


Beeville City Schools.

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ANNOUNCEMENTS

....AND....

Course of Study

....OF THE. ...

Beeville City Schools

....FOR THE....

SESSION OF 1898-9

....WITH THE....

Superintendent's Annual Report

....AND THE....

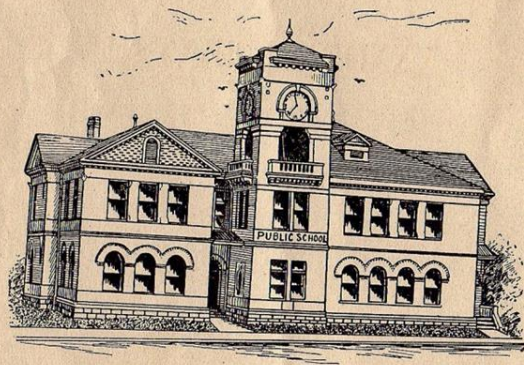
TRUSTEES' FINAL REPORT

....FOR THE....

SESSION OF 1897-8.

Issued by authority of the Board of Trustees.

PICAYUNE BOOK PRINT
BEEVILLE, TEXAS
1898



ANNOUNCEMENTS

BY THE BOARD.

Board of Trustees for 1896-7.

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BEEVILLE CITY SCHOOLS.

CALENDAR.

Mexican and Colored Schools open Monday, Aug. 29, 1898, at 8:30 a. m.	Christmas Holidays begin Saturday, December 24, 1898.
Parents' and Teachers' Meeting at High School Building, Tuesday, Aug. 30, at 8:15 p. m.	All the Schools re-open Monday, Jan. 2, 1899.
Entrance and Promotion Examinations at the High School Building, Thursday, Sept. 1, at 8:30 a. m.	Mexican and Colored Schools close Friday, May 12, 1899.
Teachers' Meeting at the High School Building, Saturday, Sept. 3, at 9 a. m.	Annual Address before the Philomathean Literary Society, Thursday, May 18, 1899, at 8:30 p. m.
School Number One (for whites) opens Monday, Sept. 5, 1898, at 8:30 a. m.	Graduating Exercises, Friday, May 19, 1899, at 8:30 p. m.

Corps of Teachers for 1898-9.

T. G. ARNOLD, Superintendent.

SCHOOL NUMBER ONE—(White.)

Name.	Where educated.	Position.
Mrs. Gussie Flournoy,	Goliad Academy,	First Grade.
Miss Lela Lawley,	Marion (Ala.) Academy,	Second Grade.
Miss Tempie Lux,	Beeville High School,	Third Grade.
Mrs. Minnie H. Fizer.	Clarksville (Tenn.) Acad'y,	Fourth Grade.
Mrs. Ida Nations,	Sam Houston Normal,	Fifth Grade.
Miss Mattie Mussett,	Baylor Female College,	Sixth Grade.
Mr. W. E. Madderra,	National Normal College,	Seventh Grade.
Mr. L. W. Bell,	Sam Houston Normal,	Eighth Grade.

SCHOOL NUMBER TWO—(Mexican.)
 Mrs. J. Humphreys, Private School in California, Principal.

SCHOOL NUMBER THREE—(Colored.)
 Mr. G. M. F. Arm, Davenport (Io.) High Sch'l, Principal.

SCHOOL NUMBER FOUR—(High School.)

SUPT. T. G. ARNOLD—Instructor in Geometry, Rhetoric, Latin, General History and American Literature.
 MR. L. W. BELL—Instructor in Physics and Psychology.
 MR. W. E. MADDERRA—Instructor in Algebra.
 MISS MATTIE MUSSETT—Instructor in English Literature.
 MR. H. P. DUBORG, (University of Kiel, Germany,)—Instructor in German and Spanish.
 MISS CLAUDE PIRTLE, (Nacogdoches Public Schools,)—Teacher of Art.



FACULTY OF BEEVILLE HIGH SCHOOL
UNIVERSITY PRESS ENG.

- MISS IDA GRAMANN, (Peabody Normal College, Nashville,)—
Piano.
- MISS ESTELLE DUGAT, (Mary Nash College, Sherman,)—Piano
and Violin.
- MISS EDNA THOMPSON, (Grayson College,)—Instructor in Elocu-
tion and Physical Culture.

Sessions and Terms.

The annual Session is divided into two Terms—the Fall Term, of four months, extending from the first Monday in September to the last Friday before Christmas; and the Spring Term, of five months, extending from the first Monday in January to the close of the Session.

The Daily Session begins at 9 a. m. in all grades of all the schools except the Tenth Grade of the High School. During the year 1898-9 it will be necessary for the members of this grade to meet the teacher at 8:20 a. m., in order to cover the entire work required for graduation.

The Daily Session will close as follows until the Superintendent shall order otherwise:

- High School at 4 p. m.
- Grammar Grades at 3:15 p. m.
- Fourth Grade at 3:10 p. m.
- Third Grade at 3:05 p. m.
- First and Second Grades at 3 p. m.
- Mexican School at 3:15 p. m.
- Colored School, First and Second Grades at 3:15 p. m., and the other grades at 3:30 p. m.

Recesses and Holidays.

There shall be a forenoon and afternoon recess of not more than 20 minutes each, and a mid-day recess of not more than 40 minutes.

Such holidays shall be given as may, from time to time, be determined by the Board of Trustees; the Christmas Holidays, however, shall extend from the last Friday before Christmas to the first Monday in Jan.

Expenses.

Board here costs from \$12 to \$15 per month. In exceptional cases, where a boarder is taken and treated as one of the family, the cost is sometimes as low as \$10 per month.

