

ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
CHARLOTTE, N. C.
FOR
1890-91.

CHARLOTTE, N. C.
THE BLAKEY PRINTING HOUSE, 207 EAST TRADE ST.
1891.

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Organization of the Board of Education for 1891 and 1892.

PRESIDENT—(Ex-Officio)—HON. R. J. BREVARD, Mayor.
SECRETARY—FRED. NASH.

Members of the Board of Education.

	TERM EXPIRES.
WARD 1—W. S. MALLORY, 214 North C Street.....	May 1893.
“ 1—R. F. STOKES, 305 North College St.....	“
“ 2—T. T. SMITH, 210 South Myers St.....	“
“ 2—GEO. F. BASON, 212 South Myers St.....	“
“ 3—J. HIRSHINGER, 610 South Tryon St.....	“
“ 3—JOS. SILER, 811 West Trade Street.....	“
“ 4—C. W. TILLET, 613 North Church St.....	“
“ 4—M. F. KIRBY, 314 North Graham St.....	“

SCHOOL COMMISSIONERS.

City of Charlotte, N. C.

STANDING COMMITTEES.

On Finance.—MESSRS. GEO. F. BASON, C. W. TILLET, JOSEPH SILER.

On Examination, Course of Study, Etc. (Teachers' Committee)—MESSRS. W. S. MALLORY, T. T. SMITH, J. HIRSHINGER.

On Buildings.—MESSRS. R. F. STOKES, M. F. KIRBY, T. T. SMITH.

On Visiting.—MESSRS. G. F. BASON, C. W. TILLET, R. F. STOKES.

PUBLIC SCHOOLS OF CHARLOTTE, N. C.

Alex. Graham, Superintendent and Principal.

Office—White Graded School Building.

WHITE SCHOOL.

1891-92.

GRADES 9 AND 10.

JOHN M. WALKER, Assistant Principal. Salary \$75.00 per month, and \$25.00 per month additional when Training School is taught.

GRADE 9.

MISS LAURA E. ORR. Salary \$65.00 per month.

GRADE 8.

BOYS.—R. H. HOLLAND, \$65.00 per month.
GIRLS.—MISS LUCY P. ALEXANDER, \$50.00.

GRADE 7.

BOYS.—MISS MAGGIE S. CLARKSON, \$50.00.
GIRLS.—MISS CHARLEE HUTCHISON, \$40.00.

GRADE 6.

BOYS.—MISS ESTELLA DULS, \$40.00.
GIRLS.—MRS. JOSIE P. DURANT, \$40.00.

GRADE 5.

BOYS.—MISS MARY E. WILEY, \$40.00.
GIRLS.—MISS MINNIE WRISTON, \$45.00.

GRADE 4.

BOYS.—MISS LAURA GRIMES, \$40.00.
GIRLS.—MISS LELIA M. YOUNG, \$40.00.

GRADE 3.

BOYS.—MR. H. M. THOMPSON, \$40.00.
GIRLS.—MISS EMMA VOGEL, \$40.00.

GRADE 2.

BOYS.—MISS LILLIE JAMIESON, \$40.00.
GIRLS.—MISS JULIA D. ROBERTS, \$40.00.

GRADE 1.

MISS SALLIE BETHUNE, \$66 $\frac{2}{3}$.
MISS MAMIE A. HALL, \$66 $\frac{2}{3}$.

WHITE SCHOOL—Continued.

SUPERNUMERARIES.

MISS LILLIE DURHAM.
MISS MARY GRAHAM.

DRAWING AND MECHANICAL DEPARTMENT.
CHAS. C. HOOK, Instructor. Salary \$1000 per annum.

JANITOR.

GEORGE WOOD, Colored.

COLORED SCHOOL.

1891-92.

GRADE 8.

HENRY A. HUNT, Principal, \$60.00

GRADE 7.

JNO. C. JOHNSON, \$40.00.

GRADE 6.

MISS HATTIE G. WILLIAMSON, \$35.00.

GRADE 5.

MISS CARRIE L. COLEMAN, \$30.00.

GRADE 4.

MISS ANNIE S. ALSTON, \$30.00.

GRADE 3.

MISS ISABELLA BUTLER, \$35.00.

GRADE 2.

MISS MINNIE R. SUMNER, \$25.00.

GRADE 1.

MISS ADDIE MCKNIGHT, \$25.00.

JANITOR.

TOM ORR.

SUPERINTENDENT'S REPORT.

CHARLOTTE, N. C., July 7th, 1891.

*To His Honor R. J. Brevard and Messrs. Mallory, Stokes, Smith,
Bason, Hirshinger, Siler, Kirby and Tillett, School
Commissioners of Charlotte City Schools:*

GENTLEMEN :

I submit herewith my Report of City Schools for 1890-91.

WHITES.

Total No. Male Teachers.....	3
“ Female Teachers	15
“ Males enrolled.....	449
“ Females “	482
“ Males and Females	931
Average Monthly Enrollment.....	655
Average Daily Attendance.....	569
Per cent. Daily Attendance of Monthly Enrollment...	87

COLORED.

Total No. Male Teachers.....	1
“ Female Teachers	7
“ Males Enrolled.....	277
“ Females “	371
“ Males and Females	648
Average Monthly Enrollment.....	379
Average Daily Attendance	319
Per cent. Daily Attendance of Monthly Enrollment...	85
Total Enrollment, Whites and Colored.....	1579

I submit in addition to the above the average Monthly Enrollment, Daily Attendance, Per cent. of Attendance, Tardy Marks, Corporal

Punishment, Entire Enrollment, also number times each teacher was absent or late.

	Monthly Enrollment	Daily Attendance	Per cent. of Attendance	Tardy Marks	Corporal Punish'm't	Entire Enrollment	Absent	Late
1. Miss Hall.....	47	39	83	44	1	97	2	.....
2. “ Bethune.....	54	47	87	48	.....	88	.....	.....
3. “ Davidson.....	48	41	85	54	1	65	4	.....
4. “ Vogel.....	49	43	87	120	.....	73	1	.....
5. “ Young.....	34	29	81	60	.....	46	2	.....
6. “ Wriston.....	42	37	87	59	.....	66	6	.....
7. “ Hutchison.....	37	33	90	63	.....	52	.....	.....
8. “ Walker, M.....	34	29	86	53	.....	49	10	.....
9. “ Grimes.....	35	31	87	85	.....	51	3	.....
10. “ Wiley.....	38	32	86	135	.....	51	3	.....
11. Mrs. Durant.....	35	32	91	28	.....	46	26	1
12. Miss Duls.....	26	22	87	63	1	39	.....	.....
13. “ Clarkson.....	34	31	90	71	.....	39	1	.....
14. “ Alexander.....	33	27	88	11	.....	38	3	2
15. Holland.....	35	30	85	40	10	46	2	.....
16. Miss Orr.....	25	23	90	33	.....	30	2	2
17. Walker, J.....	48	43	89	23	1	55	3	.....
	655	569	Av. 87	.....	14	931	70	5

SAME FOR COLORED TEACHERS.

