: Fast zwei Jahr nachher sass Reinhardt vor seiner Lampc zwischen Buechern und Papieren in Erwartung eines Freundes, mit welchen er gemeinschaftliche Studieu übte Man kam die Treppe herauf. "Herein!"—Es war die Wirtin. "Ein Brief für Sie, Herr Werner!" Dann entfernte sie sich wieder.
- VII. What is the difference between "Sie" and "sie?" When should we use "Sie" and when "ihr?"
- VIII. Write a brief sketch of the story of the Immeensee.
- IX. Translate: "Reinhardt," she cried, "we have a holiday! There is no school the whole day, and none to-morrow."
Reinhardt placed the slate, which he already had under his arm, quickly behind the house door, and then both children ran through the house into the garden, and through the garden-gate out upon the meadow.
- X. Translate: "It was twenty minutes past three o'clock in the afternoon of Friday, the 17th day of June, 1899."

BEGINNING GERMAN—1899.

I. Decline, das Feuer "der Held" die Frau (Singular and plural.)

II. Translate: Einst kam der Kaiser mit seinen Rittern an ein Kloster. An der Thüre des Klosters lass er die Worte; wir sind nur zwei Heller ärmer, als der Kaiser und leben ohne Sorgen.

Der Kaiser lebte nicht ohne Sorgen, und er dachte: Sie sollen auch nicht ohne Sorgen leben. Ich will sie sehen und werde ihnen Sorgen bereiten, dass sie ihrer immer gedenken sollen.

III. Conjugate the Pres. and Imp. of werden.

IV. Decline in full the personal pronoun of the first person.

V. Translate: (1) The boy will become a merchant. (2) The Germans respect the princess of the country. (3) In the breast are the heart and the lungs.

Commencement exercises were held in the Opera House on the evenings of
June 22, and June 23, 1899.

*Your presence is requested at the
Commencement Exercises
of the
Wheeling High School,
Thursday evening, June twenty-second,
eighteen hundred and ninety-nine,
at eight o'clock.
Opera House.*

*Baccalaureate Sermon, Rev. Joseph Speers, Sunday
evening, June 18th, 7.45 o'clock, Second
Presbyterian Church.*

GRADUATES.

Motto: Vestigia Nulla Retrorsum.

*ELLA MAE BOWERS.....	Let Us Now Go Forward
ELLA MAE BROWN.....	Silent Influences
*JEANNETTE MCKELVEY BURT.....	Old Decay Fosters New Creation
CATHARINE ELIZABETH DODDRIDGE.....	Our Great Naval School
*MARGARET MAE DUDLEY.....	Influence of Literature Upon the Masses
GRACE ELIZABETH FENDT.....	Difficulties We Are to Surmount
MARGARET JOSEPHINE FRIERY.....	Neglected Opportunities
MARY ANTOINETTE GRAHAM.....	What Shall We Do With the Philippines
KATHARINE WILDER HANNAN.....	America's Prosperity
ELLA CURTIS HAYNES.....	Where There Is a Will There Is a Way
*ISABELLA HARWOOD JEPSON.....	Vestigia Nulla Retrorsum
OLGA ELFRIDA MAYER.....	Environment
BERTHA WILLIAMS MCCOY.....	Arma Virumque Cano
ADALINE CHARLOTTE MILLER.....	The Heroism of Scholarship
*MAUDE MURRIN.....	Man's Progress
ETTA MAE PEDDICORD.....	Success Crowns Effort
CLEMENTINE PICKET.....	The Legend of Innisfallen
RUTH CURTIS RICE.....	The Day Breaks
*GRACE BARBARA SCHWARM.....	Life's True Ideal
*STELLA SONDERMAN.....	Riches of Leisure
ALMA SPEIL.....	Friends
FLOSSIE STOBBS.....	At the Threshold of the New Age
MARY AGNES WAYMAN.....	Our Barques Are Drifting Whither?
ANNIE MARIE WEITZEL.....	Beyond the Alps Lies Italy
*LILLIAN MINERVA WINCHER.....	What Is Worth While?
ALFRED TIPPETT GRAHAM.....	Economy of Time
WALKER GWYNN.....	The Heritage of the Twentieth Century
HARRY MERLE MILLER.....	America's Progress
GEORGE CARROLL RHOADES.....	The Claims of Our Times
JOHN FORREST SPRINGER.....	Rewards of Industry

*HONOR PUPILS.

WHEELING HIGH SCHOOL, CLASS SONG,

CLASS OF 1899.

(Tune—Jammo.)

I.

Our high school work for two long years together
 We have pursued, we have pursued.
 The course laid down, in bright and stormy weather
 Has been reviewed, has been reviewed.
 One cheerful cry throughout the school is ringing—
 "Commencement day, Commencement day!"
 Which stirs our happy hearts to joyful singing;
 Come haste away, come haste away.

REFRAIN.

Vestig-i-a nulla retrorsum, vestig-i-a nulla retrorsum!
 Vestigium, vestigia, vestigium, vestigia,
 Let us not retrace. Vestigia, vestigia!
 Footsteps, footsteps let us not retrace.
 Footsteps, footsteps let us not retrace.
 Vestigium, vestigia, vestigium, vestigia,
 Let us not retrace. Vestigia, vestigia!

II.

Our high school days are past and gone forever,
 Our books laid by, our books laid by,
 And we must face life's duties as we sever,
 Without one sigh, without one sigh.
 One saddest word from out our hearts is springing,
 We part to-day, we part to-day!
 Which fills us with emotion while we're singing
 Our parting lay, our parting lay.

REFRAIN.

III.

But though we part we must oft give some thought to
 Old ninety-nine, old ninety-nine,
 The trials and struggles that we have been brought through
 In ninety-nine, in ninety-nine.
 No matter where in life the future find us
 As years do pass, as years do pass.
 We must not all the mem'ries leave behind us
 Of our dear class, of our dear class.

REFRAIN.

—ISABELLA HARWOOD JEPSON.

PROGRAM.

MUSIC.....	ORCHESTRA
INVOCATION.....	REV. C. B. GRAHAM
MUSIC.....	ORCHESTRA
SALUTATORY ORATION— <i>Vestigia Nulla Retrorsum</i>	ISABELLA JEPSON
RICHES OF LEISURE.....	STELLA SONDERMAN
CHORUS—"All Hail the Victor".....	
..... <i>Arranged from Auber's Masaniello by Jno. W. Tufts</i>	
CLASS.	
LIFE'S TRUE IDEAL.....	GRACE B. SCHWARM
MAN'S PROGRESS.....	MAUDE MURRIN
WHAT IS WORTH WHILE?.....	MINNIE WINCHER
MUSIC.....	ORCHESTRA
THE LEGEND OF INNISFALLEN.....	CLEMENTINE PICKET
ARMA VIRUMQUE CANO.....	BERTHA MCCOY
INFLUENCE OF LITERATURE UPON THE MASSES.....	MARGARET DUDLEY
GIRLS' CHORUS—"The Owl and the Pussy Cat".....	<i>Ingraham</i>
FRIENDS.....	ALMA SPEIL
VALEDICTORY ESSAY—"Let Us Now Go Forward".....	ELLA BOWERS
MUSIC.....	ORCHESTRA
ADDRESS TO THE CLASS.....	REV. N. S. THOMAS
PRESENTATION OF DIPLOMAS.....	
.....By FRANK W. BOWERS, President of the Board of Education	
CLASS SONG—Music arranged from " <i>Jammo</i> ," words by	ISABELLA HARWOOD JEPSON
BENEDICTION.....	REV. SAMUEL SCHWARM

INVITATION.

*Your presence is requested at the
Commencement Exercises
of the
Lincoln High School,
Friday Evening, June twenty-third,
at eight o'clock,
Opera House.
Wheeling, W. Va.*

GRADUATES.

Motto: "If we rest, we rust"

LILLIAN BERRY.

LULU GARDNER.

VIRGIE HEYMAN.

LUCY HILTON.

ERNEST BERRY.

LAURA BROWN.

W. H. ANDERSON, Superintendent.
BEATRICE A. COX, High School.

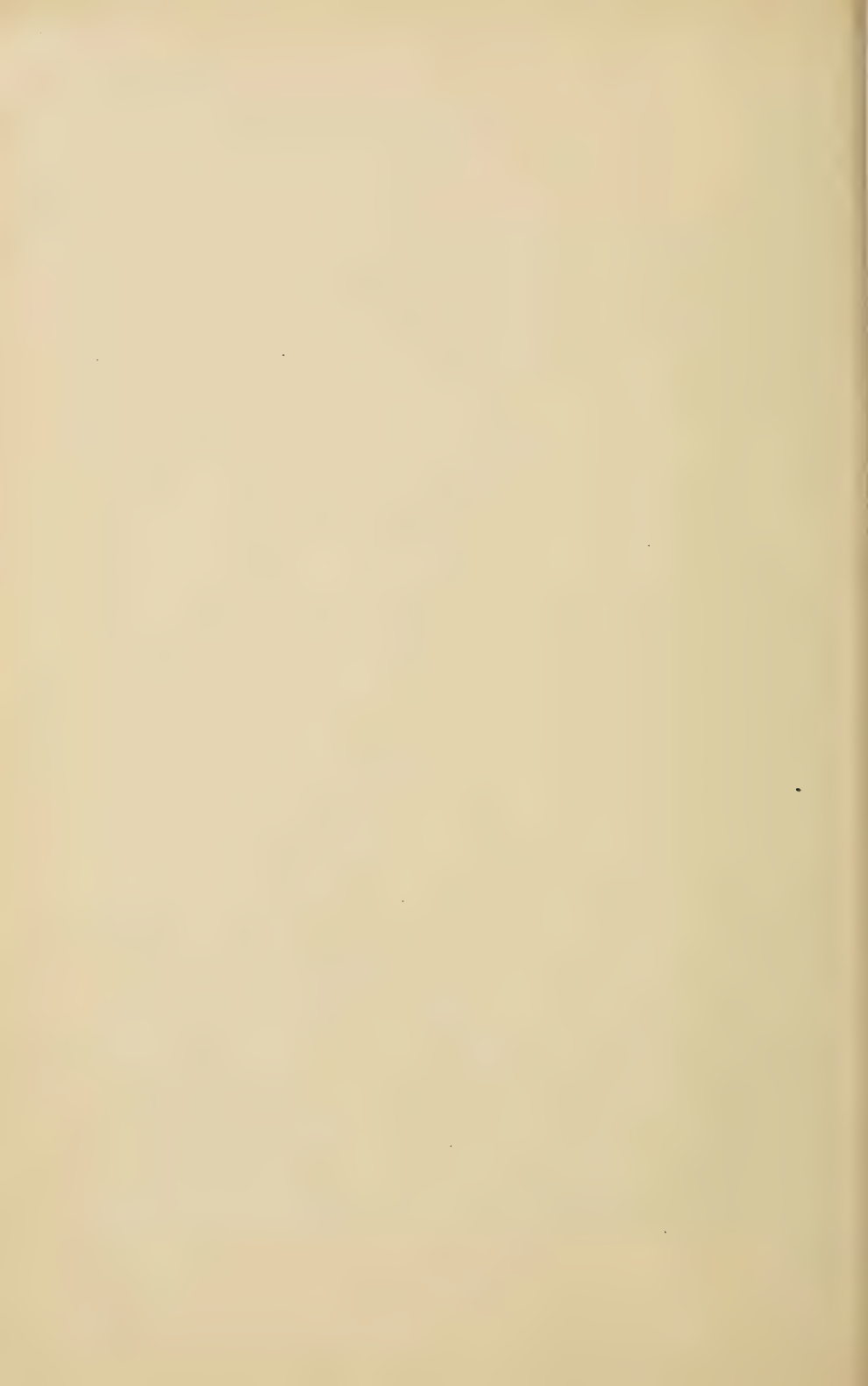
FLEM B. JONES, Principal.
LUCY ROBINSON, Musical Director.