Tuition is collected at the following rates, from those not entitled to free attendance:

- First, Second and Third Grades, \$1.50 per month.
- Fourth, Fifth and Sixth Grades, \$2.00 per month.

BEEVILLE CITY SCHOOLS.

Seventh and Eighth Grades, \$2.50 per month.

Ninth and Tenth Grades, \$3.00 per month.

For prices of tuition in Spanish, German, Music and Art, see description of the courses in the following pages. These are not public school branches and are, therefore, charged for as extra.

Terms.

Tuition fees are payable, on or before the first of the month, to the Superintendent, who is authorized to give a receipt for the same as special collector for the Board of Trustees; but the Superintendent has no power to vary the prices or terms prescribed by the Board, and it is made his duty to report all delinquencies to the Board for its consideration.

Advantages.

We have a healthful location, a beautiful and orderly little city; a hospitable, intelligent and progressive people; pure and refining social influences; one of the very finest school buildings in South Texas; a splendid body of nearly five hundred white pupils; a prosperous literary society (with its hall, library and piano); a practical course of study thoroughly taught; and as good a corps of teachers as can be found in any graded school, nearly all of them being teachers of long and varied experience. We have no hesitation, therefore, in commending our school, in the most emphatic terms, to the people of South Texas. Why send your sons and daughters, and your money with them, to enrich North Texas or Central Texas towns, or far distant states, when you can get equally thorough instruction *in your own section of the State, at less cost*, and, at the same time, keep your money in the section where you live? No young man or young woman need pass Beeville to find a good school unless he can pass a thorough examination in our liberal course of study.

Closing Suggestions.

Come or send to the Beeville City Schools.

Enter the *first day* if possible.

Let your children lose no time.

Sustain the teachers in preserving order.

Encourage home study by your children.

Get them to school *on time*.

See that they get home in a reasonable time after school closes.

(The teacher can't go home with each one.)

Visit the school. The teachers will welcome you.

Remember this is *our* school—*your* school.

Let's co-operate to make it one of the very best in Texas.

BEEVILLE.



BEEVILLE is on the San Antonio and Aransas Pass Railway, fifty miles north of the Gulf of Mexico (at Corpus Christi) and ninety miles south of San Antonio. It is also the western terminus of the Gulf, West Texas and Pacific Railway, which runs eastward, through Goliad and Victoria, to Houston, 183 miles distant. It is on the rolling prairies, 217 feet above tide water, and therefore free from the malaria so common on lower levels. The Gulf breeze, which is very strong here, makes even the hottest summer weather pleasant. During the present summer (1898) a state summer normal school, attended by more than fifty teachers from thirteen counties of South Texas, was held in the Beeville High School Building, and it was a matter of general remark among these teachers that, on account of the high situation, thick walls and excellent ventilation of our fine building, and the almost constant strong breeze blowing, it is one of the coolest places in South Texas.

Beeville has seven churches for whites, (Baptist, Methodist, Roman Catholic, Presbyterian, Christian, Episcopalian and German Lutheran,) and is as orderly and moral a town as can be found in the state. The Sunday laws are respected here, and disorder of any kind is rarely seen even during the week days.

The Bee County Teachers' Institute, the Bee County Reading Circle, the Beeville Harmony Club, and local branches of the Christian Endeavor Society and the Epworth League, and several Sunday Schools, hold regular meetings throughout the year; and students from abroad have no excuse for seeking debasing society except that they *prefer* it to the numerous organizations of an elevating and ennobling character. The moral as well as the physical influences of the city are pure and healthful.

Board of Trustees	{	DR. R. A. MARKHAM, President.
		W. H. FERGUSON, Secretary.
		W. W. DODD, Treasurer.
		GEO. M. FIZER, Assessor and Collector.
		THOS. C. CRAVEN.

Superintendent's Annual Report.

*To the Honorable Board of Trustees
of the Beeville City Schools.*

GENTLEMEN:—

At the close of the first year of my connection with the Beeville City Schools, I take pleasure in submitting this report of their progress, their condition, and their needs.

As will be seen from the figures given below, the year just closed has been one of marked progress. The entire number of pupils enrolled, the average attendance, the number of pay pupils, and the tuition fees collected, have exceeded the record of any former year.

Scholastic Population, 1897-8.

Number of White children,	- - - - -	500.
Number of Mexican children,	- - - - -	122.
Number of Colored children,	- - - - -	122.
Total scholastic population,	- - - - -	744.

Enrollment During 1897-8.

In School Number One (White),	- - - - -	417.
In School Number Two (Mexican),	- - - - -	52.
In School Number Three (Colored),	- - - - -	93.
Total enrollment,	- - - - -	562.
Deduct pay pupils,	- - - - -	35.
Number of free pupils enrolled,	- - - - -	527.
Percentage of scholastic population enrolled,		70.8.

While this enrollment is absolutely larger than that of any preceding year, yet the *percentage* of school population enrolled is very low. This is due to several causes: (1) To the large number of transient tenants,



HIGH SCHOOL CLASS OF 1897-8.

seldom interested in education; (2) To the presence of church schools; (3) To the indisposition of many of our Mexican people to send to *any school at all*. Note the following facts:

Whites enrolled, 384 out of 500—76.8 per cent.

Negroes enrolled, 91 out of 122—74.6 per cent.

Mexicans enrolled, 52 out of 122—42.6 per cent.

Discipline.