	Monthly Enrollment	Daily Attendance	Per cent. of Attendance	Tardy Marks	Corporal Punish'm't	Entire Enrollment	Absent	Late
1. McKnight.....	67	50	79	48	38	112	1	1
2. Sumner.....	65	54	82	45	34	119	.....	.....
3. Alston.....	49	39	87	95	14	98	.....	.....
4. Butler.....	59	53	88	63	25	89	.....	.....
5. Coleman.....	43	38	85	154	50	87	.....	2
6. Lynch.....	33	28	83	176	5	50	1	.....
7. Johnson.....	30	26	86	17	32	40	.....	.....
8. Howard.....	33	31	90	21	50	53	10	.....
	379	319	Av. 85	.....	.....	648	12	3

The Daily Attendance, Monthly Enrollment and Entire Enrollment for Each Month for WHITES.

	Daily Attendance	Monthly Enrollment	Total Enrollment
September.....	615	693	750
October.....	587	661	782
November.....	591	677	809
December.....	591	669	850
January.....	596	686	882
February.....	581	673	894
March.....	552	659	931
April.....	551	626	931
May.....	472	560	931

The Daily Attendance, Monthly Enrollment and Entire or Total Enrollment of COLORED SCHOOLS for Each Month.

	Daily Attendance	Monthly Enrollment	Total Enrollment
September.....	337	397	425
October.....	281	328	565
November.....	320	360	498
December.....	356	424	580
January.....	410	456	617
February.....	366	427	634
March.....	307	387	643
April.....	325	392	647
May.....	252	306	648

The following comparative Table is here submitted for your information and future reference:

1887-88—Total White and Colored.....	1288
1888-89— " ".....	1368
1889-90— " ".....	1500
1890-91—Regular School Enrollment.....	1579
1890-91—Training " ".....	47
1890-91—Additional Manual Training Pupils.....	3
Making Grand Total for 1890-91.....	1629

DAILY ATTENDANCE—WHITES.

1887-88.....	432
1888-89.....	453
1889-90.....	562
1890-91. Regular pupils, exclusive Training Class...	569

DAILY ATTENDANCE—COLORED.

1887-88.....	277
1888-89.....	284
1889-90.....	312
1890-91.....	319

I commend the above synopsis and Comparative Annual Statement to your careful consideration without comment.

With a stringent by-law in regard to absentees, I am sure we can improve the attendance on our schools. A similar by-law to suppress tardiness would be welcomed by both superintendent and teachers. The large number of tardies are made by a few pupils. You will confer a lasting benefit on the rising generation if you will educate them to be prompt. The past year was unfavorable for school. There was an unprecedented long spell of rainy weather. Nearly a hundred trees were felled and at least thirty mules and teamsters were employed in our school grounds during a great part of the year. I am delighted to report that not a single child was even scratched.

We beg leave to suggest prompt measures to avoid the mud in wet seasons and such safeguards as may in future prevent accidents on account of the electric cars, shifting engines, and so forth.

Two additional fire escapes or stairways were added in the fall, and the library and superintendent's office were moved from the fourth to the ground floor of our building. The new stairways enabled us to place our large number of pupils inside the building promptly and without confusion, and also to assemble the entire school in the chapel for Opening Exercises.

A plan for thoroughly reorganizing our school course of study and by-laws will be submitted for your careful consideration. I respectfully urge your honorable body to adopt the new measures proposed.

I am delighted with the interest and enthusiasm displayed, as well as the real work performed, by the committees appointed by your body.

Mr. Smith and your superintendent make a full report of our visit to the Atlanta schools. A whole community enthusiastic over their public schools was the spectacle we witnessed in our sister town. We saw sixty young ladies of the girls' high school and thirty-five young men of the boys' high school examined and receive their diplomas at the closing exercises. A similar spectacle will in the near future be witnessed in Charlotte if we can get our community, the whole community, to realize fully as they have in Atlanta, that our public school is the school for the nineteenth century. Build up your public school by supporting it with liberal means and a liberal course of study, and

our private schools, colleges, and university will, all, in the near future, flourish.

The ex-Mayor F. B. McDowell and the former board of aldermen have done much towards bringing about a new era in the public schools of this city by their liberal patronage and encouragement in adding to our schools.

THE MANUAL TRAINING SCHOOL.

The manual training department opened Monday, January 5, 1891, under the charge of Mr. Chas. C. Hook, of Wheeling, West Virginia. The first week was devoted exclusively to free hand drawing. On January 15th the wood shop and mechanical drawing room were opened and twenty-five boys were enrolled. A large room and seats for sixty pupils was also fitted up adjoining the mechanical drawing room and used exclusively for instruction in free hand drawing.

The first programme enabled our instructor to teach in eleven rooms and reach about 400 pupils every two days, also the shop classes numbering twelve each.

The Shop classes practiced not less than one and one-half hours per day. At times the classes worked three hours. The shop work does not conflict with the regular school work, the time being taken after school has been dismissed at two o'clock in the afternoon.

The following scheme was adopted and rigidly observed after the first month:

- | | |
|--------------|--|
| 9:15— 9:45. | Mechanical Drawing, Mr. Walker's Boys (12) (A) |
| 9:45—10:15. | Freehand, Miss Orr's and Miss Walker's Girls. |
| 10:15—10:45. | Mechanical, Mr. Walker's Boys. (12) (B) |
| 10:45—11:15. | Freehand, Mr. Holland's Boys. |
| 11:15—11:45. | Freehand, Mrs. Durant's and Miss Duls' Girls and Boys. |
| 11:45—12:15. | RECESS. |
| 12:15—12:45. | Miss Clarkson's and Miss Alexander's Girls. |
| 12:45— 1:15. | Miss Wiley's and Miss Walker's Girls and Boys. |
| 2:00— 3:30. | Wood Shop alternate days for the boys in 8th year grade. |

WOOD WORK.

The Wood Work course began by planing a piece of wood to a surface, followed by a regular course of exercises such as are performed in all manual training schools. The last three weeks were devoted to Wood Carving.

The mechanical drawing began by drawing straight lines on the paper stretched on boards and this work was followed by other mechanical work, such as machine drawing, architectural work, etc.

In the wood shop I beg leave to report the following in good order and ready for use during 1891-1892:

- | | |
|------------------------------------|---------------|
| 6 Vises, | 3 Saws, |
| 7 Work benches, | 3 Chisels, |
| 12 sets of tools, each containing: | 3 Gauges, |
| | 1 Tri Square, |
| | 1 Oil Stone, |
| | 1 Hammer, |
| | 1 Mallet, |
| | 1 Oil Can, |
| | 1 Divider, |
| | 1 Rule. |

SUNDRIES:

- | | |
|------------------|-------------------|
| 1 Grind stone, | Bell, |
| 12 Wash Basins, | Bevel Square, |
| 6 Dust Brushes, | Brace and 3 Bits, |
| 1 Pint Oil, | Wrench, |
| 150 Feet Lumber, | 1 Package Screws, |
| 1 Pound Nails, | 1 Package Brads. |
| 2 Files. | |

These have been carefully oiled and placed in proper place ready for use.

DRAWING ROOM.

- | | |
|---|-------------------|
| 12 Benches, | 24 T Squares, |
| 5 Bottles India Ink, | 48 Triangles, |
| 1 Bottle Red Ink, | 24 Pens, |
| 1 Bottle Blue Ink, | 28 Sheets Paper, |
| 1 Bottle Green Ink, | 6 Foot Stools, |
| 24 Sets Instruments and Cases, | 10 Small Brushes, |
| Erasers, Pencils, Paper and one quart Mucilage. | |

DAMAGED AND BROKEN TOOLS:—4 rules, 1 file, 6 chisel handles, 1 plane handle (broken and replaced,) 4 triangles, 3 pens were broken. These tools can still be used. The parties who broke them are unknown, except two who are willing to replace them if necessary.