PROGRAM.

MUSIC.....	
INVOCATION.....	
CHORUS—Now the Music Soundeth.....	<i>Hosmer</i>
ORATION—Rome was not Built in a Day.....	LUCY HILTON
ORATION—Earth's Battle Fields.....	LILLIAN BERRY
MUSIC.....	
ORATION—Search for the North Pole.....	VIRGIL HEYMAN
SOLO—L'Ardita	<i>Luigi Arditi</i>
	LULU GARDNER.
ORATION—Expansion—No.....	LAURA BROWN
ORATION—Expansion—Yes.....	ERNEST BERRY
MUSIC.....	
ADDRESS.....	J. MCHENRY JONES, President W. Va. Institute
MUSIC.....	
PRESENTATION OF DIPLOMAS.....	PRES'T BOARD OF EDUCATION
CHORUS—"Zion Awake".....	<i>Grand Canon Sir Michael Costa</i>
BENEDICTION.....	
MUSIC.....	



JEFFERSON SCHOOL (Clay Annex.)



LIMITS OF SUB-DISTRICTS FOR SCHOOL PURPOSES.

The sub-districts into which the City is divided by the County Commissioners for municipal purposes are not, in all cases, the same as the school districts as used for school purposes as found by the City Board of Education. The latter at this time are as follows:

Washington sub-district extends from limits of City to Tenth street.

Madison sub-district extends over the Island.

Clay sub-district extends from Tenth street to Fourteenth, along Market, Fifteenth, and east on Fifteenth to City limits.

Union sub-district extends from Clay to Wheeling Creek.

Centre sub-district extends from Wheeling Creek to Twenty-fourth street.

Webster sub-district extends from Twenty-fourth street to Thirty-fifth street.

Ritchie sub-district extends from Thirty-fifth to Forty-eighth street, being the southern limit of the City.

Lincoln School for all colored pupils in the City.

NAMES AND LOCATIONS OF SCHOOL BUILDINGS.

High School. Building cor. Chapline and Twenty-first streets.

Washington School, S. W. cor. Fifth and Main streets.

Madison School, S. side of Maryland from N. Broadway to N.

York.

Clay School, S. E. cor. Twelfth and Eoff streets.

Clay School Annex, S. E. cor. Fourteenth and McColloch streets.

Union School, S. W. cor. Seventeenth and Jacob streets.

Centre School, 2228 Chapline street.

Webster School, E. side Eoff from Twenty-sixth to Twenty-seventh streets.

Ritchie School, S. E. cor. Thirty-seventh and Woods streets.

Ritchie School Annex, N. E. cor. Forty-fourth and Eoff streets.

Lincoln School, N. E. cor. Tenth and Chapline streets.

TEACHERS OF WHEELING PUBLIC SCHOOLS.

School Year Commencing September, 1898.

WHEELING HIGH SCHOOL.

H. B. Work, Principal.	Etta M. Roberts.
Emma J. Stephens.	Lizzie G. Woods.
Louise J. Meyer.	Anna B. Irwin.
W. D. Turner.	Rida L. Dean.
J. C. Lewis.	

WASHINGTON SCHOOL.

Charles S. Brilles, Principal.	Mary W. Hall.
Laura A. Frew.	Mollie H. Francis.
Ella C. Veith.	Kate B. Roberts.
Mabel Haines.	Minnie White.
Carrie Kindelberger.	Belle M. Fox.
Mollie B. Kuhn.	Mary J. Arbuthnot.
Ada B. Greer.	Mary G. Turner.
Mary E. Hart.	

MADISON SCHOOL.

J. C. Gwynn, Principal.	Hannah Whally.
Annie E. Reeves.	Estella Hull.
Virginia Norton.	H. W. Pace.
Kate Hall.	Estella Underwood.
Jennie M. Hervey.	Mary A. Faris.
Martha M. Burt.	Mollie Pogue.
Kate A. Wincher.	Lizzie Tappan.
Annie Ewing.	Belle McGranahan.
Virginia H. Hervey.	Matilda Lynn.

CLAY SCHOOL.

Elizabeth Clohan, Principal until May 1, '99.	Mary A. Bailie. Jennie W. Craddock.
Loretta L. Lafferty, Principal after May 1, '99.	E. M. McKennan. Mary C. Miller.
Carrie C. Zane.	Bessie G. Kyle.
Amelia Reich.	Lizzie M. Swift.
Jessie L. Dean.	Ethelyn Sage.

ANNEX.

Minnie M. Magee.	Nellie F. Simpson.
Bertha Wilson.	Fannie P. Brady.
Luella Wallace.	

UNION SCHOOL.

J. M. Hammond, Principal.	Lida M. Ramp.
Anna B. Crowther.	Ella Robinson.
Georgia B. Pender.	Sara J. Thoburn.
Lizzie M. Downs.	Nell C. Stelle.
Marie Ellingham.	Amy Chapline.
Mattie V. Shields.	Lizzie D. Carmack.
Ida M. Deiters.	Grace English.

CENTRE SCHOOL.

E. E. Bingell, Principal.	Matilda D. Wilkinson.
Bessie M. Higgins.	Anna C. Carnahan.
Annie Moran.	Mina W. Comerford.
Mary E. Hare.	Julia D. Wilson.
Minnie Lohse.	Augusta R. Handlan.
Lizzie M. Dunbar.	Annie E. Myer.

WEBSTER SCHOOL.

Mary Reppetto, Principal.	Agnes Carpenter.
Retta Wolvington.	Julia Clarke.
Ida Richards.	Lizzie Hamilton.
Mary Hughes.	Ella McKinley.
Emma Bowlin.	Lola Irwin.
Anna Smith.	Sophia Ervin.
Gail H. Holliday.	Laura Shields.
Kate A. Ebeling.	Estella McNash.
Anna Kennedy.	Bessie Evans.

RITCHIE SCHOOL.

F. H. Crago, Principal.	Anna Baum.
Sarah A. Scott.	Virginia Kurner.
Emma Klein.	Sophie Hoffmeister.
Louisa Zimmer.	Almina L. Gould.
Margaret C. Howard.	Kate M. Campbell.
Adah E. Lewis.	Alma Mater Wilson.
Emma Steinbicker.	

ANNEX.

Elizabeth Bickerton.	Josephine Maurer.
Jennie McGowan.	M. Belle Kain.
Belle J. Devine.	Bertha Zimmer.
Caddie Watt.	Annie Honecker.

LINCOLN SCHOOL.

Flem B. Jones, Principal.	Ada V. Lewis.
Mary L. McMechen.	Oriska Mae Beasley.
Ella S. Jones.	Eliza M. Glasgow.
Fannie B. Lee.	Beatrice A. Cox.

GERMAN DEPARTMENT.

Minnie K. Neuhard.	Thusnelda C. Kraeuter.
Lina Riegel.	F. A. Bertschy.
Anna Looser.	

Lucy Robinson, Supervisor and Instructor of Music.

SUGGESTIONS TO TEACHERS ON WORK.

"As is the Teacher, So is the School."

1. Use the Course of Study as a guide to your work. Do not suppose that it contains all that should be taught by you to your pupils, but be sure that you teach all that is suggested therein.

2. Use your text-books as aids and guides in teaching all subjects required of you. Possess a complete knowledge of each day's lesson, so that you may teach without referring to the text during class recitation.

3. Secure and keep the attention of your pupils by being careful, accurate, earnest and enthusiastic in all your teaching. A good disciplinarian maintains perfect order, secures prompt obedience and makes his will felt through all the school without apparent effort. There is much power in careful forethought and quiet self-control.

4. Train your pupils to be neat and cleanly. Teach them that it is their duty to take proper care of books, desks, etc., whether these articles belong to them or to others. Before reproving a child for want of neatness in his work at the blackboard, or at his desk, first see that your own is a model of neatness and in good order.

5. Teach kindness by being kind; politeness by being polite to your pupils. Remember that kindness will win what force cannot secure. The affection of the pupil is the most powerful aid a teacher can secure in obtaining and maintaining good discipline. Love is more powerful than fear.

6. Praise moral as well as intellectual success. Do not praise mere amiability, but honest effort. Be always ready to praise any amends in conduct.

7. Always avoid harsh words. Treat children courteously—it is cowardly to speak in a tone to a child you would not use with an adult. Always use such tones as will call for respectful ones from pupils.

8. Teachers should never discuss matters of discipline or other school business in the presence of their pupils. Remember that you only—not your pupils—are held responsible for the settlement of all questions relating to discipline, and to the management of your

school. Never speak of the dullness, or of the poverty of a child, in his presence, or in the presence of other pupils.

9. Do not be afraid to smile occasionally. Cheerfulness will help you to make your school room a pleasant place for the pupils. It is not necessary that cheerful and happy disposition should make a teacher less earnest and enthusiastic in his work. Remember that an incompetent teacher has recourse to severity because he is ignorant of those gentler and more efficacious means by which the ends of discipline may be more successfully attained.

10. Do not give undue time to the teaching of a favorite study, but bear in mind that each subject taught should have its due proportion, and that each class is also entitled to its exact number of minutes assigned on the programme. Remember at all times that you cannot expect your pupils to be prompt in attendance upon school or accurate and rapid in their work unless you are prompt and exact in the performance of all your duties.

11. Do not sacrifice thoroughness of instruction in order that you may make a more rapid (?) advancement in the subject taught. Do not expect to accomplish the work of a term in a month's time. Teachers should consider the quality of work performed of greater importance than merely the amount passed over during a term. Sometimes the poorest instructor gets over the greatest number of pages.

12. Do not satisfy yourself by trying to shift the faults of your class upon other teachers. Start at once upon the work of bringing them up to your own standard of what they should be, for each teacher will be held responsible for the proficiency of his pupils at the termination of the year's work. A teacher should have a definite way to do everything; he should always have something definite for his pupils to do.

13. Remember that your pupils will be greatly benefited by a thorough examination of all lessons, and by a thoughtful arrangement of all plans necessary for the following day's work. This previous preparation is necessary even if you have had experience in teaching pupils of corresponding grades. But to those who have had no experience, or at least, but little in teaching, much outside labor will be required of you to properly prepare yourselves for successful work in the school room.