I am glad to be able to say that, with a very small number of exceptions, the conduct of the pupils during the past year has been quite good. The number of cases of disorderly conduct has been quite small. It is but just to state that this fact is largely attributable to the watchful care and skillful management of the grade teachers, nearly all of whom have maintained excellent discipline. Another influence that has undoubtedly contributed to the same result is the course of

Talks on Character Building and Conduct.

The neglect of many parents to train or instruct their children in propriety of conduct and courtesy of manner renders it necessary that some instruction should be given on this line at school. I have therefore deemed it proper to introduce regular instruction in these subjects into every grade in the schools. On Monday and Thursday of each week the first period of the day is devoted to a talk by each teacher, to the pupils of her grade, on some appropriate subject previously assigned for that day. It has been, and shall continue to be, our endeavor to make these talks intensely *practical*, to adapt them to the level of the pupil's understanding, and to make them bear directly upon his every-day life at home or school, at work or play. Recognizing, also, that precept is valueless unless enforced by training and re-enforced by character, I have sought to impress upon each teacher the necessity of applying the principles of this instruction to the daily conduct of the pupils and to each case of discipline as it arises. In this way it is sought to develop precept into practice, to train acts into habits, to help the pupil build for himself that character which must guide his course and determine his status in society; to inspire the pupils with a desire to develop into a frank, true, earnest, noble manhood or womanhood.

It is my belief that this systematic, continuous, practical application of the principles of ethics to the daily life of the pupils has exercised a most salutary influence in grounding them in right habits and restraining them from the commission of many improper acts. The highest and noblest work of the teacher is the development of *courtesy, conscience, and character*—the training of the young to *right conduct from right motives*; and to be successful this work, like any other educational process, must be systematically and persistently pursued. Such has been our aim during the past year, and such it will continue to be during the years to

come. To illustrate the character of the work along this line, I submit the following incomplete list of subjects discussed during the past year in the various grades of the schools:

- | | |
|--------------------|--|
| 1. Politeness, | 19. Steady habits, |
| 2. Neatness, | 20. Self control, |
| 3. Punctuality, | 21. Moral courage, |
| 4. Kindness, | 22. Regularity in attendance, |
| 5. Obedience, | 23. Truthfulness in word and act, |
| 6. Nobility, | 24. Singleness in aim, |
| 7. Honesty, | 25. System in work, |
| 8. Gentleness, | 26. Self made men, |
| 9. Quietness, | 27. Necessity of thoughtfulness, |
| 10. Sincerity, | 28. The habit of reading, |
| 11. Generosity, | 29. The proper kind of reading, |
| 12. Reverence, | 30. Our associates, |
| 13. Rudeness, | 31. Holiday temptations, |
| 14. Perseverance, | 32. Sacredness of property, |
| 15. Thoroughness, | 33. Respect for rights of others, |
| 16. Industry, | 34. The ideal boy, |
| 17. Frugality, | 35. Modesty in girls and boys, |
| 18. Opportunities, | 36. Texas Independence Day, |
| | 37. As is the boy, so is the man, |
| | 38. Advantages enjoyed by the American boy, |
| | 39. Work is the price of all good. |
| | 40. Conduct of the sexes towards each other. |

The High School.

It is gratifying to me to be able to announce that the enrollment in the High School has increased from 9 pupils in 1897-8 to 40 pupils during the year just closed. There was no graduating class at the close of the year 1897-8, but it is thought that a number of pupils will be able to complete the course satisfactorily during the year 1898-9.

Literary Society.

In connection with the High School work, a literary society was organized in October, 1897, for the purpose of improvement in Elocution, Debating, Parliamentary Law, Journalism and Composition. Though an early death was predicted for this society by some of our citizens, I am glad to be able to state that it flourished throughout the entire session, and has recorded the names of more than sixty pupils on its rolls. This record is especially gratifying in view of the fact that not only was membership not *compulsory*, but a small monthly fee was charged to cover necessary current expenses. During the year a great amount of useful

work was done by the members. Weekly meetings were held and readings, recitations, declamations, orations and essays were rendered; important public questions of a historical, political, or sociological character were eagerly and profitably discussed; a monthly journal was published; and by means of monthly public entertainments money enough was secured to construct an excellent stage in the auditorium, to equip it with curtains, light up the building, and to secure a supply of wands and Indian clubs for calisthenic exercises.

Library.

This society has also increased the number of volumes in the library from nine to four hundred and sixty—or more than fifty to one. This library, yet small, contains many valuable reference works, and much excellent matter for general reading or special study, and it is my earnest desire to add to the number of books in this collection until it shall contain every work really useful to the pupils of this school. The minds of the young *will* be filled with thoughts, memories and imaginations, either good or evil, and it is the function of the library, not only to furnish useful information and pleasant entertainment, but also to pre-occupy the minds of the young with lofty conceptions, noble ideals, and pure, suggestive, inspiring thought, which will tend to correct the taste, and to beget a love for literature. This done, discipline is easy, intelligent progress is sure, and mental development becomes rapid and healthful. I would, therefore, especially commend this enterprise to your liberality as a means of education worthy of the fullest encouragement.

While the work done by the pupils, the teachers, and the literary society has been highly satisfactory during the past year, much more may be accomplished by united effort during the year before us.

Objects of Future Effort.

I suggest the following improvements as urgent and desirable. I recommend them to your future consideration, and I pledge you the most cordial co-operation of the superintendent, the teachers, and the pupils, in your efforts to attain any of the following objects:

1. The erection of a better fence about the school grounds.
2. The beautifying of the grounds on the south side and the east side of the building.
3. The purchase and mounting of a clock or large bell in the tower.
4. The seating of the High School auditorium with chairs, thus obviating the necessity of moving desks from other rooms and seats from other halls in the town.
5. The gradual purchase and collection of charts, wall maps, outline maps, sets of weights and measures, geometrical forms and physical apparatus.