I have been thus careful to specify so that you have this report to aid you when inventory is taken again.

FREE HAND DRAWING.

The Free Hand Drawing began by drawing straight lines followed by exercises in shading, blending, drawing from objects, copies, etc.

Your attention is called to the need of some models for the use of the free hand drawing pupils. The instructor, in this department will emphasize the need of these models at the proper time. A beautiful exhibition of this work of this department was made in the window

of Mr. Baruch's store on Trade Street in this city. The same exhibit was also shown at Morehead at the meeting of the Teachers Assembly. Your attention is called to the importance of having this exhibit with as many additional features as possible at the Inter-States Educational Exhibit at Raleigh in 1891 and at the World's Columbian Exposition at Chicago in 1892.

In conclusion I would recommend the continuance of the Training Class for teachers and suggest the giving of diplomas to those who complete the course of study, also at a public exhibition at the close of our term to give diplomas to those young ladies who will complete the tenth grade work.

I wish you, gentlemen, God-speed in the noble work of improving a system of schools of which Charlotte is already proud.

Allow me to thank you for your unanimous expression of confidence in myself and the uniform kindness with which I have been treated by all of your body.

All of which is respectfully submitted,

ALEX. GRAHAM, Supt.

TREASURER'S STATEMENT.

Receipts and Disbursements—July 1st, 1890, to June 30, 1891, Inclusive.

RECEIPTS.

1890. July.	Balance Tuition from Supt. Graham, pupils outside city.....	\$ 39.00
Aug.	Amount appropriated by city.....	400.00
Oct. '90	) Amount School Tax rec'd from W. B. Gooding, City Tax Collector, being in full for School Tax levied for 1890.....	5,077.50
to		
Apl. '91.	) From J. H. McClintock, County Treas.) City's portion Public School Fund ..)	4,018.52
1891. Jan.	Balance appropriated by the city.....	3,191.66
	Aggregate amount receipts.....	<u>12,726.68</u>

DISBURSEMENTS.

1890. July 1.	To balance from last term.....	\$ 24.84
	" general disbursements, repairs, coal, stoves, charts, paints, etc.	1,050.43
	" superintendent's salary (1 mo. due)	1,283.26
	" salaries teachers, white school...	7,544.88
	" " " colored school.	2,464.50
	" " secretary and treasurer..	183.32
1891. July 1.	" balance on hand (in bank).....	175.45
		<u>12,726.68</u>

Respectfully submitted.

FRED. NASH, Treasurer.

TEACHERS IN WHITE SCHOOL.

1890-91.

PER MONTH.		
\$75.....	J. M. Walker.....	\$ 975.00
50 and 65.....	R. H. Holland.....	510.00
66.66.....	Miss M. Hall.....	599.94
66.66.....	" S. Bethune.....	599.94
60.....	" Laura Orr.....	540.00
40.....	" M. Clarkson.....	360.00
40.....	" Lucy Alexander.....	360.00
40.....	" M. Wriston.....	360.00
40.....	" Mary E. Wiley.....	360.00
40.....	Mrs. Josie P. Durant.....	360.00
40.....	Miss Mary F. Walker.....	360.00
40.....	" Estella Duls.....	360.00
40.....	" Charlee Hutchison.....	360.00
40.....	" Lelia Young.....	360.00
40.....	" Laura Grimes.....	360.00
40.....	" J. Davidson.....	360.00
40.....	" Emma Vogel.....	360.00

7,544.88

TEACHERS IN COLORED SCHOOL.

1890-91.

\$60.....	J. E. Rattley, 1 month,.....	\$ 60.00
60.....	C. D. Howard, 8 ".....	480.00
	S. C. Thompson.....	12.00
40.....	John C. Johnson, 7 months.....	312.50
25.....	Miss M. Chrisfield, 1 ".....	25.00
35.....	" Mary Lynch, 9 ".....	315.00
35.....	" Isabella Butler, 9 ".....	315.00
30.....	" Annie S. Alston, 9 months..	270.00
25.....	" Minnie R. Sumner, 9 mos...	225.00
25.....	" Addie McKnight, 9 " ..	225.00
25.....	" Carrie L. Coleman, 9 " ..	225.00

2,464.50

RULES AND REGULATIONS.

ARTICLE I.

MEETINGS OF THE BOARD.

Sec. 1. The Board of School Commissioners shall meet on the first Tuesday in June of each year, and this meeting shall be known as the annual meeting. They shall hold their regular meetings on the first Tuesday of each month at 8 o'clock P. M., from 1st May until 1st September, and at 7½ o'clock P. M., during the remainder of the year. At their annual meeting the Board shall by ballot elect a Treasurer and Superintendent of Public Schools, who shall assume the duties of their offices on 1st of July of each year, and shall serve for one year unless sooner removed by the Board. Any vacancies in either of these offices may be filled by ballot at any regular or called meeting.

Sec. 2. A majority of the Commissioners shall constitute a quorum for the transaction of any business.

Sec. 3. The order of business at the regular meetings shall be as follows: 1st. Calling the roll. 2d. Reading the records of previous meeting and correcting same if necessary. 3d. Communications. 4th. Reports of standing committees and of the Superintendent. 5th. Reports of special committees. 6th. Unfinished business. 7th. New business. 8th. Adjournment.

Sec. 4. All reports of committees shall be in writing.

Sec. 5. No member shall speak longer than ten minutes upon any question, without leave of the Board, nor more than once until all have spoken who wish to speak.

Sec. 6. The meetings of the Board shall in all instances be conducted in accordance with the general principles

of Parliamentary law, and all disputed questions of Parliamentary law shall be determined by reference to Cushing's Manual.

ARTICLE II.

DUTIES OF CHAIRMAN.

Sec. 1. It shall be the duty of the Chairman to call special meetings when he shall deem it expedient, or when any five members of the Board shall desire it.

Sec. 2. The Chairman shall, at the first annual meeting in June, appoint, subject to the approval of the Board, the following standing committees:

- 1st. Committee on Finance.
- 2d. On School Buildings and Grounds.
- 3d. Visiting Committee.
- 4th. On Examinations, Course of Study and Text Books.

ARTICLE III.

DUTIES OF STANDING COMMITTEES.

Sec. 1. It shall be the duty of the Committee on Finance to estimate carefully the probable expense of the Public Schools for the current year and report the result in detail to the Board.

They shall examine and endorse the list of bills and the pay-rolls prepared monthly by the Secretary, and all unusual and extraordinary expenditures shall be referred to this committee before the Board takes final action.

This committee shall examine the bond of the Treasurer and report as to its sufficiency. They shall, also, once a year, or oftener if required by the Board, examine the books, accounts and vouchers kept by the Treasurer, and report upon their correctness to the Board.

Sec. 2. The Committee on Examinations, Course of Study and Text Books shall have control of all examinations of applicants for positions as teachers in the Public

Schools. It shall be their duty, having given due and public notice for a sufficient length of time, to examine, both orally and in writing, all such applicants, and report the results of these examinations to the Board for action.

This committee shall have control of the public examinations of the Public Schools, and also of examinations for promotions in the schools, the results to be reported at the regular monthly meeting in July.

In the month of July, annually, they shall examine the course of study prescribed by the Board and shall recommend to the Board at the regular meeting in August such improvements in the course of instruction, and such changes in the Text Books, as they may deem expedient, and no change in Text Books or course of study shall be made unless referred to this committee and approved by the Board.