14. Do not fail to apologize to a pupil for any injustice you may have done him. Be willing always to do what is right, then you can consistently demand and require the same from your pupils. They will soon recognize the strength of character possessed by one who is willing at all times to acknowledge a wrong committed.

-15. Teachers who are anxious to attain the highest possible

success in their professional work must see to it in the oversight of their school that they do not neglect even the smallest details, for upon these often depend the successful management of a school.

16. Remember the teacher who enters the school room from no higher motive than self-support, and who can feel no enthusiasm for its labors, may well take these words to heart: "Success that is only tolerable is next to intolerable." Bear in mind that not even the drudgery of the profession can be properly performed by unwilling hands, while its higher demands can only be met in the spirit of devoted self-sacrifice.

SUMMARY AND COURSE OF STUDY FOR PRIMARY AND GRAMMAR SCHOOLS.

FIRST YEAR, (Division D.)

Reading Charts, First Reader, Number Work, Object Lessons, Spelling, Writing, on slate and blackboard; Music, Drawing.

SECOND YEAR, (Division D.)

First Reader and Second Reader, Arithmetic, Oral Geography, Drawing, Spelling, Object Lessons and Language, Writing, slate and tablet; Music.

THIRD YEAR, (Division C.)

Second Reader, Arithmetic, Oral Geography and Languages, Drawing, General Exercises, Spelling, Writing, pencil and pen; Music.

FOURTH YEAR, (Division C.)

Third Reader, Spelling, use book; Arithmetic, Object Lessons and Language, Oral Geography and Language, Drawing, Writing, copy-book; Music.

FIFTH YEAR, (Division B.)

Fourth Reader, Arithmetic, text-book; Language and Composition, text-book; Geography, Butler's Elementary; Drawing, Writing, Object Lessons, General Exercises, Music, Dubb's Mental Arithmetic.

SIXTH YEAR, (Division A.)

Fifth Reader, Arithmetic, Written and Mental; Language and Composition, Geography, Elementary completed; Butler's complete after January 1st; Drawing, Music and Writing.

SEVENTH YEAR, (Grammar School.)

Sixth Reader, Arithmetic, Written and Mental; White's Elementary completed; Geography, Butler's Complete; History, Barnes' U. S. begun; Grammar, Harvey's primary; Drawing, Music and Writing.

EIGHTH YEAR, (Grammar School.)

Geography completed, U. S. History completed, Grammar, Harvey's; Arithmetic, Written and Mental; Physiology, Book-keeping, instead of Writing; Music, Reading.

Supplementary Reading, Recitations, Declamations and Essays, suitable to grade throughout the course.



MADISON SCHOOL.

COURSE OF STUDY—WHEELING PUBLIC SCHOOLS.

SUGGESTIONS TO TEACHERS.

FIRST YEAR (Division D.)

READING AND SPELLING.

Charts and First Reader. Let the order be: the idea, the spoken word, the printed word. The pupils to read by the WORD METHOD from charts and blackboard; alphabet studied and sounds of letters acquired. Pupils to spell the words contained in their reading lessons; to number their lessons by Roman and the pages of their books by the Arabic notation. Teach the article as though it formed a part of the word, as, "a man," "the cat," etc. Also in phrases, as, "in the box," "on the house." Derive the elements by phonic analysis, and combine them into new words. Make new words by changing the first and the last letters. Use diacritical marks.

ARITHMETIC.

Pupils to be taught to count, using objects at first; to build up numbers by successively adding 1, 2, 3, etc. Pupils to read and write numbers as far as 100. Numbers from 1 to 20 are to be studied analytically and synthetically; for example, when 8 is reached, the pupil is to discover how many 4's there are in 8, how many 2's in 8, together with the additions in which 8 figures as the sum, and the various subtractions in which it is made the minuend. Familiar examples should be employed in order to arouse the interest and to stimulate the imagination.

WRITING.

Slate exercises on some of the simple elements and letters, from copies made on the blackboard by the teacher. Copy from chart, reader and elsewhere, as advance is made in the art. Do not teach pupils to print.

OBJECT LESSON AND LANGUAGE.—One Each Week.

Object lessons. Conversation about children's playthings; dolls, balls, pictures, blocks, animals, etc., the different objects in the school room; what we can hear, see, taste, smell, feel, etc., neatness of person, order, cheerfulness. Duties of child to parent, etc. Colors. Time of the clock, days of the week, months of the year, and the seasons. Teachers' guide, "Things Taught."

Language. Pupils to be taught to express in sentences what they know of objects and of their reading lessons. Mispronunciation of words and errors in syntax to be carefully corrected by the teacher. Individual instruction to be practiced as far as possible. Gems of literature suitable to this grade to be learned and recited.

SPELLING.

The work in spelling at first should be principally copying spelling. Guessing spelling should not be allowed. Drill with reference to past lessons, and for next lesson.

MUSIC.

Chart series A. Half the time to be given to rote songs. All under the direction of the Supervisor and Teacher of Music.

DRAWING.

The work is laid out in Prang's Use of Models, six chapters covering the work of each half year. These chapters are divided into three lessons, each covering five days' work if properly impressed and supplemented by the teacher.

MODELS.—Geometric Solids: Sphere, Cube, Cylinder, Hemisphere, Square, Prism, Right Angled Triangular Prism. Objects: Based on Geometric Solids. Tablets: Circle, Semi-Circle, Square, Oblong, Right Angled Triangle. Natural Forms: Vegetables, Leaves, etc.

Work.—Moulding in clay, paper folding, stick laying, drill in position, pencil holding, drawing lines.

Order of Work.—1st. Construction—Moulding solids and objects based on solids.

2d. Representation—Of solids in general outline. Outline of different views by stick laying, paper folding and drawing.

3d. Decoration—Arrangement of solids, tablets, sticks in pleasing combinations.

REMARKS.

This is the grade for oral and blackboard instructions, and the teacher is expected to use the blackboard, and such charts for teaching object lessons as are suggested by the Board.

SECOND YEAR (Division D.)**READING AND SPELLING.**

First and Second Readers. Continue the work of the first year. See that pupils understand what they read. Secure easy and natural tones of voice as well as correct expression. Have pupils give, in their own language, the main features of the lesson. Pupils to spell the words contained in their reading lessons; to number their lessons by Roman and the pages of their books by the Arabic notation.

ARITHMETIC.

Drill as the first year. Add at sight, or instantly, any combination amounting to 20 or less. Add, at sight, any two numbers, the greater not to exceed 50 and the less not to exceed 9. Count to 99 by naming the odd numbers, as 1, 3, 5, etc. To count by adding other numbers, as 3's, 4's, 5's, 6's, etc. To find the difference between any two numbers, the minuend being less than 21, and the subtrahend less than 11. Separate multiples, not greater than 36, into equal parts. Fractional Parts of Numbers: 1-2, 1-3, 1-4, 1-5, 1-6. the number in each case to be a multiple of the denominator and not greater than 24. Teach halves, quarters and tenths of a dollar. Give practice in making change. Teach writing of dollars and cents. Practice adding and subtracting fractional parts of numbers, as 1-2 of 10 $-|-$ 1-3 of 9; 1-4 of 12 $-|-$ 1-5 of 15; 1-4 of 12 $-|-$ 1-6 of 18. Review units of volume, of time, of length, as called for in previous term's work, using objects to illustrate. Give lessons on inch, foot, yard, gill, pint, quart, gallon, etc. Pupils may write and memorize the following tables, viz.:

10 cents	make 1 dime.	7 days	make 1 week.
10 dimes	" 1 dollar.	4 weeks	" 1 month.
10 dollars	" 1 eagle.	12 months	" 1 year.

Drill on practical problems which involve operations and numbers previously taught. Roman system of indicating numbers continued as required by reading lessons. Slate and blackboard: Write and read numbers of two periods. Add two or more numbers, their sum not to exceed 10,000, the sum of no column shall exceed 50. Find the difference between two numbers, the minuend not being greater than 10,000. In combining numbers use a multiplicand less than 10,000 and a multiplier not greater than 4. Stimulate the pride of the class for neat and accurate work. Encourage each

pupil to feel that "guess work" is disgraceful when the means of gaining knowledge are within the reach of all.

WRITING.

Continue the work of the first year. Teach correct position, pen-holding, spacing, slant, fitting of letters to space. Short pencils or pen-holders should not be used. Have all papers neat and clean.

OBJECT LESSON AND LANGUAGE.—Once Each Week.

Object lessons. Conversation about children's playthings; dolls, balls, pictures, blocks, animals, etc., the different objects in the school room; what we can hear, see, taste, feel, etc., neatness of person, order, cheerfulness. Duties of child to parents, etc. Colors. Time of clock, days of the week, months of the year, and the seasons. Teachers' guide, "Things Taught."

Language. Pupils to be taught to express in sentences what they know of objects and of their reading lessons. Mispronunciation of words and errors in syntax to be carefully corrected by the teacher. Individual instruction to be practiced as far as possible. Gems of literature suitable to this grade to be learned and recited. Continue work of previous year. Teach the use of "a" and "an"; "Mrs." and "Miss"; "these," "those" and "them"; the use of such words as "has," "have," "was," "were," "do," "did," "done," etc. Take pains to correct all forms of speech which are wrong.

SPELLING.

All new words in Reader should be copied. Spell by sound and by letter. Copy easy sentences. All written work to be done neatly.

GEOGRAPHY.

Oral: City, County and State. So far as these instructions go, try to give pupils correct ideas of distances, points of the compass, etc.

MUSIC.

Chart series B and first half of Primer. Rote songs continued.

DRAWING.

Pupils draw on slate and blackboard. Teachers on blackboard. 1st. Horizontal, vertical, oblique and parallel lines. 2d. Angles and triangles. Continue the work of previous year, according to the Prang system. Aim to secure lightness of touch, correct pencil holding, neatness, observation, etc.

MORALS AND MANNERS.

In connection with language work, and with reading lessons, teach such things as: Reverence for God, love of home and

country, respect for the rights of others, kindness to the aged and to younger children. Teach promptness, truthfulness and cleanliness. Read appropriate stories for these lessons.

REMARKS.

This is the grade for oral and blackboard instruction, and the teacher is expected to use the blackboard, and such charts for teaching object lessons as are suggested by the Board.

THIRD YEAR (Division C.)

READING AND SPELLING.

Use same plan of work as that used in second year. Let the aim be: recognition of words and phrases, distinct articulation, correct pronunciation, proper interpretation of meaning, correct expression. Deduce from lessons in reading general information and ethical culture.

SPELLING.—Daily drill from Reed's Word Lessons, as well as words from reader. Give attention to proper names, abbreviations and the like.

ARITHMETIC.

White's Elementary Arithmetic to page 63. The teacher is to continue the oral work of the second year. Pupils will add at sight, or instantly, any two numbers, the greater not exceeding 100 and the smaller not greater than 10; find the difference of such numbers; give product of numbers to 10 times 12; find quotient, the dividend not to exceed 120 and the divisor 10. Find fractional parts of whole numbers, as in previous year. Drill on tables previously learned. Teach the following: 12 inches make 1 foot; 3 feet make 1 yard. Teach multiplication table through 9's. Drill on the table from the first. Give easy examples in all the fundamental rules, such as are suited to the advancement of the pupils. (Book in the hands of the teacher.)