All this will take time and money; but a small appropriation from time to time for one or another of these purposes, supplemented by the efforts of the Philomathean society, will bring a measure of progress with each year; and, if this persistent effort is kept up, Beeville may, within the next five years, justly claim to have as excellent public school facilities as any city of its class in the state.

Mexican and Colored Schools.

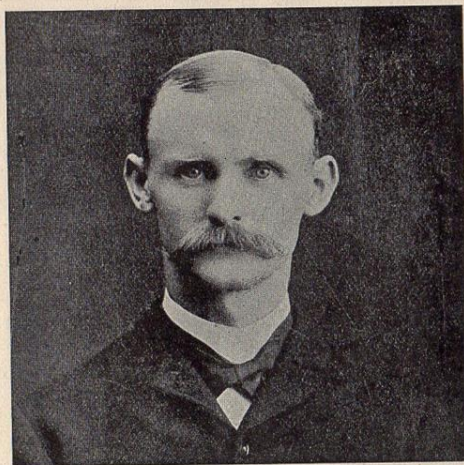
During the past year the superintendent has been prevented, by the amount of teaching he has been compelled to do, from visiting these schools as frequently as he desired. It is believed, however, that the Colored School is in a more healthy condition than at any previous time in its history.

The principal, Mr. G. M. F. Arm, has manifested great interest in his work, and has maintained excellent discipline. The needs of this school are numerous, and the work it is doing is important, and I commend it to the generous consideration of the Board.

The children that attend the Mexican School do not remain in school long enough to be influenced to any great extent, as their parents are, in many cases, only temporary residents. Another great difficulty is the inability or indisposition of the parents to buy the few books necessary. I would recommend that the Board purchase a reading and number chart for the use of the teacher, and a small supply (say two or three dozen) First Readers. These would greatly strengthen the work of the teacher among these bookless, helpless children.

TEXT BOOKS.

The legislature of Texas, at its last session, passed an act, known as the "Pressler Text Book Law," requiring teachers and boards of trustees throughout the state to introduce into the public schools of the state, at the beginning of the next school year, a set of text books in reading, spelling, geography, grammar, arithmetic, writing, history and physiology. The law is *imperative*, and failure on the part of the teacher or trustee to comply with its requirements is accounted and punished as a misdemeanor. In compliance with this law, the course of study has been revised to adapt it to the conditions thus imposed.



T. G. ARNOLD, SUPT. CITY SCHOOLS.

(From the Industrial World.)

Prof. Arnold was born in Kentucky in 1851. He graduated at Cecilian College an A. B. in 1875, received the degree of L. L. B. from Columbian University of Washington, D. C., in 1890, and the degree of L. L. M. from the same institution in 1891. He has taught for 12 years in Kentucky and five years in Texas, having in this state been at the head of the public schools of Hemphill, Woodville and Nacogdoches. He was the conductor of the State Summer Normal at Jasper in 1895, of the State Summer Normal at Beeville in 1897, and of the same school again in 1898. He was also a member of the faculty of the State School of Methods at Austin and of the University Summer Normal during the session of 1898. He is a ripe scholar, as well as a thoroughly trained and experienced teacher, and is eminently fitted to educate and develop the youthful minds of the land.

COURSE OF STUDY.

First Grade.

MRS. GUSSIE FLOURNOY, TEACHER.

READING—Primer, Stickney's First Reader, chart and blackboard exercises, study of inflection and emphasis.

SPELLING—Words from the reader, and words given by the teacher.

NUMBER-WORK—Combinations up to 5, notation and numeration of numbers of two figures.

DRAWING—Book No. 1, Zaner, Webb and Ware's Drawing Series; writing with crayon and pencil, alternately with drawing.

Second Grade.

MISS LELA LAWLEY, TEACHER.

READING—Stickney's Second Reader; supplementary reading as directed; inflection and emphasis specially taught.

SPELLING—Words from the readers; the first 100 lessons in Benson's Speller, Part One. Use of diacritical marks.

WRITING—With pencil on tablets, and with pen in Copy Book No. 1.

DRAWING—On alternate days with writing. Zaner, Webb and Ware's Drawing Series, No. 1.

ARITHMETIC—Original combinations up to 10, to supplement Pupil's Arithmetic, Lower Book, to page 40. Notation and numeration of numbers containing four figures or less.

Third Grade.

MISS TEMPIE LUX, TEACHER.

READING—Stickney's Third Reader, with supplementary reading as directed. Continued drill on inflection and emphasis, vowel sounds, and sounds of simple consonants.

SPELLING—Benson's Lower Speller, Lessons 101 to 220; and words from the readers, geography, and primary arithmetic, with continued use of diacritical marks.

WRITING—Copy Book No. 2, with special practice work, and written exercises in spelling.

DRAWING—Zaner, Webb and Ware's Series, Book 2, alternating with writing.

ARITHMETIC—Pupil's Series, Lower Book, page 41 to page 80. Supplementary oral and written exercises assigned by the teacher.

GEOGRAPHY—Rand-McNally's Elementary, 40 lessons.

Fourth Grade.

MRS. MINNIE H. FIZER, TEACHER.

READING—Woodward's Fourth Reader, with such supplementary matter as may be found necessary. Special exercises in emphasis and inflection, and in pronunciation of consonantal combinations.

SPELLING—Benson's First Book, lessons 121 to 160; Second Book, 90 lessons. The teacher will give lists of words from the reader, geography and arithmetic. Phonics studied. Regular spelling exercises must be done in writing, with pen and ink.