Sec. 3. The Committee on School Buildings shall have charge of the erection of all new buildings and the repairs or alterations of old ones. They shall submit plans, specifications and estimates of same for approval, make contracts for work and material under instructions from the Board, and see that the work is executed according to contract.

This committee shall report upon the condition of all school property, belonging to the Public Schools as from time to time they may be required.

Sec. 4. It shall be the duty of the Visiting Committee to visit the Public Schools at least once a month during the scholastic year; to note the diligence and efficiency of the teachers in the discharge of their duties and the deportment of the pupils and their progress in their studies, and to make, through their chairman, such suggestions to the Board as they may deem proper for the best interests of the schools.

It shall further be the duty of this committee to pay

especial attention to ventilating and warming the houses, and to everything of a sanitary nature that would promote the health and comfort of the pupils.

All cause of differences or grievances that may arise between teachers and parents, or teachers and pupils, shall be referred to this committee for investigation.

ARTICLE IV.

TREASURER.

Sec. 1. It shall be the duty of the Treasurer to receive and pay out all money—from whatsoever source derived—set apart for the establishment and maintenance of the Public Schools in the City of Charlotte. He shall at all times be subject to removal by the Board; and he shall, when ordered by the Board, deliver up to his successor all money, books, paper and other property in his custody belonging to the Public Schools.

Sec. 2. The Treasurer shall pay out the money which comes into his hands only on checks or drafts signed by the Chairman of the Board. He shall keep a book of receipts and disbursements, and shall transmit quarterly, on the 1st October, 1st January, 1st April and 1st July, a full and complete transcript therefrom to the Board of Aldermen and another to the Board of School Commissioners.

Sec. 3. The Treasurer shall keep the funds on hand deposited in and if any profits can be realized from such deposits, they shall be added to the fund producing them and be expended as a part thereof.

Sec. 4. In connection with the other duties herein prescribed, the Treasurer shall be *ex-officio* Secretary of the Board. He shall attend all the meetings of the Board, notify members of meetings to be held, and perform such other duties as usually belong to the office of Secretary.

ARTICLE V.

SUPERINTENDENT.

Sec. 1. The Superintendent shall give his best energies and his constant care to the study of the common school system, familiarize himself with the new and improved methods of instruction and government, and of the organization and management of schools in other places, use his personal influence to suppress insubordination.

He shall direct the attention of the teachers to the best methods of instruction and school government, giving special assistance to those having charge of primary classes and also to those having little experience in their profession. He shall in every way practicable aid, advise and encourage teachers in the performance of their duties and he shall see that careful attention is given to the classification of pupils.

Sec. 2. He shall have his office at the white Graded School, and he shall remain at that school during business hours, and discharge the duties of Principal thereof when not otherwise engaged. He shall visit the colored Graded School at least once a week and shall keep himself familiar with its condition and progress.

Sec. 3. He shall have power to suspend or dismiss any pupil for persistent violation of school regulations, or whenever the example of such scholar is injurious to the school. The suspension shall continue until the meeting of the Board, who may dismiss or otherwise order upon appeal of parent or guardian, or report of Superintendent.

Sec. 4. He shall make a monthly report to the Board of the absence, tardiness or other dereliction of duty on the part of any of the teachers.

Sec. 5. He shall keep a register in which he shall record the name and age of each scholar, the parent's or guardian's name and residence, date of admission and the school and class of each scholar.

Sec. 6. He shall be *ex-officio* chairman of the committee on examinations, course of study and text books, give certificates to all teachers who have been examined and approved, keep a correct list of the teachers employed by the city, with the salaries paid them, and in cases of sickness or absence from other cause, to employ proper substitutes.

Sec. 7. He shall call the teachers of the schools together as often and in such manner as he shall deem expedient for consultation and exchange of views on points of instruction and government, and for the consideration of any matters relative to the interest or welfare of the school.

Sec. 8. He shall be the executive officer of the Board and see that its rules and regulations, and all orders not specially delegated to others, are carried into effect. He shall procure such books and blanks as may be necessary for the discharge of all those duties, and carefully preserve all documents, reports and papers belonging to the department, arranged for convenient reference and accessible to the Board.

Sec. 9. At each meeting of the Board he shall present a report giving any information relative to the condition of the school and any plans for their improvement which he may have to communicate. He shall also, with the assistance of the Secretary, prepare the annual report of the Board, and make out the return to the Superintendent of Public Instruction as required by law.

Sec. 10. During school term he shall keep regular office hours other than school hours of which due public notice shall be given, and parents and others desiring to transact any business with him, must call on him at such office hours, say from 3:30 to 4:30 p. m. His office shall be the general depository of all books and papers belonging to the school department.

Sec. 11. The Superintendent shall keep in his office a

book, wherein shall be entered by the complainant all complaints against the Superintendent or Teachers, which book shall be laid before the Board, at each regular meeting thereof, by the Superintendent.

ARTICLE VI.

PRINCIPALS.

Sec. 1. The Superintendent shall be *ex-officio* Principal of the White Graded School, and there shall be a Principal of the Colored Graded School elected by the Board.

In the absence of the Superintendent, the duties of principal of the white Graded School shall be discharged by one of the male teachers to be designated by the Board.

Sec. 2. The Principals shall have a general supervision of the ground, buildings and appurtenances of their respective schools and shall be held responsible for the neatness and cleanliness of the premises, and whenever any repairs are necessary shall give notice thereof to the Superintendent.

Sec. 3. They shall have charge of the pupils during the recesses and the times of relaxation, calling upon the teachers for any assistance and assigning them to any duties in relation thereto that may in the opinion of the Principals be necessary to secure proper order and deportment, and shall assign each Teacher to serve one week each in regular rotation during the term, as officer of the day, in charge of the pupils during the recesses.

Sec. 4. They shall see that their respective school buildings are open for the reception of pupils thirty minutes before the time fixed for the opening of the schools and they shall be present and give their personal attention to the conduct of the pupils thus admitted.

Sec. 5. They must in every way co-operate with the Superintendent in the management of the school, and shall be governed by all the rules so far as applicable to them as teachers.

ARTICLE VII.

TEACHERS.

Sec. 1. No person shall be allowed to enter upon the duties of a permanent teacher, in any of the public schools, who shall not first have passed a satisfactory examination and received a certificate of qualification signed by the Superintendent.

Sec. 2. All the teachers are required to be in their school rooms at least fifteen minutes before the opening of the session, and to dismiss their schools promptly at the appointed time.

Sec. 3. Each Teacher shall take charge of his or her class at the ringing of the second bell, and shall take his or her position at their head on the ground floor.

Sec. 4. It shall be the duty of the Teachers to make themselves familiar with the school regulations and to co-operate with the Board in such measures as will best secure their observance.

Sec. 5. They shall carefully observe and enforce all the rules adopted by the Board and faithfully carry out the methods of instruction and discipline prescribed by the Superintendent.

Sec. 6. It shall be the duty of every Teacher to suppress disorder and to report infractions of any rule by any pupil, whether belonging to his room or not.

Sec. 7. Teachers shall have the immediate care of their respective school rooms and shall be held responsible for the preservation of all the furniture and apparatus thereof, and they shall also co-operate with the Principals in securing good order and neatness in the halls and about the school premises.

Sec. 8. Teachers shall give careful attention to the warming and ventilation of their respective rooms, and shall always keep them plentifully supplied with fresh air.

Sec. 9. Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence from any of these meetings shall be allowed other than such as would justify absence from a regular session of the school.