ORAL DRILL.—Review work of previous year. Find simple fractional parts of numbers: $\frac{2}{3}$ of 12; $\frac{3}{5}$ of 15; $\frac{2}{7}$ of 14, etc. Teach fractions objectively, using objects and diagrams on blackboard.

WRITING.

Continue work of second year. Teach correct position, pen-holding, spacing, slant, fitting of letters to spaces. Short pencils or pen-holders should not be used. Have all papers neat and clear. Have pupils careful not to spill ink, and not to make blots.

OBJECT LESSON AND LANGUAGE.—Once Each Week.

Review essential points of work previously given. Pupils to

write from dictation. Teach the use of capital letters and marks of punctuation. Teach the use of such pronouns as he, him, her, they, etc. Have pupils describe familiar objects and pictures. Let careful, thorough work be done. Do not attempt nor expect too much.

GEOGRAPHY.

Oral: City, County and State. So far as these instructions go, try to give pupils correct ideas of distances, points of the compass, etc.

MUSIC.

Chart series C and Primer completed. Rote songs continued.

DRAWING.

Continue work of second year. Use Drawing Book No. 1. Follow directions of Manual. The taste and ideas of the pupils are developed by drawing, paper cutting, paper folding and pasting.

MORALS AND MANNERS.

In addition to work of second year, pupils should be taught good behavior, at home, in school, in the presence of company. They should be taught to face and look at the one with whom they are speaking; not to interrupt others. They should be taught obedience, honesty, gratitude, true courage and patriotism. They should be taught to take care of their clothes and to take care of the property of others intrusted to them, including the property of the Board of Education.

FOURTH YEAR (Division C.)

READING AND SPELLING.

Third Reader. Continue the work in the third year. See that pupils understand what they read. Secure easy and natural tones of voice as well as correct expression. Have pupils give, in their own language, the main features of the lesson. Pupils to spell the words contained in their reading lessons.

In this grade the literary merits of lessons should be pointed out. Attention should be given to expression. In order to secure this, study carefully and drill on the following: Articulation, inflection, accent and emphasis. Drill on sounds, as shown by diacritical marks. The reading lesson affords the best opportunity for ethical culture, and for the correlation of facts. Verbal and written abstracts of lessons should be required.

ARITHMETIC.

White's Elementary Arithmetic, to page 137. Spend some time reviewing hastily the work of the preceding year. See that pupils

have a clear understanding of all subjects. Follow carefully all suggestions made by the author, including what is given under the head of "Notes." Continue the work in fractions, teaching the subjects with objects at first, and then without objects. Study carefully definitions, such as sum, minuend, product, quotient, numerator and the like. Strive to have all principles clearly understood.

WRITING.

Copy Book No. 2. Use pen and ink. See that pupils follow the copy. See that lines do not grow shorter toward the bottom of the page. Drill on loop letters, as to height, width of loop and place of crossing. Practice paper should be used before each page is attempted. Secure a free hand. Teach the muscular movement. Inspect copy books daily. Demand neat, careful work and continual improvement.

SPELLING.

Reed's Word Lessons to page 42. When spelling orally the teacher should pronounce the word but once. When a word is misspelled by a pupil the whole class might spell it in concert. Discourage guessing. Practice on words which are frequently misspelled. Study diacritical marks and require correct pronunciations. Spell by sound and by letter.

All new words in the Reader should be copied. Dictate sentences to be copied. Teach the meaning and use of words. Teach the spelling and the use of such homonyms as occur. All written work should be done neatly.

GEOGRAPHY.

Oral: City, County and State. So far as these instructions go, try to give pupils correct ideas of distances, points of the compass, etc. Teach the world as a whole. Oceans, lakes, rivers, bodies of land. Take trips (imaginary) into the country. Teach the map of the United States. In Geography and other lessons, language should be carefully taught.

MUSIC.

Chart series D and First Music Reader.

DRAWING.

Drawing Book No. 2, with accompanying practice pages. Follow the directions given in the Manual. In this year the study of ornamentation should be carried on. Exercises in cutting and pasting. The study of the flower and leaf forms.

In reviewing construction work, Drawing Book, page 10 (See Manual, page 50), the pupil should be led to make working drawings

of a box of a proportion to please himself, and from these to construct a pattern which he may cut and paste.

At the close of this term, the pupil should be familiar with the terms of relation, proportion, views, the names of models, objects, arrangements and details used in the course of his year's work. (See Manual, page 54.)

MORALS AND MANNERS.

Keep before the pupils the lessons of preceding years. Teach the influence of politeness and courteous demeanor. Teach self-control, gratitude, truthfulness and honesty. Use stories and memory gems suitable for such lessons.

Object Lessons and Language:—Once a week as in third year.

FIFTH YEAR (Division B.)

READING.

Fourth Reader. Continue work of fourth year. In this grade pupils should be taught the meaning of all abbreviations which occur; also the meaning of such as "let," "ing" and the like, (as leaflet, birdling, etc.) Teach the importance of accent, emphasis and inflection, giving illustrations of the force and effect of these. Require both oral and written extracts of lessons. Teach the use of all punctuation marks which occur. Give especial attention to the use of quotation marks. Have the pupils explain the use of such capital letters as occur.

Let the aim be clear interpretation and expression of the language. Whenever reference is made to distinguished persons, to places, plants, animals and the like, encourage pupils to find out all they can about these.

ARITHMETIC.

White's Elementary Arithmetic, to page 183. Spend some time reviewing hastily the work of the preceding year, giving especial attention to the multiplication table. See that pupils have a clear understanding of all subjects. Continue the work in fractions, teaching the subjects with objects at first, and then without objects. After learning the principles and definitions given, and thoroughly completing all work required by the book, give many examples under head of "Miscellaneous Problems."

Before taking decimals, drill pupils on writing and reading integers. Show the class that it takes ten units of a lower order to make one of the next higher. Introduce the idea of a tenth of one, hundredth, etc. Drill on writing and reading decimals until pupils are able to write and read any decimal fraction required by the book.

Pupils should carefully study all principles, definitions of terms used, and "Notes" given by the author. After the pupils have given all oral and written exercises required by the book, in addition and subtraction of decimals, drill them on many others selected for the purpose of securing a clearer understanding of this subject. Review Roman system of writing numbers. Give the class a general review of the year's work.

WRITING.

Copy Book No. 5. Teach pupils to hold pen loosely, to bear lightly, and to make fine lines without any shading. Observe previous directions with regard to position of body, book and pen. Neatness of all written work on slate, book and blackboard should be insisted upon. After completing a page in the writing book require pupils to use practice paper to give free and rapid movements of the pen. Create a desire on the part of each pupil to do his best at all times. Make frequent use of blackboard to show correct forms of letters and how to combine these in word writing. Pupils should now be able to give correct height, width and spacing of all letters. Require neat work at the blackboard in written work in other studies. If pupils take pride in their writing no further trouble need be feared. Let them know that you appreciate all the good work they do; also all honest efforts made to secure good writing.

SPELLING.

Reed's Word Lessons to page 57. When spelling orally the teacher should pronounce the word but once. When a word is misspelled by a pupil the whole class might spell it in concert. Discourage guessing. Practice on words which are frequently misspelled. Study diacritical marks and require correct pronunciation. Spell by sound and letter.

All new words in the Reader should be copied. Dictate sentences to be copied. Teach the meaning and use of words. Teach the spelling and the use of such homonyms as occur. All written work should be done neatly.

GEOGRAPHY.

Pupils shall be taught to answer the leading questions contained in Butler's Elementary Geography. There shall be exercises on the globe, showing the form and motions of the earth—the equator, meridian, parallels and zones—the general outlines of the continents and oceans, and their relative situations. General lessons from the outline maps of the hemispheres and the United States.

MUSIC.

In the matter of giving instructions in Music, teachers shall be governed and directed by the Supervisor and Instructor of Music.

DRAWING.

Continue the work of fourth year, following directions given in Prang's Manual.

LANGUAGE AND COMPOSITION.—LESSONS IN ENGLISH.

The course in fourth year continued. The pupils to be taught to express in their own language, by means of composition, what they know, the material to be the object and reading lessons. They shall be given a correct idea what a sentence is; and of the distinction between a statement, an inquiry and a command. They shall be taught the use of capitals; punctuation marks; forming compound sentences from simple ones, &c. Recitations of selections suitable to this grade. Teacher's guide, "Lessons in English."

MORALS AND MANNERS.

Keep before the pupils the lessons of preceding years. Teach that it is honorable to confess a wrong, when once committed. Speak of conduct on the street and dangers of life—especially at night; kindness to younger children; politeness to elders and those in authority; the advantage and evil effects to character of profanity, falsehood, slander and tale-bearing; anger, selfishness, coveting or taking another's property. Cultivate a love for beautiful pictures and flowers.

Illustrate the above characteristics by maxims and memory gems. Make these lessons useful by creating a desire for nobler aspirations.

Declamations and Essays.—Every week throughout the year.

SIXTH YEAR (Division A.)**READING.**

Fifth Reader.—Notice all suggestions made for fifth year, also all suggestions given by authors. The teacher should explain all biographical, historical, geographical and literary allusions contained in any selections that pupils are unable to find out for themselves.

If all lessons are not properly prepared beforehand by the teacher, the class will surely receive poor instruction. Be able to tell pupils where they may find books which will give special information desired in the preparation of lessons.

The pupils to define and spell the principal words contained in their reading lessons, particularly such as are marked for definition. The use of the punctuation and rhetorical marks to be learned, and there shall be careful drill in accent, emphasis, inflection, articulation, pitch tone, and movement. There shall at least be one lesson

per week in such reading outside of the text book as may be authorized by the Board of Education.

ARITHMETIC.

White's Elementary completed and thoroughly reviewed, especially from page 114.

Begin with oral problems on page 209. Drill on "Miscellaneous Problems," both oral and written, until pupils are able to solve them without difficulty.

In teaching "Mensuration," much care should be taken by the teacher that pupils may get a clear and practical idea of the subject. Use Mensuration Blocks. Pupils should show by diagram, in all cases where this is possible, the number of standard units contained in specific distances, surface and volumes. This kind of work is necessary to show a full and correct understanding of the subject.

Percentage—As the principles of percentage have already been taught, pupils should not have much trouble in understanding the subject. In beginning now to teach pupils percentage, first apply the language used in the study of decimals. Teach definitions of different terms used. See that pupils get a clear understanding of this subject. If necessary, give additional examples for practice.

Interest—Illustrate clearly the nature and purpose of interest. Make plain to pupils what is meant by principal, amount, and rate of interest. No difficult problems, in interest, need be given to pupils of this grade. Mental continued.

WRITING.

Continue as in Fifth year.

SPELLING.