WRITING—Copy Book No. 3, with special exercises given by the teacher.

DRAWING—During the year the A class will use No. 3 of the drawing series, alternating with the work in writing.

ARITHMETIC—Notation and numeration up to six figures. Lower Book (Pupil's Series) from page 81 to page 136. Special oral and written exercises given by the teacher to supplement the book.

GEOGRAPHY—Rand-McNally's Elementary. Lesson 41 to the end; map drawing.

Fifth Grade.

MRS. IDA NATIONS, TEACHER.

READING—Stickney's Fifth Reader, with supplementary reading as directed; in this grade and the grade below, every effort should be made by the teacher, not only to secure easy, rapid and correct expression, but also to develop the pupil's interest in the literature and to aid him in forming a correct literary taste. Modulation, pitch, force, rate and quality should be studied, and difficult exercises should be given to secure clear and easy articulation.

SPELLING—Benson's Second Book, Lessons 91 to 180. Also list of geographical, arithmetical and other words met with in the studies of the grade. The teacher should insist that the pupil be able to spell *every word he uses*.

WRITING—Besides the writing done in connection with the work (particularly in the spelling exercises), in all of which the teacher should insist on correct *letter forms*, the pupils will use Copy Book No. 4, and practice special exercises given by the teacher.

DRAWING—No. 4 of the drawing series, alternating with writing.

ARITHMETIC—Pupil's Lower Book, pages 137 to 223, with special drills in fractions.

GEOGRAPHY—Rand-McNally's Grammar-School Geography begun; map drawing continued.

Sixth Grade.

MISS MATTIE MUSSETT, TEACHER.

SPELLING—Benson's second Book, last 90 lessons with review. Written work. Phonics and diacritical marks continued.

READING and LITERATURE—Blaisdell's First Steps in English and American Literature. Four literary selections read during the session to secure easy, correct, fluent and intelligent expression, and to develop a *love for literature and literary writers*. (Consult the superintendent as to selections.)

PENMANSHIP—Nos. 5 and 6, writing series, with special additional exercises.

LANGUAGE—Hyde's Lessons in English, State Edition.

ARITHMETIC—Pupil's Series, Higher Book, to page 150, with additional exercises from other sources.

GEOGRAPHY—Rand-McNally's Grammar-School Geography.

COMPOSITION—Exercises throughout the year in letter and story writing, description, and reproduction. Paragraphing, punctuation and use of capitals taught in connection with all written work.

Seventh Grade.

MR. W. E. MADDERRA, TEACHER.

SPELLING—The teacher will give regular written exercises (suggested by the superintendent), in the terms met with in the text books and in daily life. Punctuation, paragraphing and use of capitals formally taught in this grade.

LITERATURE—A series of talks on leading American and English authors, with the study of some of their most noted productions. Four complete works to be read.

PENMANSHIP—Nos. 7 and 8 of the writing series.

GRAMMAR—Hyde's Practical Grammar completed. Special attention to correction of false syntax.

ARITHMETIC—Pupil's Series, Higher Book, completed. Additional practical exercises given.

TEXAS HISTORY—Pennybacker.

PHYSIOLOGY—Hutchinson's First Book.

COMPOSITION—Business forms, letters of business and friendship, reproductive work, historical narrative and newspaper reporting. (Frequently consult the superintendent as to this work.)

Eighth Grade.

MR. L. W. BELL, TEACHER.

ARITHMETIC—Robinson's Higher, throughout the year.

ALGEBRA—Wentworth's First Steps.

PHYSIOLOGY—Hutchinson's Second Book.

PHYSICAL GEOGRAPHY—Maury's.

CIVIL GOVERNMENT—Williams & Rogers', with special study of the civil government of Texas.

UNITED STATES HISTORY—The State Text Book, with exercises in historical reproduction.

GRAMMAR and COMPOSITION—Whitney and Lockwood's Grammar, with bi-monthly exercises in composition, corrected, re-written, and filed in the library.

The foregoing studies are required of *all* students. The following are optional:

LATIN—Collar and Daniels' First Latin Book. Thorough study of the forms of the language and the principal laws of concord, government, position and euphonic change.

GREEK—Harkness' First Greek Book, with same line of study as in Latin.

BEEVILLE CITY SCHOOLS.

Ninth Grade—(High School.)

SUPT. T. G. ARNOLD, TEACHER.
MR. W. E. MADDERRA, ASSISTANT.

ALGEBRA—Wentworth's School Algebra completed.

GEOMETRY—Two books of Wentworth's Plane Geometry.

AMERICAN LITERATURE—Hawthorne and Lemmon, with critical reading and study of five special selections: "The Last of the Mohicans," "Evangeline," "Irving's Sketch Book" (10 selections), "Thanatopsis," and "The Vision of Sir Launfal."

RHETORIC—Genung, with practical exercises bi-monthly.

GENERAL HISTORY—Barnes' text, through Ancient History. Exercises in historical reproduction.

OPTIONAL.

LATIN—D'Ooge's *Viri Romae* and Cæsar's Commentaries, Books I-II, with special topical study of the grammar, and concurrent exercises in Prose Composition.

GREEK—Greek Reader, with topical study of the grammar. Arnold's Greek Prose Composition.

Tenth Grade—(High School.)

SUPT. T. G. ARNOLD, TEACHER.
MR. L. W. BELL, } ASSISTANTS.
MISS MATTIE MUSSETT, }

GEOMETRY—Wentworth's Plane Geometry, Books III-V.

GENERAL HISTORY—Barnes' text, through Mediæval and Ancient History; historical essays.