Sec. 10. A failure to comply with the Rules and Regulations adopted by the Board, or to be governed by the instructions of the Superintendent, will result in the prompt dismissal of the Teacher so offending.

Sec. 11. It shall be a duty of the first importance on the part of Teachers to exercise constant supervision and care over the general conduct of their pupils, and they are especially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

ARTICLE VIII.

PUPILS.

Sec. 1. No child under six years of age shall be admitted to the schools. In case of doubt as to the age of any applicant the Teacher may require a written certificate from the parent or guardian.

Sec. 2. No deaf, dumb or blind child shall be admitted to the schools.

Sec. 3. No pupil affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the public schools.

Sec. 4. Non-resident pupils shall be required to pay tuition in advance at the rate of fifty cents per week.

Sec. 5. No pupil shall be allowed to leave before the close of school hours except at the written request of the parent or guardian, or for some urgent reason, of which the Teacher shall be the judge.

Sec. 6. Applications for leave of absence must be made to the Superintendent, who may grant such requests, pro-

vided they do not seriously interfere with the regular course of study.

Sec. 7. Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all directions of the teachers; to observe good order and deportment; to be diligent in study, respectful in manners and kind and obliging to school mates; to refrain entirely from the use of profane or improper language, and to be neat and cleanly in person and attire.

Sec. 8. Scholars who are absent or tardy must bring to the teacher a written excuse, signed by parent or guardian.

Sec. 9. Scholars absent more than three days, or tardy more than three times, during the school month, without satisfactory excuse, may be suspended by the Principal until the commencement of the next term. Parents should not permit the tardiness or absence of children, except *for sickness or some urgent cause* rendering punctuality impossible or extremely inconvenient.

Sec. 10. No pupil shall be allowed to be absent from school during the regular session to take music, dancing, drawing or other lessons, or to attend matinees, circuses or operas.

Sec. 11. Scholars shall not be permitted to assemble about the school premises in the morning before the ringing of the first bell, nor to remain after the dismissal of school.

Sec. 12. No pupil shall be allowed to retain his or her connection with the public school unless he or she is furnished with the books and other conveniences necessary for the prosecution of his or her studies, and unless his or her parents or guardian shall permit and require the pupil to obey the rules established for the government of the public schools.

Sec. 13. Pupils who shall deface or injure any of the

school property shall pay in full for all damages. Failure to do this within one week shall subject them to suspension, and they shall be re-admitted only by a vote of the Board.

Sec. 14. Scholars who shall absent themselves from any examination or public exercises of the school, without satisfactory reason given, shall not be allowed to return nor enter any of the public schools of the city, except by a vote of the Board.

Sec. 15. All pupils shall go directly to and from the school, and shall abstain from all playing and quarreling by the way or on the school premises.

Sec. 16. Each scholar shall be assigned a seat for study, and it shall be his or her duty to keep it, together with his or her books and everything pertaining to his or her desk, neat and in perfect order. He or she shall also be responsible for the appearance of the floor in the vicinity of his or her desk.

Sec. 17. No pupil shall be advanced to a higher grade without having passed a thorough examination in all the studies of the grade from which he or she is to be transferred, except for special reasons satisfactory to the Teacher, Principal and Superintendent.

Sec. 18. Scholars who shall, from indolence, irregularity or inability, fall behind the class, or fail to pass a satisfactory examination at the close of the year, must fall back to the next lower class, unless by extra effort they promptly regain their standing.

Sec. 19. Scholars who leave the school before the close of the year shall not be allowed any preference over new scholars in re-entering, nor shall they be permitted to re-join their classes until they have passed a satisfactory examination in the required studies.

Sec. 20. Scholars will render themselves liable to suspension or expulsion, by repeated and obstinate disobe-

dience, quarreling, disorderly conduct, indolence, truancy, using profane or unchaste language, or by persistent violation of any of the rules of the school.

Sec. 21. No pupil whose residence is outside the corporate limits of the city shall be admitted to any of the Public Schools, except on payment of tuition.

Sec. 22. To entitle resident pupils to admission to any of the Public Schools, they must have taken up their residence within the corporate limits of the city *animo manendi* (with the purpose of remaining), and no pupil whose residence is temporary, and only for the purpose of obtaining the benefit of the schools, shall be admitted free; nor shall any pupil be admitted whose parents or guardians are non-residents.

Sec. 23. Those pupils who fall below fifty per cent. in any study, or whose general average is less than seventy-five per cent., shall not be promoted.

Sec. 24. Pupils who are absent from school, without good excuse, on the day of final oral examination, or who shall, during the final exercises, be guilty of conduct subversive of law and order, shall not be admitted to graduation.

ARTICLE IX.

GENERAL RULES.

Sec. 1. The Public Schools shall begin on the first Monday in September, and shall close on 19th of May of each year.

Sec. 2. The hours of the daily sessions of the schools shall be from 9 a. m. to 2:30 p. m., with such recesses as may be prescribed by the Superintendent except that the primary classes may be dismissed at 2 o'clock, if the Superintendent shall deem it best. The studies pursued and the text books used shall be such only as may be described by the Board.

Sec. 3. The Board will not entertain any complaint

against the Superintendent or Teachers except such as shall have been duly entered in the book of complaints kept by the Superintendent.

ADMISSION OF PUPILS.

Sec. 4. Applications for admission to any of the schools which are made during the first month of the school term, may be made on any day of the first week and thereafter during the first month only on Mondays. After the first month there shall be no admissions to the Public Schools except on the first Monday of each month, and after the 15th of October no pupils shall be admitted who cannot be put into classes already formed.

Sec. 5. The established holidays shall be as follows: The annual Thanksgiving Day; Christmas holidays from 24th December to 2d January; Washington's birthday; Lee's birthday; Good Friday; Easter Monday, and Memorial Day.

SUGGESTIONS.

CORRECT LANGUAGE TEACHING THE PROPER PREPARATION FOR LEARNING TO READ.

The ultimate purpose of learning to read is the training that will give its possessor the power to see the concrete as clearly in the written description as the trained eye would see the thing described; to feel the emotion expressed as his own; to know the willing expressed or to understand the conclusions expressed, as if willing, doing, or making the conclusions himself.

Learning to read may be considered under two general heads:

First, learning the symbols in which the known is preserved.

Second, learning how to add to one's store of knowl-

edge by use of these symbols in which the knowledge sought is formulated.

Or, to express the same in a different way—

First, learning to recognize the forms of speech—words, signs, idiom, sentences, discourse—symbols representing what is known, what is definitely in the mind of the learner.

Second, learning to get information from forms of speech—words, signs, idiom, sentences, discourse.

The more faithfully forms of speech represent correct ideas existing in the mind of the learner when he learns them, the better is he prepared for the second part of learning to read. Words or other signs, if learned as the symbols of imperfect or incorrect ideas, indefinite or false relations, will ever after be misleading, or, when their true meanings have become known, will ever need to be translated.

The child's first effort in learning to read, if nature's laws are to guide in the work, must be to recognize his own words, representing his own knowing, his own thinking, his own feeling, his own willing, his own concluding, his own doing. It is of the highest importance that these words stand for both correct ideas and exact ideas.

The vocabulary which the child brings to school does not, if a small percentage of words be excepted, represent exactness. A few names stand for the right things, whereas many or most of his words representing qualities, feelings, abstractions, are not the symbols in any degree of exactness of the ideas for which they really stand existing in his own mind. It is unwise to teach him these as symbols of what they now represent to him. It is unwise to characterize the beginnings of his school education by such indefiniteness or such obscurity.