Pupils should now be able to use the dictionary not only with ease, but with much profit to themselves. The same plan should be pursued in this grade as has been suggested in previous year. Practice on the use, as well as on the spelling, of all words of similar pronunciation, but of different orthography. Frequent reviews should be given in spelling by sounds; also, in use of diacritical marks in written spelling. Form sentences—using verbs in present tense, and in past tense. This exercise should consist of both oral and written sentences.

GEOGRAPHY.

After January 1st Butler's Complete Geography. In connection with the study of maps, study places themselves; names of sections, position, size, surface, drainage, climate productions, occupations of people, divisions and the like. Show the use of marginal figures on maps.

MUSIC.

In the matter of giving instructions in Music, teachers shall be governed and directed by the Supervisor and Instructor of Music.

DRAWING.

Continue the work of fifth year, following directions given in Prang's Manual.

LANGUAGE AND COMPOSITION—LESSONS IN ENGLISH.

Course in fifth year continued. The pupils to be required to express in their own language, by means of compositions, what they know, the material to be the object and reading lessons of the grade. They shall be required to write letters, stories from memory, bills, receipts, checks and notes, according to models given by teachers. Teachers to use as a guide, "Things Taught." They shall also be taught to distinguish and define the parts of speech; to distinguish the subject and predicate of simple sentences; object of verbs and prepositions; the distinction between transitive and intransitive verbs; "Elementary Lessons in English" to be used as a text book.

MORALS AND MANNERS.

Review pupils on some of the work assigned for the former grades. Give instruction in reverence for God, love of country, honor, a good name, self control, behavior in public and at home. Lessons should be given in economy, public and private property, personal cleanliness, care of clothing. Give lessons on self-control, self-denial, proper use of money, generosity, benevolence, reputation, manliness and character; the evils of jealousy and slander, envy and hatred, indolence and laziness, profanity and other improper language. Explain the effects of good and bad habits on one's character; illustrate by reading appropriate selections. Use maxims and memory gems as suggested in preceding grades.

Declamations and Essays.—Every week throughout the year.

SEVENTH YEAR (Grammar.)**READING.**

Fifth Reader.—Notice all suggestions made for sixth year, also all suggestions given by authors. The teacher should explain all biographical, historical, geographical and literary allusions contained in any selections that pupils are unable to find out for themselves.

If all lessons are not properly prepared beforehand by the teacher, the class will surely receive poor instruction. Be able to

tell pupils where they may find books which will give special information desired in the preparation of lessons.

In addition to suggestions of sixth year, teachers should make the reading lessons a study of literature. The reading lesson gives the teacher an excellent opportunity to enforce moral lessons and to correlate the work of the school.

ARITHMETIC.

Complete Arithmetic to page 157. Drill on "Numeration and Notation." At the same time teach numeration and notation of decimals and United States money. Treat all the fundamental rules in like manner.

Compare Article 29 with 120 and 129; 33 with 121 and 129. Study carefully the 'Properties of Numbers.' Teach pupils to be both rapid and accurate. Solve all oral problems without the use of pencil. Study tables carefully. Give additional test lessons.

WRITING.

Continue as in Sixth year.

SPELLING.

Pupils should now be able to use the dictionary not only with ease, but with much profit to themselves. The same plan should be pursued in this grade as has been suggested in previous year. Practice on the use, as well as on the spelling, of all words of similar pronunciation, but of different orthography. Frequent reviews should be given in spelling by sounds; also, in use of diacritical marks in written spelling. Form sentences—using verbs in present tense, and in past tense. The exercise should consist of both oral and written sentences.

GEOGRAPHY.

After January 1st, Butler's Complete Geography. In connection with the study of maps, study places themselves; names of sections, positions, size, surface, drainage, climate, productions, occupations of people, divisions and the like. Show the use of marginal figures on maps.

Read over and study with the pupils all that pertain to mathematical, physical and political geography to page 22; make free use of globes and maps. Study the hemispheres, Eastern and Western; also the Northern as a land hemisphere and the Southern as a water hemisphere. Finish United States, page 73. Study products of each State. Talk of celebrated men, etc.

MUSIC.

In the matter of giving instruction in Music, teachers shall be governed and directed by the Supervisor and Teacher of Music.

DRAWING.

Continue the work of sixth year, following directions given in Prang's Manual.

GRAMMAR.

Harvey's Primary Grammar. Study carefully all definitions. Follow the plan of the book. Try to reach the intellect of the pupils, enabling them to understand the force of the different parts of sentences.

MORALS AND MANNERS.

Review pupils on some of the work assigned for the former grades. Teach self-control, cultivation of the voice, carriage and bearing; freedom from bashfulness and embarrassment, so that pupils may make a fair impression on strangers. Show the distinction between character and reputation. Develop moral principles. Continue with memory gems and maxims.

Declamations in Essays.—Every week throughout the year.

EIGHTH YEAR,**EIGHTH YEAR.**

The eighth year is one of very great importance. The certificates granted to pupils who successfully complete the work of this year entitle them to enter the High School. The success of pupils in the High School depends very much on this spirit which they receive in the lower grades, and especially in the eighth year. They should be taught to study systematically, to do work neatly, and to think profoundly. Those who do not enter the High School will have the greater reason for these habits.

READING.

Pupils should be taught to properly interpret reading matter, and to set forth such interpretations in a good voice, and by proper inflection and emphasis and the other qualities of voice.

Encourage pupils to engage in supplementary reading and, especially, upon such subjects as are found in the reader.

Impress pupils with the idea that a thorough study of each literary piece will greatly benefit them by giving them a clearer insight into human life. Keep up the study of words, as required in lower grades; explain all allusions and make each selection a literary study.

Special attention should be given to all "lessons" on the rendition of selections reflecting various sentiments. Follow suggestions given under "For Preparation" at close of each piece.

ARITHMETIC.

White's Complete to page 200. Begin with measurement of plane surfaces, page 157. Learn all terms used, and illustrate each problem as far as possible by drawing on the blackboard. The teacher is expected to see that every pupil understands the principles involved in all problems given. Call the attention of all pupils to the "notes" given by the author and see that they fully understand the meaning of these. Test the class by asking for explanations.

More than ordinary care should be given to the study of "Land Surveys." All problems under each subject should be solved by pupils. The same plan should be pursued in teaching "Measurement of Solids." Use diagrams for illustration when possible.

Before taking up the subject of "Percentage," at least two weeks should be devoted to a careful review of common and decimal fractions. Define percentage, rate per cent., base. Give them a clear idea of the three cases of percentage. At first lead pupils to see what is called for in each problem, then ask for its solution. Many of the written problems should also be given in same manner as those placed under head of "Oral Problems."

The subject of Profit and Loss, Commission and Brokerage, and Capital Stock should be treated in the same manner.

Pupils should clearly understand the meaning of all terms used. It may be necessary for the teacher to explain the use of some of these terms.

Review each subject often—show similarities as well as differences. Select outside problems for additional drill. Pupils are expected to rely principally upon their own efforts.

Take up the subjects of insurance, taxes, etc., and endeavor to make all work real. Impress pupils with the fact that men are actually engaged each day with similar problems. Exhibit to the class a tax receipt, an insurance policy, etc., and formulate practical examples for solution. Complete all work called for to "Interest," in same manner as required in previous term. Do not forget that each topic in the applications of percentage has a set of terms of its own, which should be learned thoroughly by each pupil. It is not enough that a pupil understands; he must learn and know the subject after it is passed.

Review all work included between pages 176 and 212.

Interest.—Teach, at first, one method thoroughly to the pupils. After much drill they may be taught another. All pupils should know and be able to give the definitions of the following, viz.: Interest, Principal, Amount and Rate of Interest—Simple Interest and Compound Interest.

Bank Discount.—Define all terms used. Instruct pupils that they may see clearly the difference between **simple interest** and **bank discount**. . . Do not fail to remember that much of the trouble which pupils have in understanding different subjects treated under **Interest** comes from the fact that they have not been made to see **any real difference**. All methods should be made clear.

Show to pupils, if practicable, **real checks, bills, notes, drafts, bonds, coupons, etc.** Pupils should write out on paper, and on black-board various forms of notes, drafts, checks and receipts. Require neat and accurate business forms. Define **promissory note, face, maker, payee, holder, indorser, joint note, demand note, time note, negotiable note and partial payments.**

It will be necessary for them to carefully read all "notes" given by author—some of these may need explanation from the teacher.

Drill on problems assigned. Others should be selected and given in order that pupils may get sufficient practice.

Give special review of the work of this year—see that the class gets a clear and definite understanding of each subject.

PHYSIOLOGY.

Study carefully anatomy, so far as it is treated in the text-book. Try to make the study of physiology practicable. Let the object be the culture of the pupil, and the observance of the laws of health. Press upon the pupil the importance of both knowing and observing these laws.

WRITING AND BOOK-KEEPING.

To improve the writing of the pupils, continue to teach movement, using exercise paper. Insist on good work. In Book-keeping follow the author. See that work is done neatly and accurately. Be careful to have figures put into vertical columns. Let the work be the very best that can be done by the pupil.

GEOGRAPHY.

Butler's Complete Geography finished. In studying countries, use wall maps and relief maps. Try to fix in the minds of pupils the physical features of all countries. Connect with each country the names prominently associated with its history. Do not enter too much into the study of unimportant places, but study the more prominent places, such as cities, bays, islands, etc. Study exports and show why certain cities have grown, and still grow rapidly. Study new possessions of the United States. Explain and locate international date line.

UNITED STATES HISTORY.

Use Barnes' Brief History of the United States. The condition

of the leading countries of Europe at the close of the fifteenth century should be clearly set forth by the teacher.

The influence of the printing press; the revival of learning; the religious persecutions; the development of navigation, with the effect of these upon explorations and settlements made in America, should be fully explained to the pupils before taking up the study of history from the regular text-book.

Pupils should be impressed with the fact that history and geography go hand in hand; that no real progress can be made without first gaining a clear and definite idea of the location of the event. The mere statement that Columbus set sail from a place in some portion of Europe and in a few weeks discovered some island in the Atlantic Ocean can have but little effect upon pupils, unless they know the exact location of the place from which he sailed, the route taken, and a definite idea of where the island is that he discovered.

Briefly give the life of Columbus, nativity, character; the geographic ideas of his time; his patrons, his voyages and the results of these voyages.

Give a short account of the following discoverers, locating on map discoveries and explorations made, viz: Cabots, Vespucci, Ponce de Leon, Balboa, Verrazani, Cartier, De Soto, Champlain and Hudson.

The extent of the French and Spanish territory, extent of the English territory, conflicting claims. Lead pupils to express clearly the grounds upon which each nation based its claims to any special territory in the New World.

In the same manner study the history of settlements made in North America. Endeavor to fix all important facts with regard to Virginia, New England, Maryland, Pennsylvania and Southern settlements. Give special attention to "First General Assembly" in Virginia, and "Council of Plymouth."

Group together the Colonial settlements that their relation to each other, in their early development, may be clearly understood by the pupils. They are expected to read much outside of regular text-books—all reading and study should be done with maps at hand for ready reference. Use the blackboard for representing outlines of voyages, explorations and settlements.