ENGLISH LITERATURE—Study of special authors, in connection with the history of English Literature. Texts for 1898-9, Goldsmith's "Vicar of Wakefield," Coleridge's "Ancient Mariner," DeQuincey's "Flight of a Tartar Tribe," Addison's "Sir Roger de Coverley Papers," and Shakespeare's "Macbeth."

PHYSICS—Wentworth and Hill (First Term.)

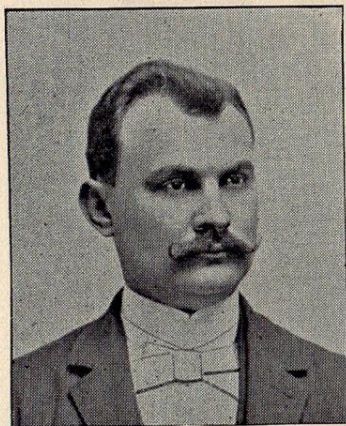
PSYCHOLOGY—Lectures (during Second Term.)

OPTIONAL.

LATIN—Cæsar, Books III-V; Cicero, four orations; Virgil, Book I; special study of the grammar (including prosody) continued; Latin Prose composition.

GREEK—Xenophon's *Anabasis*, two books; Arnold's Greek Prose Composition.

To those completing the foregoing course in a satisfactory manner, either with or without the optional studies, a diploma will be granted. It is the desire and intention of the Superintendent and Board of Trustees the affiliation of the High School with the State University, so that a diploma from the High School will pass its bearer into the University without examination.



W. E. MADDERRA.

Recently elected Teacher of the Seventh Grade, B. H. S.

Prof. Madderra was born in Kentucky in 1867, and educated at Salem College, Garnettsville, Ky., and at the National Normal University, Lebanon, Ohio. For three years he was an instructor in Grayson Seminary, Litchfield, Ky., and for five years he was principal of Lynnvale Academy, White Mills, Ky. In 1897 he came to Texas, and during the past year he was professor of mathematics in the University of Nacogdoches, one of the oldest chartered and endowed schools in Texas, it having been chartered in 1845 by the Republic of Texas, and granted an endowment of 20,000 acres of land. Prof. Madderra is a courteous, scholarly gentleman, and his selection by the Board of Trustees will greatly increase the efficiency of the faculty of the B. H. S.

BEEVILLE HIGH SCHOOL.

SCHEDULE OF RECITATIONS—SIXTH GRADE TO TENTH GRADE.

TIME.	MR. ARNOLD.	MR. BELL.	MR. MADDERRA.	MISS MUSSETT.
8:20—9:00		Physics, first term. 10 Psychology, second term.		
9:00—9:10		OPENING EXERCISES IN ALL THE ROOMS.		
9:10—9:40	Rhetoric. 9 Medieval and Modern History. 9	Composition and Grammar. 8 Physiology. 8	Grammar. 7 Composition. 7	Language. 6 Penmanship. 6
10:20—10:40		FORENOON RECESS.		
10:40—11:20	American Literature. 9	U. S. History. 8	Reading and Literature. 7	Reading and Literature. 6
11:20—12:00	Latin. 10	Civil Government. 8	Penmanship and Spelling. 7	Spelling. 7
12:00—12:40		NOON RECESS.		
12:40—1:20	Latin. 9	Physical Geography. 8	Physiology. 7	Political Geography. 6
1:20—2:00	Geometry. 10	Arithmetic. 8	Texas History. 7	Composition. 6
2:00—2:20		AFTERNOON RECESS.		
2:20—3:00	Geometry. 9	Algebra. 8	Arithmetic. 7	Arithmetic. 6
3:00—3:30	Latin. 8		Algebra. 9	English Literature. 10

* The figures refer to the grade to which the class belongs

SPECIAL COURSES.



In addition to the foregoing *general* course of study, which, with the exception of drawing and Latin, is required of all regular students, the following special courses are offered to those who desire them. However, they form no part of the public-school course, and a reasonable tuition fee will be required for each branch by the teacher in charge of that branch.

GERMAN.

MR. H. P. DUBORG, INSTRUCTOR.

First year, Comfort's First Book in German.

Second year, Comfort's German course.

Third year, Selections from German Classics.

Conversation and written translation and composition required throughout the course.

Two lessons per week, \$1.60 per month.

Three lessons per week, \$2.40 per month.

SPANISH.

MR. H. P. DUBORG, TEACHER.

First year, Mantilla's Spanish Primer and Mantilla's Second Spanish Reader.

Second year, Mantilla's Third Reader; "Don Quixote." Conversation throughout the course.

Price of tuition, same as in German.

ELOCUTION.

MISS EDNA THOMPSON, B. L., B. E.

Instructions in Physical Culture, Articulation, Inflection, Emphasis, Force, Rate, Pitch, Time, Quality, Gesticulation and Facial Expression.

Class lessons, \$2.00 per month.

Individual lessons, \$4.00 per month.

Primary lessons, \$1.00 per month.

ART.

MISS CLAUDE PIRTLE, TEACHER.

Sketching from nature, or Free-Hand Drawing, \$1.50 per month.

First Class in Crayon Work—landscape sketching and shading, \$2.00 per month.

Second Class in Crayon Work—animal drawing and portrait work, \$2.50 per month.

Pastel Work, \$3.00 per month.

Oil Painting or Water Colors, \$4.00 per month.

These prices cover three lessons per week, of one hour each.

MUSIC.

Instruction on Piano, Miss Ida Gramann.

Instruction on Piano or Violin, Miss Estelle Dugat.