The child, as a preparation for learning to read, must have exact ideas and thought, and must be made to express the same correctly and well. The wider the range of ideas, the more diversified the knowing and thinking

consistent with sequence and unity, the more nearly they represent all the functions of the mind, however childlike their manifestations, the more rapidly and perfectly will the child appreciate the symbolic nature of words, seeing in them entities, living realities; the more rapidly will he learn to read, and the more delightful will learning to read be to him. With how great enjoyment does he see his own thought in graphic symbols of his own spoken words.

Not only, therefore, must the child think, and think correctly, but the teacher must know what he thinks and how he thinks, for under no other conditions can it be known that he speaks correctly and with exactness.

How soon in the average school work does the child learning to read reach a point in his progress where the reading matter is too difficult for him. The reason should be sought. The trouble is not that he can not be made to pronounce the words, for this can be accomplished, so thorough may be the school drill and so inevitable the mechanical results of prescribed processes. The reason is not far to seek. The words and sentences represent ideas and thoughts that have never had a lodgment in his mind; more than this, he has never learned symbols of corresponding ideas and thoughts by which these may be interpreted. Persistent drilling on such words as these will do little toward teaching the child to read.

Much reading of matter similar to that previously read in his progress does not prepare the child to advance satisfactorily. This has been demonstrated times without number by the addition of supplementary reading matter.

The studying of definitions given in the book will do little good. Definitions carefully given by an intelligent teacher will do little good. The child must be given experiences represented by the words he is to learn, or

experiences similar to them. He must be trained in broader lines of seeing, of feeling, of planning, and doing.

He must be led into the field of imagination and be made to create thought (on determinative lines). He must be exercised in fields of emotional activity, of loving, of hating, of being generous, of being cautious, of being fearful and then he must be helped to express all these sensations or feelings, and must learn their symbols as the representatives of what exists in his own mind. With this preparation he can advance in learning to read.

The child must be made to know more, step by step, in advance of his learning to read, and what he reads at first must represent what he knows. These representations in his mind will be to him his true interpreters of what he afterwards reads on the same subjects. They will be to him the key to the dictionary, making lists of synonymous words intelligible to him.

Knowing is the only safe compass and helmsman in the boundless and dangerous sea of emotional activity; knowing is the only source whence proceeds determinative, profitable, creative activity; knowing is the only reliable engineery of willing, whether it be concluding or doing.

Subjects of thought must be presented to the child first through the senses. He must be made to know through original channels of information.

The best possible work in exact seeing is the study of forms offered in exercises that come under the head of drawing. The lessons given under this head are, first, the modeling of forms in clay in imitation of forms presented to the child. These lessons train his eye, his judgment, and his hand—co-workers for the accomplishment of a definite purpose. Then he is carefully trained to talk about the forms he has made.

Other kinds of work under the head of drawing are

stick-laying, paper-folding, and combining geometric forms in wood or in paper, all of which, after being made, are represented with pencil, and in turn are described. Some of these are compared and the processes of doing given, which is narration. It is thus seen that much exact language training is possible under the head of drawing.

Good work will begin simultaneously with the number lessons which take their start in the form lessons, in making simple problems and in solving them.

Much good work can be done for a short time by naming the objects in a room and stating their relative positions and some of their qualities, by the use of simple pictures for description and story, by making tableaux of children and their playthings for a like purpose.

The last named subjects are soon exhausted without too much labor on the part of the teacher.

No other subject which the child can readily understand and which, at the same time, will be interesting to him, offers such opportunities for seeing, such opportunities for training in the exact use of a broad vocabulary, available for general purposes and to a limited extent possessed by the child, as the study of natural history and elementary physics.

Forms, sizes, colors; number, uses, positions, all offer opportunity for exact seeing, exact knowing, and exact expression.

Comparison of these offers opportunity for exact seeing of likenesses and differences, for intelligent conclusions, and for exact expressions of such seeing and such concluding.

The amount of training which it is possible to give young children in correct, exact seeing; correct, exact thinking; in the early drawing lessons, in the early number lessons, and by the use of natural objects, plants, animals, and the human body, is very great. Material

for such lessons, moreover, is very easily obtained and prepared by the teacher.

By the means indicated in the foregoing for inciting the child to thought and for directing him in his thinking, it is possible and easy to give the best training in the use of language, which training is the best possible, indeed the only proper preparation for learning to read.

It will therefore be seen that, whereas the study of elementary science educates by training the child's perceptions, his comparing and concluding faculties, as no other study can do at this stage of his education, and at the same time enriches his mind with knowledge, its introduction at this time is chiefly to furnish the means of accurate and determinative training in the English language; for the work is not done that the child may learn and recite facts, but it is done that he may see facts, and thus be led to use language for exact and correct expression.

This work, if properly done, is far-reaching in its educative effects, whether mind development or language training be its purpose; for objects are not studied in a heterogeneous way, but are presented in groups whose parts are related. For instance, if a leaf is studied, several kinds of leaves must be studied in connection therewith. These, by a perception of their differences, must be separated into groups, after which many leaves may be found by the child, each of which he, deciding for himself, must place in the proper group. If an animal (as the squirrel) is studied, two or more animals belonging to the gnawing group of animals must be studied also, that relations may be seen, comparison may be made, and conclusions drawn therefrom.

There is, moreover, idiom of the English language that belongs to description; this the child gets by help of the teacher when he describes the thing examined. There is English idiom, used only in comparing; this

the child gets and uses when making comparisons, when contrasting the objects considered. There is English idiom belonging to narration; this the child is helped to by the teacher, and uses when telling the story of the growth, of the life, or of the incidents of the capture, of finding, or of buying what he has examined, described and compared. Thus is his vocabulary enriched by idiom that will never be there as a possession except by some such means. Now when the child sees the words for the first time they are not meaningless to him; he greets them as friends whom he has never before seen. The reading of good English with such preparation is not only easy to the child, but soon becomes a delight to him.

MORAL TRAINING.

That the discipline of the schools is excellent is shown by the small number of suspensions, the almost entire absence of corporal punishment, and the few appeals by the teacher to the supervising principal. More attention might profitably be given by the teachers to the conduct of their pupils in their intercourse with one another while at play and while going to or returning from school. This is as far as a teacher's authority can go, but the subtle influence of her moral character and teaching goes further. It is felt in the home and everywhere in the life of the child. Some teachers have in greater measure than others the enviable faculty of projecting the power of their personal influence far beyond the walls of the schoolroom.

They are not content with mere submission to rules of order on the part of their pupils while in their presence, but assiduously inculcate politeness, truth-telling, respect for the rights and opinions of others, self-control and purity of speech, as virtues to be exercised in school and out.

The result is that such pupils, when removed from the

restraints of the schoolroom, are distinguished by uniformly excellent behavior.

The fact is the teacher, whether she will or not, shares with the parent in molding the child's moral nature. Our eight-year olds come home and "play school." They reproduce with marvelous accuracy the teachers attitudes, tones, and expressions.

Sarcasm, rebuke, threats, softly spoken words of encouragement and praise, fall in turn upon the ears of imaginary pupils, as they have heard them for five mortal hours, five days out of seven.

What parent has not had this experience, with mingled feelings of pleasure and grief?