Effect of each of the following wars on the colonies, viz: King William's war, Queen Anne's war, King George's war, and the French and Indian wars. The teacher should make clear to the pupils the condition of political affairs in England, France and Spain at this time, so that they may know the origin of these wars in this country. Understand clearly the two purposes for attempting a "Union of the Colonies" in 1754.

Study the growth of the colonies. Contrast the government of Massachusetts and her foster colonies—Maine and New Hampshire, Rhode Island and Connecticut—with the governments of other colonies. Compare the government of Virginia and her foster colony—Maryland—with the governments of other sections; the influence of the Huguenots, their conflict with the Spanish settlement in Florida; Penn's relations with Indians—compare with others.

Give special attention to those colonies which allowed political and religious freedom.

Revolution.—See that the pupils get a clear idea of the causes which brought about the "Revolutionary War." Lead pupils to understand why the colonists objected to taxation, writs of assistance, stamp act, etc., etc.

Who were the "Sons of Liberty?" Where did the following representative bodies meet; what did each accomplish and who were the principal actors, viz: Colonial Congress (1765), First Continental Congress (1774), First Declaration of Independence (May 31, 1775), Second Continental Congress (1775), Declaration of Independence (1776)?

In studying the period from 1763 to the beginning of 1780, notice that the physical features of the country, natural lines of communication, etc., had much to do in determining the direction of the armies. Continue the study of geography along with that of history. The location of important battles should be outlined on the blackboard.

Pupils should read as much as possible to know what each of the following patriots accomplished in bringing about "American Independence," viz: James Otis, Samuel Adams, Patrick Henry, George Washington, Richard Henry Lee, Thomas Jefferson, John Adams, Benjamin Franklin, Peyton Randolph, John Jay, John Hancock, Marquis de Lafayette, Thaddeus Kosciusko, Casimir Pulaski and Baron von Frederick Steuben. For what special reason should the following be remembered: Faneuil Hall, "The Old Church" of Richmond, Va., Charlotte, N. C., and City of Philadelphia?

Pupils should get a clear understanding of this period. They should know the leading men who took an active part in bringing about the **independence** of the colonies, as well as those who were prominent in establishing a **permanent** form of government for the United States.

Study carefully the financial condition of the colonies during the war, the naval and military operations, the siege of Yorktown, the armed neutrality, the treaty of peace, the formation of state governments, the cession of public lands, the "Articles of Confedera-

tion"—causes which soon brought about a change—and the general provisions of the present "Constitution."

Presidential, or Constitutional Period.—Pupil should now read for the purpose of getting a clear understanding of the condition of the people at the time of the organization of the government—with regard to powers of the general government; what two ideas prevailed. In studying this period, special attention should be given to the following topics, viz: Financial measures—national bank, etc.; neutrality between England and France—what political effect; inventions—cotton gin, steamboats, railroads, telegraph and their effect on this country; acquisition of territory and admission of States; causes which led to the war of 1812; principal military and naval operations; internal improvements; "Monroe Doctrine"—why proclaimed; protective tariff; nullification and business depression; causes which led to the war with Mexico—influence on the United States; slavery discussions—sectional excitement and final result.

Besides studying the above, consider also the rapid growth in population, in productions and in means of transportation. Draw a map of the United States showing extent of the country at close of the Revolutionary War and the several tracts that have been subsequently added, and names of States that have been formed from them respectively.

For what should each of the following men be remembered by Americans, viz: Robert Morris, Francis Marion, Nathaniel Greene, Daniel Morgan, Anthony Wayne, Henry Knox, Benjamin Lincoln, Alexander Hamilton, Eli Whitney, James Madison, Robert Fulton, John Marshall, William Henry Harrison, Oliver H. Perry, Andrew Jackson, Henry Clay, John C. Calhoun, Winfield Scott, James Monroe, John Q. Adams, De Witt Clinton, Martin Van Buren, Daniel Webster, John Tyler, James Knox Polk, Sam Houston, Samuel F. B. Morse, Zachary Taylor, S. W. Kearney, Doniphan, John C. Fremont, Millard Fillmore, Franklin Pierce, Stephen A. Douglas, James Buchanan and Abraham Lincoln?

United States History.—American History for Schools, completed.

Before taking up the study of the Civil War pupils should review the contest over the slavery question. When was slavery introduced? Provisions in the Constitution; Missouri Compromise; Fugitive Slave Law; Kansas-Nebraska Bill, and Decision of the United States Supreme Court.

The class should also have a clear idea of the financial, manufacturing, commercial and agricultural interests of each side before the beginning of the war.

Study this period of history by topics, and illustrate as far as

possible all important events by maps, extracts, brief biographies, etc. Show that all aggressive movements of the Union forces were made for one of the following purposes, viz: (a) To preserve doubtful States; (b) To open the Mississippi River; (c) To close all Southern ports; (d) To capture Richmond and destroy Lee's army; (e) To divide the forces east of the Mississippi (Sherman's March to the Sea); (f) At all times to protect Washington City.

Give short biographical sketch of each person who took a leading part in this contest. During Civil War and Reconstruction period dwell only on most important events.

Compare the condition of our country at the time of the organization of the government with that now existing.

Tell about acquisition of territory, when and by what manner obtained; the States admitted since; the character and sentiments of the people; the modes of transportation—railroads; the new inventions—their effect; the variety of productions; the different methods of communication—telegraph, etc.; the commerce and commercial centers; the broader channels through which people are educated—newspapers, books, etc. Continue to use maps in the study of history.

Read with care "The Declaration of Independence," giving special attention to the first two paragraphs and the last one. Devote two or three lessons to a discussion of its adoption and its history.

Study events connected with the war with Spain, and the persons taking a leading part in the war. Study the results of the war.

COMPOSITION AND GRAMMAR.

The chief object in studying grammar is to teach pupils to speak and write correctly. In this branch, as well as in all others, the study of the book should be subordinated to the study of the subject itself. The book should be used as an auxiliary to the teacher's efforts and methods.

Definitions should be carefully studied. Correct interpretation of language is the chief means of criticism, and of forming the habit of correct speech, which is the real test of the success of a pupil in the study of Composition and Grammar.

DRAWING.

Drawing once a week, at least. Follow the directions given in Prang's book for eighth year, and in the Manual for this grade. Insist upon good work. Try to arouse an interest in drawing. Use the skill of the pupil in illustrating other branches, especially in Physiology. This study should assist pupils to see things as they are, and should be of much practical utility.

MORALS AND MANNERS.

Continue to emphasize the importance of each pupil securing for himself those traits which make up good character. Impress the class with the influence of good habits and the evils which may arise from keeping bad company.

Explain clearly the meaning of these terms, viz: Reputation, honor, character, self-denial, self-control, idle talk, tale bearing, profanity, slander, also other improper language and habits. Teach them to respect old age, to honor those who have given their lives in support of some cause that has made the world better.

Teach love of country, obedience to law, and respect for all officers whose duty it is to execute these, fidelity to private or public trust, obligation of citizenship, nature and obligations of the oath and the ballot.

Impress pupils with the rights and privileges of others, honor among schoolmates, loyalty to school, and pride in the city and State in which we live.

Explain to the class that all persons are guaranteed the right of political and religious freedom. Literary gems teaching these important truths should be committed and recited by pupils. Read suitable selections in support of above.

PLAN OF ORGANIZATION AND COURSE OF STUDY ADOPTED BY THE BOARD OF EDUCATION.

1. Each Election District or part thereof of the District of Wheeling, shall be a sub-district, and each sub-district shall be known by the name of its Election District, thus:

Washington Sub-District,
Madison Sub-District,
Clay Sub-District,
Union Sub-District,
Centre Sub-District,
Webster Sub-District,
Ritchie Sub-District.

2. The highest or most advanced departments of each of the schools, known under the former system as Ward Schools, shall be called a Grammar School and shall receive the name of the Sub-District in which it is located, thus:

Washington Grammar School,
Madison Grammar School,
Madison Grammar School (Lincoln),
Clay Grammar School,
Union Grammar School,
Centre Grammar School,
Webster Grammar School,
Ritchie Grammar School.

3. All the subordinate departments in each of the aforesaid Sub-District schools shall constitute a Primary School, to be known by the name of its Sub-District, thus:

Washington Primary School,
Madison Primary School,
Madison Primary School (Lincoln),
Clay Primary School,
Union Primary School,
Centre Primary School,
Webster Primary School,
Ritchie Primary School.

Each Primary School shall have four divisions, to be regulated by the advancement and proficiency of the pupils, and to be designated as follows:

First and second years, Division D.

Third and fourth years, Division C.

Fifth year, Division B.

Sixth year, Division A.

Seventh year, Grammar School.

Eighth year, Grammar School.

REGULATIONS FOR HIGH SCHOOL

The High School will be under the same general regulations that govern the sub-district schools, with such difference as is indicated by the following rules:

SCHOOL HOURS.

The daily sessions of the High School shall be from 9 a. m. until 11:45 a. m., and from 1:30 until 4 p. m.

ADMISSION AND PROMOTION.

Any pupil who is a resident of the District, who has completed the work of any Grammar School of the District, with an average grade of seventy-five per cent, and not falling below sixty per cent in any branch of study, shall be admitted to the High School on the presentation of a proper certificate from the Principal of such Grammar School, approved by the Superintendent.

All others seeking admission to any class in the High School shall furnish to the Superintendent satisfactory proof, by examination or otherwise, of proper preparation for such class.

Pupils of the High School completing the work of any year with an average grade of seventy-five per cent, not falling below sixty per cent in any branch of study, shall be regularly promoted to the next higher class.

The principal of the High School may, with the approval of the Superintendent, return to any Grammar School, or to a lower class in the High School, any pupils who are found, after a fair trial, to be unprepared for the class they have entered, or who, by reason of irregular attendance, indolence or inattention, fail to satisfactorily accomplish the work of the grade to which they had been assigned.

All pupils who fail in any study to receive a grade of sixty-five per cent during the first term of any year of the High School shall, at the commencement of the next term, be classified together in a separate class, and they shall be required, if the Principal deem it necessary, to review the work of the first term in such study.

No pupil shall be admitted to the graduating class after the close of the first month of the school year, unless by special permission of the Committee on Teachers and Schools.

NON-RESIDENT PUPILS.

Any non-resident pupil may be admitted to the High School at the discretion of the Superintendent and Principal, and the Committee on Teachers and Schools, upon the payment to the School Collector the sum of three dollars per month tuition for residents of Ohio county and five dollars per month for non-residents of Ohio county. But no such pupil shall be received into any class until the Collector's receipt for the tuition for the current term has been presented; provided, however, that non-resident pupils shall in no case be admitted to the exclusion or material inconvenience of pupils residing in the city. The Principal, as soon as practicable, shall deliver to the Clerk of the Board of Education such tickets of admission, Collector's receipts, etc., and the Clerk shall charge the Collector with the amounts shown by said receipts.

ABSENCE FROM GENERAL EXERCISES.

Any pupil who shall absent himself from literary or other general exercises of the school, or who shall fail to perform the part assigned him, without a written excuse from parent or guardian, satisfactory to the Principal, shall be required to perform the neglected duty before being permitted to resume his place in his classes.