(For prices of tuition, consult these teachers.)

LECTURE COURSE.



It gives me pleasure to announce that arrangements have been made with prominent professional and business men to deliver a series of lectures during the coming year, on various popular and scientific subjects. Neither the order nor the dates of delivery can be determined yet. At present the course contains the following subjects:

- | | |
|--|--|
| 1. The Blood.....Dr. F. M. Logsdon. | 13. What Shall We Do With Our Boys, (for parents only), Dr. T. W. Johnson. |
| 2. Law and Lawyers, ... J. C. Crisp, Esq. | 14. Political Problems of the Near Future, .. Lon C. Hill, Esq. |
| 3. Becoming a Doctor, Dr. R. A. Markham. | 15. The Law of Heredity, .. Dr. S. H. Bell. |
| 4. Opportunities, .. Jas. R. Dougherty, Esq. | 16. The Ideal Man, Jas. R. Dougherty, Esq. |
| 5. Elements of Success, Capt. A. C. Jones. | 17. Requisite of Scholarship,.....Dr. H. C. Moore. |
| 6. Boys' Mistakes,..... W. W. Dodd, Esq. | 18. Some Laws of Hygiene, Dr. R. A. Markham. |
| 7. Nutrition,..... Dr. S. H. Bell. | 19. The Men Who Win, A. G. Kennedy, Esq. |
| 8. The Power of Habit, Dr. T. W. Johnson. | 20. The Parents' Part in Education, ... W. J. Gray, Esq. |
| 9. The Necessity of Aim, ... John W. Flournoy, Esq. | 21. Wanted—A Boy, ... R. E. Harris, Esq. |
| 10. Cell Growth,.....Dr. F. M. Logsdon. | |
| 11. Religions of the World,.....Rev. D. R. Hardison. | |
| 12. Politics,.....W. W. Dodd, Esq. | |

CONCLUSION.



Thanking the President and members of the Board for their courtesy, confidence, and co-operation during the past year, and cherishing the earnest hope that the work of the Beeville City Schools during the coming year may be more satisfactory and successful than that of any year in their past history, and pledging my untiring efforts to that end, I submit this report for your consideration.

Beeville, Texas, Aug. 10, 1898.

T. G. ARNOLD,
Supt. Beeville City Schools.

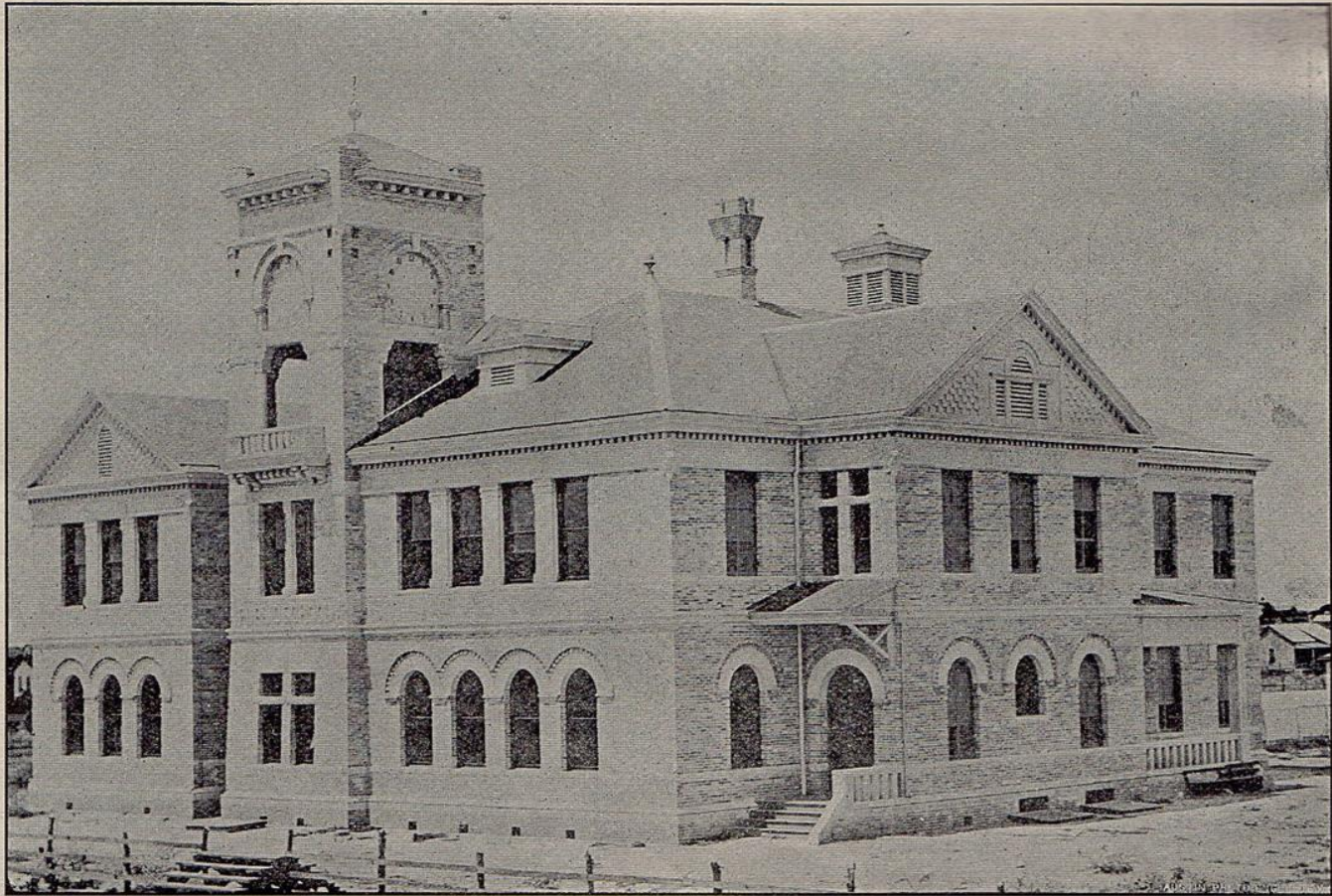
Report of the Board of Trustees.