The teacher of to-day has an immense advantage over her predecessors of the last decade in the teaching of morals, in two respects:

The first is the absence of competition for prizes between pupils and between schools. The second is the coeducation of the sexes in schools of all grades.

Competition for prizes, wherever it exists in schools, in spite of some advantages as a stimulant, is like all stimulants, conducive to immorality.

It lowers the moral tone of any school or any system in that it fosters envy and lying. It sometimes leagues teachers and pupils in an unscrupulous purpose to win at any hazard, and introduces at too early a period in American life the principle prevalent in business and politics, that it is better to win by fraud than to ever suffer an honorable defeat.

REPORT

Of Superintendent Graham and Commissioner Smith on their Visit to the Atlanta Schools.

To the Honorable Board of School Commissioners:

Complying with the resolutions adopted at your meeting May 30th, 1891, we, the undersigned, went to Atlanta, Ga., arriving there Monday a. m., June 1, 1891, and proceeded at once to the investigation of the public school system of the city of Atlanta.

We entered Ivy Street Grammar School and were present at the opening of the school Monday a. m. We began our examinations in the primary department, or first grade, and proceeded from grade to grade through the entire eight grades, making a thorough investigation of the course of studies, plan or mode of instructions, in detail, through every department, spending almost the entire day in this grammar school.

On Tuesday, June 2d, 1891, we proceeded to the Calhoun Street Grammar School, having been advised by the Superintendent of Public Schools and others that this was their brag or model grammar school of the city. We went through this school as through Ivy street school, beginning at first grade and going through each grade up to the eighth grade. We were shown every courtesy possible by the Principals of these schools and furnished with any information desired by each teacher in their respective grades. All the teachers, including the Principal, in Calhoun street school, were ladies. We made special visits to other schools and visited both the boys and girls high schools, attended their exercises and examinations.

We found that the various grammar schools and high schools followed to the strictest letter the course of study, rules, &c., laid down in the Nineteenth Annual Report of the Board of Education, a copy of which has been furnished each member of this Board. There is not the slightest deviation permitted from the course of study as laid down by the Board of Education. You will note by reference to the Atlanta reports that the standard text books used in the public schools of Atlanta, are Appleton's and the teachers do not use any supplementary work, they use Harvey's Graded Speller, Maury's Geography and Reed's and Kellogg's Grammar.

We were particularly pleased with the uniformity of all the grades both as to number of scholars and regularity of progress. This was brought about by their strict rules, rigidly enforced, regulating time and mode of permitting scholars to enter the schools and forcing

prompt attendance after they had been admitted. The seating capacity in each grade, or room, is sixty, and in no case will they admit more than that number. And as they usually have more applications than seats they find no trouble in keeping their seats filled through the entire term. Few, except in extreme cases of illness, ever lose their seats. The consequence is that all the children in their respective grades progress nicely together through the term. Every means is used to enforce prompt and strict attendance. For instance, if a scholar is absent three times without a lawful excuse—and only sickness is considered such—it loses its seat, and if tardy three times, same rule applies. The usual excuse that could not get breakfast earlier, is not considered sufficient to prevent being marked tardy.

The Atlanta schools have a blank note of warning that the teachers fill out and send to the parents when scholars have been absent or tardy twice. They also have notes of enquiry which they send to parents when scholars are absent from school, &c., &c., copies of which we here attach; and every step is taken to compel attendance. If these notices are not heeded the children lose their seats in school. We were assured that after years of patient worry they found that they could only keep their schools up to a proper standard by enforcing rigidly the above rules. Since doing so they have no trouble whatever in having full attendance. We found the seats in nearly every grade filled, and the result was that nearly all the children, in every grade, were ready for promotion.

In our investigations of the boys and girls high schools and discussion of same with the Atlanta Board of Education, we were advised to adopt first two grades of the boys high school for our two additional higher grades as to course of study, &c., and this we would respectfully recommend. We would also recommend that our Board of Education adopt some course of study that can be made uniform, from the primary department, or first grade, to the eighth grade, and if satisfactory arrangements can be made, we would respectfully recommend Appleton's Text Books, as we believe them best adapted for reading, writing and arithmetic. The spelling and writing in the Atlanta schools show to an excellent advantage. There is a uniformity about the writing that we do not believe can be excelled, if equaled, in any school in the South. We would further recommend that every means be used to enforce good attendance at school, and to bring this about we believe that some steps should be taken to interest the patrons and enlist the aid and encouragement of the parents of the children. This we think can be brought about in a measure by having entertainments, examinations, &c., showing the progress the school is making. As one of the features to add to the attraction of such entertainments, as well as to add grace and proper carriage to the scholars, we would recommend physical culture from the lowest to the highest grade, by adopting a uniform system of calisthenics, and devoting a few minutes

of each day to that practice. We would also recommend a system of musical training through each grade. Our observation in the Atlanta schools led us to the conclusion that it aided very much in the developing and cultivation of good musical voices and also had a good moral effect in the enforcement of good order and discipline. The patrons of the Atlanta schools, with whom we came in contact, highly recommended it; in fact the Superintendent and all the teachers recommended music, as it took up but little time and was a kind of recreation entered into heartily by the children.

Respectfully submitted,

T. T. SMITH,
ALEXANDER GRAHAM.

COURSE OF STUDY.

First Term begins first Monday in September and ends November 30th.

Second Term begins December 1st and ends February 28th.

Third Term begins March 1st and ends May 19th.

PRIMARY GRADES.

Appleton's Chart.

Reading—Appleton's First Reader.

Spelling—Harvey's Primary Speller and all words in Reader.

Arithmetic—Appleton's Numbers Illustrated; counting and writing numbers; mental and written exercise in addition and subtraction with small numbers; lessons in objects illustrating color, form, place, etc.

Composition—Copying words and sentences printed on the blackboard by the teacher; copying sentences from the reader, writing words and sentences from dictation.

Writing—Appleton's Copy Books, Nos. 1 and 2; writing first and second term; printing third term.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 30. Arithmetic, part 1, to page 20. Writing.

Work for Second Term—Reader to page 55. Arithmetic part 1, to page 27. Roman notation to "L." Spelling, 10 pages. Writing.

Work for Third Term—Reader to page 90. Arithmetic, finish part 2. Roman notation to "C." Speller to page 20. Printing.

SECOND GRADE.

Reading—Appleton's Second Reader.

Spelling—Harvey's Primary Speller, and all words in reader by sounds by letter, naming silent letters and explaining notations or diacritical marks and other selected words.

Arithmetic—Appleton's Numbers Illustrated; exercises in mental and written arithmetic in addition, subtraction, multiplication, division and roman notation.

General Lesson—Language, vocal culture, lessons on objects, color, size, form and place continued.

Composition—Copying and dictation exercises, description of objects and pictures—first orally, then by writing—relating and writing substance of reading lessons from memory. Systematic exercises in correcting common faults in use of language.

Writing—Appleton's Copy Books, Nos. 2 and 3.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 50. Speller to page 30. Arithmetic, addition and subtraction simple work, part 2, pages 36 to 60. Roman notation to "C."

Work for Second Term—Reader to page 90. Speller to page 40. Arithmetic, addition, subtraction, multiplication and division by 2 and 3, pages 60 to 80. Roman notation to "D."

Work for Third Term—Reader to the end. Speller to page 45. Arithmetic to page 101, multiplication, and division by 2, 3, 4 and 5. Roman notation to "M."

THIRD GRADE.

Reading—Barnes' Third Reader.