REVIEWS AND TESTS.

There shall be no stated or previously announced written examinations except at the close of the school year, or on the completion of a book. In other cases, when a written test examination is to be held, the teacher will simply state at the time of holding it that instead of the regular recitation a written test will be had. Such tests shall not be held on consecutive days, and they will occupy only the recitation period of the subject tested.

GRADUATION.

To all pupils who complete the course of study with an average of seventy-five per cent, not falling below sixty per cent in any branch, shall be given a Diploma of Graduation, signed by the President of the Board, the Superintendent of Schools and the Principal of the High School, and attested by the Clerk of the Board of Education, with the seal affixed. The diploma shall indicate the graduate's standing for the last school year. In estimating grades of pupils, the daily standing shall be counted as two-thirds of such grades, and examination tests one-third.

HONOR PUPILS.

All graduates who attain an average of not less than ninety-five per cent on work completed in the last year of the High School

course, shall be regarded as honor pupils, and shall be so designated on the commencement programme. No pupil who has already graduated shall be allowed to compete for any honor bestowed by the Board.

From those of the graduating class who have attained during the last year of school an average grade of not less than ninety per cent, ten pupils shall be chosen as commencement performers, by the Principal and teachers of the High School, with the approval of the Superintendent. Such selections shall be made with special reference to ability as speakers and writers. At the commencement exercises no flowers or other gifts shall be presented on the stage.

REMAINING AT NOON.

Pupils who remain in the school building at noon shall eat their lunch in a room designated by the Principal, and shall be subject to the control of the Principal or any teacher whom he may designate. They shall maintain good order and shall not be permitted to run about the building.

INDIGENT PUPILS.

Books shall be furnished to indigent pupils on the written recommendation of the Principal, counter-signed by one of the local Commissioners of the sub-district in which the pupil may reside.

SUBSTITUTES FOR HIGH SCHOOL.

At the meeting of the Committee on Teachers and Schools at which teachers are nominated for the High School this committee shall nominate also one or more persons to act as substitutes in the High School. These substitutes shall have such certificates as those held by teachers of the High School, and shall receive for their services two dollars and a half per day, to be paid by the person for whom such substitute teaches. In case of the absence of the Principal of the High School, it shall be the duty of the Committee on Teachers and Schools to appoint a suitable person to act in his stead. The compensation of such substitute shall be at the rate of one hundred dollars per month, to be paid by the Principal.

COURSE OF STUDY FOR HIGH SCHOOL.

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Arithmetic 3	Arithmetic 3	Arithmetic 3
Lessons in English 5	Lessons in English 5	Lessons in English 5
Algebra 5	Algebra 5	Algebra 5
Phys. Geography . 3	Phys. Geography . 3	Phys. Geography . 3
Electives, German and Book-keeping.		

SOPHOMORE.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Arithmetic 2	Arithmetic 2	Arithmetic 2
Lessons in English 4	Botany 4	Botany 4
Algebra 5	Algebra 5	Geometry 5
Physics 5	Physics 5	Physics 5
Elective, German.		

JUNIOR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry 5	Geometry 5	Geometry 5
Rhetoric 2	Rhetoric 2	Rhetoric 2
Civil Government . 5	Civil Government . 5	Civil Government . 5
Eng. Literature . . 5	Eng. Literature . . 5	Eng. Literature . . 5
Electives, German and Latin.		

SENIOR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Reviews 4	Reviews 4	Reviews 4
Chemistry 3	Chemistry 3	Chemistry 3
General History . . 5	General History . . 5	General History . . 5
Am. Literature . . . 4	Am. Literature . . . 4	Am. Literature . . . 4

Electives, Latin and Theory and Practice of Teaching. (Seniors may substitute Theory and Practice of Teaching for Chemistry).
The figures indicate approximately the number of lessons per week.

RULES RELATING TO MUSIC.

1. The supervisor and instructor of music shall be subject to the Board of Education and under the direction of the Committee on Teachers and Schools and the Superintendent of Schools.

2. The supervisor and instructor of music shall report at the rooms of the Board of Education between 8:30 and 9 o'clock a.m. on all school days, and shall employ his whole time during the school hours in his work.

3. The supervisor and instructor of music shall arrange his work and divide his time so as to give equal instructions to the pupils of the different schools of the District, and in such a manner as not to conflict unnecessarily with the other work of the schools. In order to do this he shall confer with the Superintendent and the Principals of the different schools.

4. The supervisor and instructor of music shall devote himself to the study of his work, so as to keep pace with the most approved methods of instruction.

5. The supervisor and instructor of music shall from time to time make such report to the Board of Education, through the Superintendent, as may be required.



LINCOLN SCHOOL.

RULES RELATING TO THE GERMAN DEPARTMENT.

1. The German Language in the Public Schools of the School District of Wheeling shall be taught only to pupils attending the High School, Grammar Schools, and the A Divisions and in the highest grade of B Division; and the instructions and recitations in German shall be conducted in rooms separate from the English.

2. New scholars shall be taken only at the commencement of the term.

3. No pupil shall be allowed to enter upon the study of German in any but the highest grade B, unless he be able to pass a satisfactory examination in the work of the previous grades.

4. Want of punctuality in classes in their attendance upon the German lessons, as well as a repeated neglect of study on the part of any pupil, is to be reported to the Superintendent.

5. To assure the proper authorities that every pupil who is selecting the study of German is doing so with the consent of his or her parent or guardian, the latter are required to make their wishes known by signing and returning to the Principal the "optional study blank," to be furnished by him to every pupil from the highest B grade upwards, or on entering the school. And the pupil shall not be permitted to drop the study of German without the written permission of his or her parent.

COURSE OF STUDY FOR GERMAN DEPARTMENT.

FIRST YEAR.—(Division B.)

Ahn's First Book for all pupils.

SECOND YEAR.(Division A.)

Ahn's Second Book, or Klemm's Second.

THIRD YEAR.—(Grammar.)

Klemm's Third Book, or Keller's First Year in German.

FOURTH YEAR.—(Grammar.)

Keller's First Year in German, supplementary reading, composition and translations.

HIGH SCHOOL.—FIRST YEAR.

Lower class.—Keller's First Year in German.

Advanced class.—Joynes and Meissner's Grammar and supplementary reading.

SECOND YEAR.

Lower Class.—Joynes and Meissner's Grammar.

Advanced class.—Conversations, composition and supplementary reading.

THIRD YEAR.

Lower class.—Joynes and Meissner's Grammar, conversations, composition and supplementary reading.

Advanced Class.—Keller's Literature and reading from Schiller and Goethe.

During the last school week in June of each year, each teacher in the four divisions of the primary schools, shall report to the Principal of his or her school the names of such pupils as are qualified to be promoted to the next higher division, and the Principal shall promote such pupils thus recommended; unless in his judgment such promotion would be injurious; in which case he shall immediately report all the facts in the case to the Superintendent for his counsel and decision.

Parents and guardians are most earnestly urged to see to it that their children or wards are present during the last week of school in June, that they may be examined in order to their promotion.

When it shall come to the knowledge of a Principal that a pupil has, with or without the approval or consent of the parent or guardian, wilfully absented himself from an examination of his class, said pupil shall not be promoted before the close of another year; and in every case when it shall come to the knowledge of a Principal that a pupil has, with the knowledge or consent of his parent or guardian, absented himself from school during the time of an examination of his class, with the object of avoiding examination, it shall be the duty of the Principal to refuse readmission to said pupil, except upon the written order of the Superintendent, sanctioned by direct act of the Board of Education. When it shall come to the knowledge of a Principal that a pupil has absented himself from school with the object of shunning any examination, the Principal shall at once apprise the Superintendent of the fact.

No person shall be employed to teach in any school of this District who shall not first have obtained from the Examining Committee a certificate of qualification for the division in which said person intends to teach. Teachers for Division D, Primary School, shall sustain an examination in the common English branches, viz: Orthography, Reading, Penmanship, Arithmetic, English Grammar, Geography and Definition. For Division C and B, in United States History in addition to the common English. For Division A, in both United States History and Physiology, in addition to the common English course.

For positions as teachers in the Grammar Schools and the High School, applicants shall undergo an examination in all the branches of study named for said schools.

No pupil in the Primary or Intermediate departments shall be permitted, in addition to writing, nor in the Grammar Department in addition to reading and writing, to pursue more than five studies at the same time.

All former rules and standing orders of the Board are hereby repealed.

BOOKS USED.

Reading Charts	-	-	-	-	-	-
Readers	-	-	-	-	-	- McGuffey.
Arithmetic	-	-	-	-	-	- White.
Music	-	-	-	-	-	- Natural Course.
Mental Arithmetic	-	-	-	-	-	- Dubbs.
Geography	-	-	-	-	-	- Butler.
History	-	-	-	-	-	- Barnes.
Grammar	-	-	-	-	-	- Lytes.
Physiology	-	-	-	-	-	- Steele.
Book-Keeping—Eighth Grade	-	-	-	-	-	- Meservey.
Lessons in English	-	-	-	-	-	- Lytes.
Book-Keeping—High School	-	-	-	-	-	- W. P. Sandy.
Lessons in English	-	-	-	-	-	- Lockwood.
Algebra	-	-	-	-	-	- White.
Physical Geography	-	-	-	-	-	- Houston.
Physics	-	-	-	-	-	- Cooley.
Geometry	-	-	-	-	-	- Wells.
Botany	-	-	-	-	-	- Bergen.
Rhetoric	-	-	-	-	-	- Raub.
Civil Government	-	-	-	-	-	- Willoughby.
English Literature	-	-	-	-	-	- Painter.
American Literature	-	-	-	-	-	- Painter.
Chemistry	-	-	-	-	-	- Remsen.
Theory and Practice	-	-	-	-	-	- Page.
School Management	-	-	-	-	-	- White.
Latin—First Year	-	-	-	-	-	- Collier & Daniels.
Latin—Second Year	-	-	-	-	-	- Arrowsmith & Whicher
Latin Grammar	-	-	-	-	-	- Allen & Greenough.
German—First Year	-	-	-	-	-	- Ahn.
German—Second Year	-	-	-	-	-	- Ahn & Klemm.
German—Third Year	-	-	-	-	-	- Klemm & Keller.
German—High School	-	-	-	-	-	- Keller, Joynes & Meis- ner, and Keller's Liter- ture.
Phonography	-	-	-	-	-	- Ben Pitman.
General History	-	-	-	-	-	- Barnes.
Commercial Law	-	-	-	-	-	- Clark.

GENERAL RULES.

Rule 100. The regular scholastic year shall commence on the first Monday in September, and close on the last Friday in June, in each year. The week preceding the first Monday in September shall be devoted to an Institute, at which the attendance of all the principals and teachers shall be compulsory. There shall be vacation from Christmas to New Years, inclusive of both; during the week including the first day of April; on all legal holidays appointed by the city, State or national authorities. Schools shall be resumed the next school day after the holidays, and the Christmas and New Years' holidays shall be considered as ending with the first day of January.