To the Citizens of Beeville and the General Public:

Having been chosen two years ago to supervise the public schools of Beeville, we deem it proper, on retiring from office, to submit to the public whose interests we have represented, a brief report of our stewardship.

Without discussing the past history of our schools, it can undoubtedly be asserted that they are to-day in a prosperous and healthy condition. In support of this statement we submit the following *facts*:

1. The enrollment during the year, 562 pupils, has been larger than during any previous year.
2. The attendance has been better sustained throughout the school year.
3. The number of pupils in the High School has been increased from 9 in 1896-7 to 41 in 1897-8—over 280 per cent gain.
4. The tuition earned has been increased from \$162.20 in 1896-7 to \$420 in 1897-8—a gain of more than 150 per cent.
5. The number of volumes in the library has been increased from 9 in 1896-7 to 457 in 1897-8—a gain of more than fifty to one.
6. A literary society of more than fifty members was organized last fall and maintained throughout the session, doing excellent and instructive work in recitation, declamation, discussion, essay writing, and journalism.
7. This society, in spite of some hostile criticism, has raised funds and erected a splendid stage in the High School auditorium, bought a supply of wands and Indian clubs for calisthenic exercises, purchased many books for the library, and bought and partly paid for a splendid piano for use in society and school entertainments.
8. Our school is attracting the attention of persons outside the county who have children to educate, and we have every reason to expect an increasingly large boarding patronage.



BEEVILLE HIGH SCHOOL BUILDING.

In view of these facts we have felt that, as public-school trustees, we could do this community no better service than to retain, for the coming year, our progressive and energetic superintendent, Mr. T. G. Arnold, and the teachers who last year worked with him faithfully to bring the school up to its present efficiency. We have also made provision for a teacher of the Seventh Grade, which action will add largely to the amount and thoroughness of the instruction heretofore given in the grammar school. For this work we have employed Mr. W. E. Madderra, who for five years was principal of Lynnvale Academy, at White Mills, Ky., and who during the past year has been teacher of mathematics in Nacogdoches University.

It is, also, our confident expectation that the schools will be continued during the coming year for *nine* months, instead of, as heretofore, *eight* months. The session of last year was cut down by the fact that it was necessary to overhaul the heating plant, which improvement cost a considerable sum of money.

To those who contemplate sending their children to school, or who wish to move to a progressive town for the purpose of giving their children the benefits of a thorough and practical education, under skilled and experienced teachers, at a light expense, we would say: "Come or send to Beeville. We have a healthful location, the best High School building in South Texas, excellent society, comfortable boarding places, and all that is needed to put our school among the best in the state."

In retiring from office, we thank our fellow-citizens for their confidence, in choosing us as their City School Board; and we bespeak for our successors on the Board, and for the Superintendent of Schools, that harmony, that co-operation, that caution in criticism, and that liberality of judgment so necessary to the establishment and maintenance of a successful system of public schools. Respectfully yours,

Board of Trustees

R. A. MARKHAM, Ch'm.
G. M. FIZER.
B. F. COCHRAN.
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It has 3,000 population,
 Churches of all denominations,
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 Two weekly newspapers,
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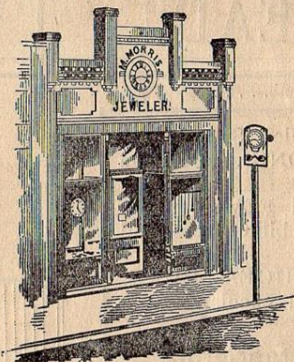
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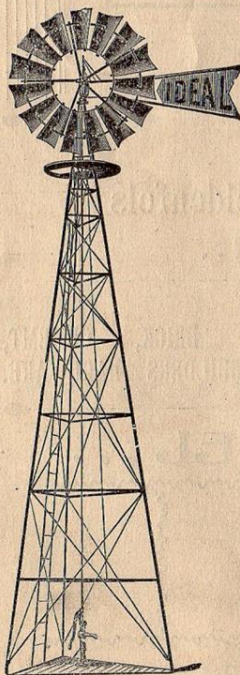


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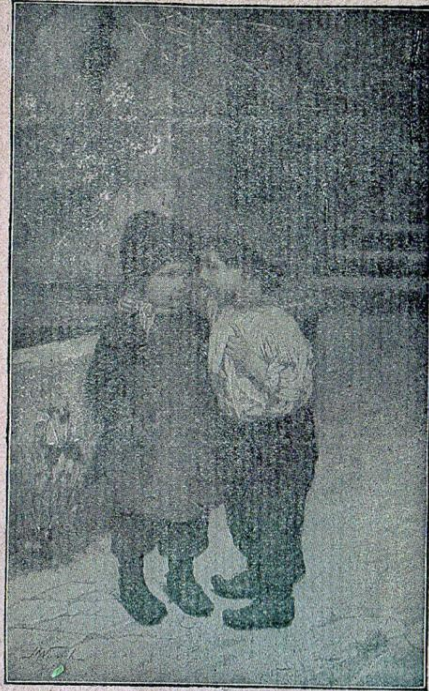
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