Spelling—Harvey's Primary Speller. Words in reader by sounds, by letter marking the sounds according to rules laid down in reader, and other selected words.

Arithmetic—Appleton's Numbers Illustrated; frequent exercises in division and especial attention paid to contractions in multiplying and dividing.

General Lesson—Divisions of time; points of the compass; geography of city, county and State taught orally.

Composition—Maxwell's Primary Lessons in Language Composition.

Writing—Appleton's Standard Copy Books, Nos. 1 and 2.

Drawing. Calisthenics. Music.

Work for First Term—Reader to the 20th lesson. Spelling to 142d lesson. Arithmetic, pages 107 to 131. Composition to page 50.

Work for Second Term—Reading to 38th lesson. Spelling to 183d lesson. Arithmetic to page 145. Composition to page 90.

Work for Third Term—Reader to end. Spelling to 211th lesson. Arithmetic to page 160, review of the 4 rules and practical questions in them. Composition to the end.

FOURTH GRADE.

Reading—Appleton's Third Reader.

Spelling—Harvey's Primary Spelling; all the words in reader, geography, arithmetic and other selected words.

Arithmetic—Appleton's, Part 1st; fractions.

General Lesson—Exercises as in the third grade, continued.

Geography—Barnes' Elementary.

Composition—Maxwell's Primary Lessons; oral and written exercises reproducing stories, prose and poetry, from copy and dictation.

Grammar—Primary principles taught orally.

Writing—Appleton's Model Copy Books, Nos. 2 and 3, with blackboard and slate drill and study of perfect form.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 65. Speller to page 68. Arithmetic through long division. Geography to page 30. Composition to page 50.

Work for Second Term—Reader to page 136. Speller to page 74. Arithmetic, greatest common divisor to fractions. Geography to page 60. Composition to page 90.

Work for Third Term—Reader to end. Speller to lesson 211. Arithmetic, complete practical work to fractions. Geography to end. Composition to end.

FIFTH GRADE.

Reading—Barnes' Fourth Reader.

Spelling—Harvey's Graded Speller and all words in Reader and other text books; also other selected words.

Arithmetic—Appleton's, part 2.

Geography—Barnes' complete Maps and Questions on the Maps.

Grammar—Maxwell's Introductory.

Composition—Same as fourth grade, with letter writing, poetry written from memory and from dictation. Poetry translated into prose. Written recitations in Geography and Grammar as often as once a week.

Writing—Appleton's Standard Copy Books, Nos. 3 and 4.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 122. Speller to page 28. Arithmetic to Federal money and to addition of fractions. Grammar to page 50. Geography to page 39.

Work for Second Term—Reader to page 200. Speller to page 53. Arithmetic to division of fractions. Grammar to page 100. Geography to page 79.

Work for Third Term—Reader to end. Speller to page 74. Arithmetic to decimals. Grammar to end. Geography to end.

SIXTH GRADE.

Reading—Appleton's Fourth Reader.

Spelling—Harvey's Graded Speller. All words used in text books and other selected words.

Arithmetic—Appleton's, part 2.

Geography—Barnes' Complete.

Composition—Daily exercises. Frequent written recitations in Geography and Grammar.

Grammar—Maxwell's Advanced.

Writing—Appleton's Standard Copy Books, Nos. 4 and 5.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 82. Speller to page 88. Arithmetic to measures. Grammar to page 39. Geography same as 5th grade.

Work for Second Term—Reader to page 157. Speller to page 100. Arithmetic to longitude and time. Grammar to page 59. Geography, see 5th grade.

Work for Third Term—Reader to end. Speller to page 116. Arithmetic to metric system of weights and measures. Grammar to page 109. Geography to end.

SEVENTH GRADE.

Reading—Appleton's Fifth Reader.

Spelling—Harvey's Graded Speller. All words in text books and other selected words.

Arithmetic—Appleton's, part 2.

History—Eggleston's U. S.

Composition—Usual exercises daily.

Grammar—Maxwell's Advanced.

Writing—Appleton's Standard Copy Books, 5 and 5½.

Latin—Harkness' Easy Method for Beginners.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 80. Spelling 101 to 120. Arithmetic, review entire work of 6th grade. History to page 128. Grammar to page 140. Latin.

Work for Second Term—Reader to page 171. Spelling to page 140. Arithmetic to interest. History to page 250. Grammar to page 171. Latin.

Work for Third Term—Reader to page 231. Spelling to end. Arithmetic to bank discount. History to end. Grammar to page 201. Latin.

EIGHTH GRADE.

Reading—Appleton's Fifth Reader.

Spelling—Harvey's Graded Speller. All words in text books and other selected words.

Arithmetic—Appleton's, part 2.

History—Markham's England.

Science—Wells' Science Common Things.

Composition—Original, frequent and varied exercises.

Grammar—Maxwell's Advanced.

Writing—Appleton's Standard Copy Books, Nos. 5½ and 6.

Latin—Harkness' Easy Methods.

Drawing. Calisthenics. Music.

Work for First Term—Reader to page 306. Spelling reviewed. Arithmetic, metric system to bank discount. History to Grammar to Latin to Science to page 104.

Work for Second Term—Reader to page 384. Arithmetic to mensuration. History to Science to page 164. Grammar to Latin

Work for Third Term—Reader completed. Spelling reviewed. Arithmetic to end and review. History to Science to page 204. Grammar to Latin to

BOYS AND GIRLS HIGH SCHOOL.

NINTH GRADE.

First Term.

Latin—Harkness' Introductory.

“ “ Latin Grammar.

Geography—Montieth's Physical.

Algebra—Robinson's Elementary.

Arithmetic—Appleton's Highest.

Writing—Ward's Business Forms.

Grammar—Maxwell's Advanced.

Second Term.

Latin—Harkness' Grammar, continued.

“ “ Second Latin Book.

Algebra—Robinson's Elementary, continued.

Arithmetic—Appleton's Highest, completed.

Writing—Ward's Business Forms, continued.

Grammar—Maxwell's Advanced, completed.

Physics—Steele's Popular.

Third Term.

Latin—Harkness' Grammar, continued.

“ “ Second Latin Book

Algebra—Robinson's Elementary, continued.

Writing—Ward's Business Forms.

Physics—Steele's Popular.

Rhetoric—Waddy's Composition and Rhetoric.

TENTH GRADE.

*First Term.**Latin*—Harkness' Grammar.

“ “ Second Latin Book.

Algebra—Robinson's Complete.*Writing*—Ward's Business Forms, continued.*Rhetoric*—Waddy's Composition and Rhetoric, continued.*Geometry*—Robinson's.*Geology*—Le Conte's, abbreviated.*Literature*—Swinton's English.

Trench on Study of Words.

*Second Term.**Latin*—Harkness' Grammar and Cæsar.*Algebra*—Robinson's Complete.*Writing*—Ward's Business Forms, completed.*Rhetoric*—Waddy's Composition and Rhetoric.*Geometry*—Robinson's.*Geology*—Le Conte's, abbreviated.*Literature*—Swinton's English.

Trench on Study of Words.

Chemistry—Steele's Popular.*Third Term.**Latin*—Harkness' Grammar and Cæsar.*Algebra*—Robinson's Complete.*Rhetoric*—Waddy's Composition and Rhetoric.*Geometry*—Robinson's.*Geology*—Le Conte's, abbreviated.*Literature*—Swinton's English.

Trench on Study of Words.

Chemistry—Steele's Popular.

By order of the

TEACHERS' COMMITTEE.