101. The sub-district schools shall open at 9 o'clock a. m. and close at 12 m.—open again at 1:15 p. m. and close at 4:15. Subject to the approval of the Principal, Division C. may be dismissed one-half hour and Division D. one hour earlier than the above named hours for closing the schools. There shall be a recess of 15 minutes in each session, commencing in the forenoon at 10:45 o'clock and in the afternoon at 3 o'clock; but pupils shall not be required to leave the school room at recess during cold or inclement weather. Whenever pupils are detained in the school room at recess, they shall be allowed to pass out after the recess is closed.

102. In opening the schools in the morning, some portion of the Holy Scriptures shall be read in each department or division; after the reading of Scripture, the teacher and pupils shall repeat the Lord's Prayer in concert.

103. The admission of pupils to the schools of other sub-districts than those in which they reside shall be at the option of the Board; and in case a pupil shall leave school under censure, he or she shall not be admitted to any other school in the District except by consent of the Board of Education; and, in case any pupil is admitted in violation of this provision, the Superintendent shall discharge said pupil as soon as notified of the fact; provided, however, that non-resident children shall in no case be admitted to the schools of any sub-district to the exclusion or material inconvenience of the pupils residing in the sub-district; and in no case shall

a pupil not a resident of the School District of Wheeling be permitted to attend any of the schools of said District except upon the presentation to the principal of a ticket of admission from the local Commissioners having direct supervision of the school, together with a receipt from the Collector of the district to the effect that the said pupils has paid five dollars for the current term, or two dollars per month for any time less than the current term; or a certificate from said Collector that a parent or legal guardian of said pupil pays annually city school taxes annually to the amount of fifteen dollars. If more than one pupil is sent from the same family, tuition for each must be paid, unless the parent or guardian pays annually city school taxes equal to the total tuition. Taxes paid by guardian must be on account of property belonging to said pupil. The principal shall, as soon as practicable, deliver to the Clerk of the Board such tickets of admission, receipts and certificates, and the Clerk shall charge the Collector with the amounts shown by said receipts. Upon the expiration of the term for which any such pupil has been admitted, the principal shall not permit the pupil longer to attend the school without the presentation of another ticket and receipt for the proper amount, which ticket and receipt shall be delivered to the Clerk as aforesaid.

104. During the week immediately preceding the April vacation, there shall be a public examination in each school of the district, to continue not longer than three days. Parents and guardians are expected to see that their children attend the examinations of their respective schools, and also upon the preparatory exercises pertaining thereto.

105. No pupil shall be permitted to take his seat in school unless clean and neat in person and dress.

106. Any pupil returning to school after an absence of half a day or more, or coming in after school has opened, shall produce a written excuse from his or her parent or guardian. When no such written note is presented, it shall be the duty of the principal to send a notice to the parent or guardian. But any pupil who shall from any cause whatever, except sickness, be absent from school for five days during any consecutive four weeks, shall not be permitted to attend any school in the district, during the remainder of the term, unless the parent or guardian can satisfy the Superintendent that the absence was necessary. Upon being thus satisfied, the Superintendent shall issue a ticket for the re-admission of said pupil.

107. Any pupil who shall play truant, or be guilty of insubordination, shall, for the first and second offenses, be punished at the discretion of the principal. The principal shall also inform the parent or guardian of the second offense, and give due warning of

the probable result if it be repeated. If, after such notice has been given, another offense occur, the pupil shall be reported to the Superintendent, who may suspend or expel at his discretion.

108. Any pupil, while under censure, absënting himself, or being detained by his parents or guardian from school, on account of said censure, shall not be again admitted without a written order from the Superintendent. But the principal, if aggrieved, may appeal from the decision of the Superintendent to the Board.

109. No pupil shall be admitted to any school of the district who is affected with any contagious disease, or from a family in which small-pox, variloid, cholera, scarlet fever, diphtheria, membranous croup or measles exists or has recently existed, except on presentation of a physician's certificate that such pupil is not liable to convey infection. Blank certificates for this purpose shall be supplied to each principal.

110. Parents and guardians are requested not to interfere in the disciplinary concerns of the schools; but in all cases of complaint, to report first to the Principal, and if satisfactory redress be not given, then to the Superintendent; if not satisfied with the decision of the Superintendent, final appeal may be made to the Board of Education; but in all cases of appeal, either to the Superintendent or to the Board the cause of grievance or complaint must be stated in writing, and when the complaint is to be made to the Superintendent, due notice thereof must be first given by the complainant to the Principal; and when to the Board of Education, both Principal and Superintendent must be notified by the complainant of his intention thus to appeal.

111. Parents and guardians shall be held responsible for any damage done by their children to school houses, furniture, out-buildings, trees, shrubbery, or other appurtenances. Their attention is earnestly solicited to the foregoing Rules and By-Laws, and their cooperation is invited to their strict enforcement.

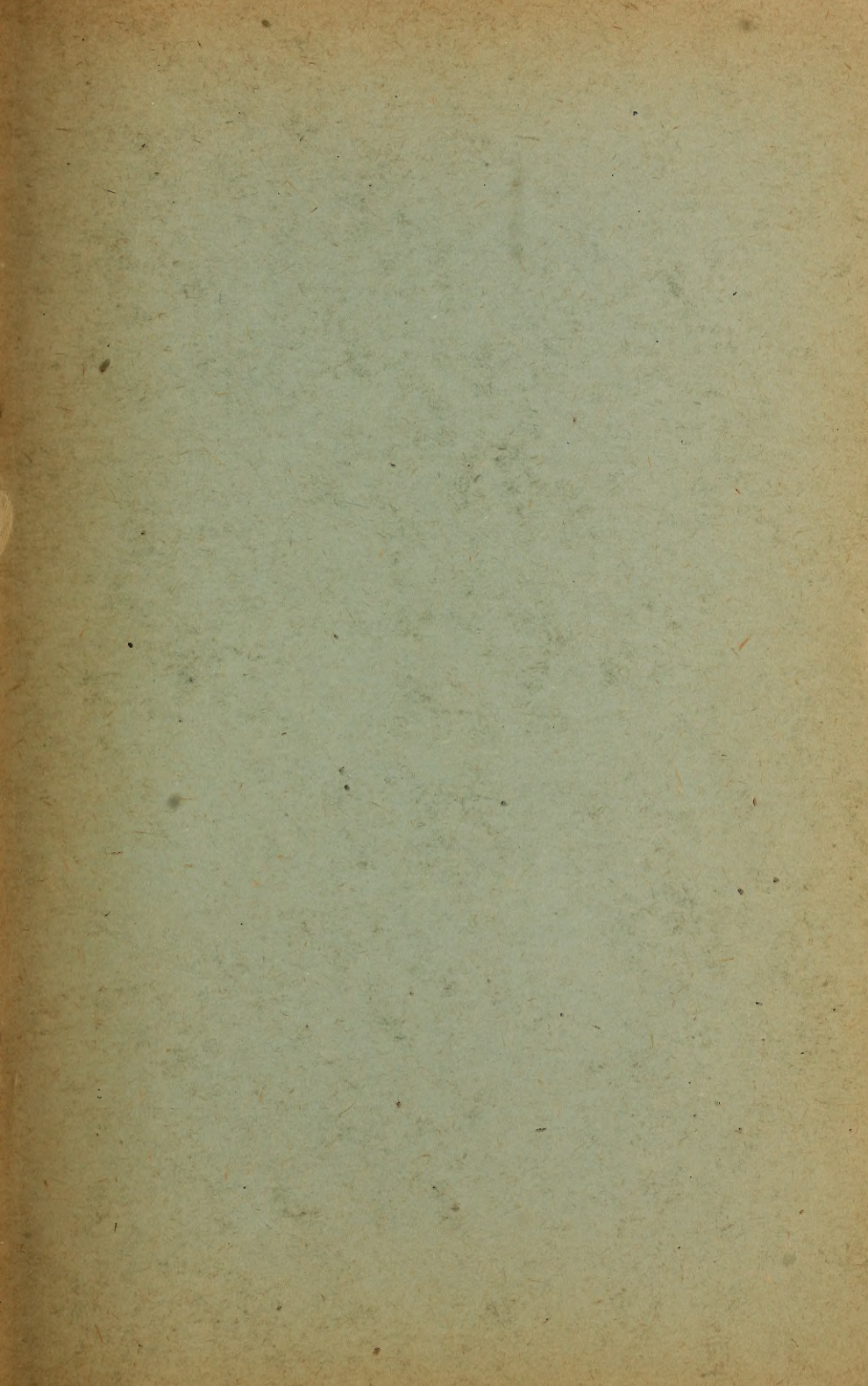
112. Whenever a parent or guardian wishes a child to pursue a partial course of study, or to leave school during school hours at stated times, he shall make a direct request of the Principal for such privileges, and if this meet with the sanction of the Principal, the Superintendent may grant such permission; provided, there are good reasons for the same and the interests of the school will not be seriously interfered with. But in no case shall such privilege be granted without the written concurrence of the Principal and Superintendent, nor shall any pupil without the consent of the Committee on Teachers and Schools pursue any study (other than the electives) higher in the course than those of the year in which such pupils is classified.

113. Annually at the meeting at which teachers are appointed, the Commissioners of each sub-district shall appoint two or more substitutes; and whenever a teacher in any sub-district shall be temporarily absent it shall be the duty of the Principal of such school to procure one of such substitutes to teach during the absence of such teacher. But no person shall be appointed a substitute who shall not have obtained a number one or two certificate of his qualification to teach such branches as a teacher in Division A is required to be examined in. The compensation of such substitute shall be one dollar and a half per day, and is to be paid by the teacher in whose place the substitute teaches. In case of the absence of the Principal of any school, it shall be the duty of the Commissioners of the sub-district where such absence occurs to appoint some competent person, holding a grammar school certificate, to act as substitute for such Principal. The compensation for such service shall be at the rate of eighty dollars per month, to be paid by the Principal in whose place the substitute serves.

114. The Examining Committee may, upon application, grant to each graduate of the Wheeling High School, a certificate having the same grades as are marked on the diploma of such graduate, but no such certificate shall be granted upon a diploma bestowed one year prior to the time of making such application, and no certificate shall be renewed, unless the holder thereof is a teacher or substitute in one of the schools of the district.

115. Public entertainments for which an admission fee is charged may be held in the High School or each sub-district and in Lincoln school, not exceeding once during the school year, participated in by the pupils selected from the several divisions or grades, and under the direction of the Principal and teachers of the school. A programme of the exercises shall be furnished the Committee on Teachers and Schools, if the High School is to give the entertainment, or to the local Commissioners of the sub-district in which the entertainment is to be held, for their approval or correction, at least ten days before time of such entertainment. An admission fee not exceeding twenty-five cents may be charged. Entertainments and preparations for the same shall not interfere with any part of the regular school work, nor shall seats or fixtures be disturbed.

116. None of the foregoing rules shall be repealed or altered, unless by a majority of all the members of the Board. Any rule may be suspended by a vote of the majority of the Board for a particular purpose.



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